



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

Memorandum

TO: Curriculum and General Education Committee
K. Bandy, T. Mendoza, J. Rangel-Escobedo, C. Duron, D. Garza, T. Payne, B. Devine, A. Bledsoe, D. Rodenhauser, K. Webster, J. Lopez, S. Rowland, M. Oja, ASO Representative, and PTK Representative

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

DATE: February 17, 2026

SUBJECT: Next Meeting's Agenda

The next meeting of the **Curriculum and General Education Committee** will be held on **Friday, February 20, 2026, from 12:10 p.m. to 1:30 p.m. in S-11**

AGENDA

- I. CALL TO ORDER**
- II. PUBLIC COMMENTARY**
- III. APPROVAL OF MINUTES:** From January 12, 2026, Curriculum & General Education meeting (4)
- IV. NEW BUSINESS**
 - A. Allied Health/Applied Tech Division – New Courses**
 - 1. NURS 1400 Fundamentals of Nursing Care (7)
 - 2. NURS 1410 Health Assessment (15)
 - 3. NURS 1415 Pharmacology (22)
 - 4. NURS 1416 Introduction to Medical Administration (29)
 - 5. NURS 1420 Nursing Care of Patients with Common Conditions (36)
 - 6. NURS 1430 Nursing Care of Patients with Mental Health Disorders (46)
 - 7. NURS 2400 Nursing Care of Patients with Acute Conditions (53)
 - 8. NURS 2500 Nursing Care of Growing Families (61)
 - 9. NURS 2600 Nursing Care of the Pediatric Patient (68)
 - 10. NURS 2700 Nursing Care of Patients with Complex Conditions (74)
 - 11. NURS 2800 Nursing Leadership and Patient Management (82)
 - 12. NURS 2900 Transition to Practice (88)
 - B. Allied Health/Applied Tech Division – New Programs**
 - 1. Liberal Arts Area of Emphasis: Pre-Nursing/Pre-Dental Hygiene (93)
 - 2. Associate Degree of Science in Nursing (98)
 - 3. Associate Degree of Science in Modern Policing (130)

- 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 Revision

1. PHED 1605 Beginning Social Dance (155)
2. PHED 1615 Intermediate Social Dance (158)

B. Business, Arts, and Humanities Division – Course Revision

1. COMM 1530 (C1004) Interpersonal Communication (162)

C. Sciences and Mathematics Division – Course Revision

1. MATH 2100S (2211S) Support for Calculus I: Late Transcendentals (170)

D. Social Sciences Division – Course Revision

1. SOC 1510 (C1000) Introduction to Sociology (175)

E. Distance Learning Approvals (182-203)

1. PHED 1622 Advanced Yoga
2. PHED 1642 Elite Yoga
3. SLP 2100 Childhood Disorders and Treatment
4. SLP 2300 Adult Disorders and Treatment

VI. DISCUSSION ITEMS

- A. Title 5 Changes (204)
- B. IDEAA in the COR
- C. Title 2: ADA Requirements
- D. OER/TAR
- E. Credit for Prior Learning Procedures (211)
- F. Course Sunsetting Policy (213)
- G. Other

VII. INFORMATION ITEMS

- A. CourseDog
- B. Common Course Numbering Phase III Memo (215)
- C. CCN Guide (216)

VIII. NEXT MEETING: March 20, 2026, 12:20pm-1:30pm

IX. PROGRAM STATUS: See the table below

Program	Tech Review	C & GE	Board	Status
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Psychology ADT	March 14, 2024	March 22, 2024	April 10, 2024	Approved Jan. 2026
Environmental Health and Safety – A.S. Degree	March 18, 2025	November 21, 2025	December 10, 2025	Submitted
Speech Language Pathology Assistant – A.S. Degree	October 28, 2025	November 21, 2025	December 10, 2025	Submitted
Speech Language Pathology Aide - Certificate of Achievement	October 28, 2025	November 21, 2025	December 10, 2025	Submitted

* New Program

X. ADJOURNMENT



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

PRESENT: K. Bandy, T. Mendoza, J. Rangel-Escobedo, C. Duron, D. Garza, T. Payne, B. Devine, A. Bledsoe, D. Rodenhauser, K. Webster, J. Lopez, S. Rowland, M. Oja, Dr. Vicki Jacobi, Greg Bormann, I. Santiesteban

ABSENT: None

MINUTES

I. CALL TO ORDER at 10:11AM

II. PUBLIC COMMENTARY

K. Webster was welcomed to the committee as his first meeting as a division chair.

III. APPROVAL OF MINUTES: From December 19, 2025, Curriculum & General Education meeting

The minutes for the December meeting were approved on a motion by C. Duron and seconded by K. Webster and unanimously approved by all.

IV. ACTION ITEMS

A. AP 4025

B. BP 4025

AP 4025 was amended to include the California General Education Transfer Curriculum (Cal-GETC) language. With the changes, both AP and BP 4025 were approved on a motion set forth by B. Devine and seconded by K. Bandy and unanimously approved by all.

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 – Program Revision

1. Dental Hygiene Administration Bachelor's Degree

Consent items were approved on a motion by B. Devine, seconded by K. Bandy and unanimously approved by all.

VI. DISCUSSION ITEMS

A. Other

V. Jacobi talked about Credit for Prior Learning (CPL) Training, and the second reading of CPL for high school courses at the Chancellor's Office. Several other points were discussed

including the incoming Phase III of Common Course Numbering, a course sunseting process, and Distance Education processes.

Phase III of CCN should be released in late January or early February.

The Division Chairs conversed about a course sunseting process. They mentioned other processes such as: when a course has not been successfully offered in three years, it would be inactivated. If there were to be a policy adopted in regards to sunseting courses, it would have to go through Academic Senate and Governance for approval. Additionally, it was discussed that there is a need to streamline the Distance Education processes, the idea of a new form was brought up.

VII. NEXT MEETING: February 2026, Time TBD

It was concluded that the next meeting will be on the third Fridays from 12:10pm – 1:30pm

VIII. PROGRAM STATUS: See the table below

Program	Tech Review Approved	C & GE Approved	Board Approved	Status
Psychology ADT	March 14, 2024	March 22, 2024	April 10, 2024	Revisions Submitted

* New Program

IX. ADJOURNMENT at 10:50AM

MEMO

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 10/29/2025

Re: Associate Degree in Nursing

Program Title: Associate Degree in Nursing (ADN)

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.

The Allied Health and Applied Technology division is proposing a new Associate Degree in Nursing. Attached is the program narrative. Also attached is the mission and program learning outcomes. A feasibility study will be submitted to the nursing board for approval.

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, BSN, RN

Reviewed by: K. Bandy

Date Prepared: September 4, 2025

Nursing (NURS) 1400 Fundamentals of Nursing 4 units

[formerly _____]

Prerequisite: Completion of prerequisites and *admission to Nursing Program*

Advisory: *Strong understanding of human anatomy, physiology, microbiology, and pathophysiology.*

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Identify systems of the human body.
2. Communicate effectively.
3. Demonstrate beginning critical thinking skills.

Total Hours: Lecture= 32, Lab=96

Catalog Description: The Fundamentals of Nursing Care course presents the foundation of holistic, patient-centered, compassionate care of adult and elderly patients with chronic conditions. The course will introduce students to the core concepts and principles of professional nursing practice with an emphasis placed on safety, communication, basic clinical skills, and documentation. The course introduces the Nursing Process and NCSBN Clinical Judgment Measurement Model (NCJMM) that assist the registered nurse in making sound clinical judgments as the student progresses through the program. The Nurse Practice Act is discussed, in detail, including basic ethical and legal concepts that form the foundation of nursing care. Students will learn how explicit and implicit bias foster self-awareness and critical reflection to recognize unconscious attitudes and ensure equitable, patient-centered care across diverse populations.

Type of Class/Course: Degree credit

Texts: P.A. Potter, A.G. Perry, P.A. Stockert, A. Hall, & W.R. Ostendorf. *Fundamentals of Nursing*. 12th ed., 2025, Elsevier.

Additional Required Materials: Instructor Syllabus, clinical forms, ATI Supplemental material, clinical paperwork, drug reference textbook

Course Objectives:

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

1. Explain and discuss the steps of the nursing process used to plan safe, patient-centered care to a variety of chronic conditions in the geriatric and adult population.
2. Explain the importance of therapeutic communication for patient and interprofessional interactions.
3. Demonstrate, observe, and evaluate common fundamental nursing skills.
4. Discuss and classify the safety protocols to prevent infection and harm to patients.
5. Define, discuss, and evaluate implicit bias through student self-reflection. Review and discuss core tenants that help build awareness and translate knowledge into equitable practice.

6. Identify the NCSBN Clinical Judgment Measurement Model (NCJMM) as a resource for beginning critical thinking.
7. Define and discuss the use of the NCJMM for the safe practice of medication administration in the elderly population with polypharmacy.
8. List, discuss, and demonstrate the use of ISBARQ for handoff reports.

Course Learning Outcomes:

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

1. Apply the core tenants of implicit bias to the nursing process in order to assess, diagnosis, plan, implement, and evaluate care for patients across the lifespan. **NCLEX Categories:** *Management of Care, Safety and Infection Control, Physiological Adaptation*; **QSEN Competencies:** Patient-centered Care, Safety
2. Define effective communication skills with patients, families, and the interprofessional healthcare team. **NCLEX Categories:** *Management of Care, Psychosocial Integrity*; **QSEN Competencies:** Patient-centered Care, Teamwork and Collaboration
3. Demonstrate fundamental nursing skills safely and competently (e.g., vital signs, hygiene, mobility, nutrition and elimination, comfort, rest, and sleep, end-of-life care, and medication administration). **NCLEX Categories:** *Management of Care, Physiological Adaptation*; **QSEN Competencies:** *Safety, Evidence-Based Practice*
4. Practice safety protocols, infection control measures, and techniques to prevent harm to patients. **NCLEX Categories:** *Management of Care, Physiological Adaptation*; **QSEN Competencies:** *Safety, Evidence-based Practice*
5. Recognize and prioritize basic patient needs in chronic care settings, using critical thinking and clinical judgement. **NCLEX Categories:** *Management of Care, Physiological Adaptation*; **QSEN Competencies:** *Patient-Centered Care, Safety*
6. Apply pharmacologic knowledge into clinical decision-making scenarios for chronic conditions, demonstrating holistic, patient-centered care and safety. **NCLEX Categories:** *Management of Care* **QSEN Competencies:** *Safety, Patient-centered Care, Evidence-based Practice, Teamwork and Collaboration*
7. Use ISBARQ for patient report to clinical instructor and handoff report to the RN. **NCLEX Categories:** *Management of Care*; **QSEN Competencies:** *Safety, Patient-centered Care*

Course Scope and Content:

- Unit I **Introduction to Nursing**
- A. History and evolution of nursing
 - B. Roles and responsibilities
 - C. The Nurse Practice Act (Scope or practice)
 - D. Ethics and Legal issues in nursing
 - E. Implicit bias
 - a. Self-awareness
 - b. Understanding bias
 - c. Impact on patient care
 - d. Cultural humility
 - e. Bias interruption strategies
 - f. Equity and advocacy
 - g. Reflective practice
 - h. Application to the Nursing process
 - F. The Nursing Process

- a. Assessment
- b. Nursing diagnosis
- c. Planning
- d. Interventions
- e. Evaluation
- G. NCSBN Clinical Judgment Measurement Model (NCJMM)
- H. Professional Standards in Nursing0
 - a. ANA Code of Ethics
 - b. QSEN Competencies
 - c. Accreditation
- I. Quality Assurance
- J. The Politics of Healthcare
- K. Evidence-based practice

Unit II

Communication and Documentation

- A. Therapeutic communication techniques
- B. Patient-centered and family supportive care
- C. Cultural competence
- D. Documentation in the health record
- E. ISBARQ (introduction, situation, background, assessment, recommendation, questions) communication
- F. Electronic Health Records (EHR), Electronic Medical Record (EMR)
- G. HIPAA and confidentiality
- H. Socialization to the interprofessional healthcare team

Unit III

Growth, Development, and Health Promotion

- A. Lifespan development (infant to frail adult))
- B. Health promotion and disease prevention
- C. LGBTQIA+
- D. Patient Education
- E. Community Assessment and Social Determinants of Health
- F. Patient preferences and needs

Unit IV

Basic Nursing Skills

- A. Vital Signs [temperature, pulse, respirations, blood pressure (manual and electronic) oxygen saturation, pain]
- B. Hygiene and personal care (bathing, oral care, grooming, perineal care)
- C. Bed-making and patient positioning
- D. Infection Control (hand hygiene, PPE, isolation procedures)
- E. Wound care and dressing changes
- F. Respiratory support (oxygen, nasal cannula, masks)

Unit V

Patient Assessment

- A. Physical assessment techniques (inspection, palpation, percussion, auscultation)
- B. Head-to-toe assessment
- C. Health history interview
- D. Documentation of findings

Unit VI Mobility and Safety

- A. Safe patient handling and transferring
- B. Proper body mechanics for nurse and patient safety
- C. Range of motion
- D. Use of assistive devices (canes, walkers, wheelchairs)
- E. Ambulation
- F. Fall prevention
- G. Restraint use and alternatives

Unit VII Nutrition and Elimination

- A. Basic nutritional needs and feeding assistance
- B. Modified diets
- C. Enteral feeding (NG tube care)
- D. Urinary and bowel elimination
- E. Urinary catheter care and ostomy management
- F. Documentation of meals
- G. Measurement and documentation of intake and output

Unit VIII Infection Prevention and Control

- A. Chain of infection
- B. Standard and transmission-based precautions
- C. Sterile technique
- D. Aseptic procedures
- E. Personal Protective Equipment (PPE)

Unit IX Comfort, Rest, and Sleep

- A. Pain management techniques (pharmacologic and non-pharmacologic)
- B. Promoting sleep and relaxation
- C. Comfort measures (positioning, back rubs, environment control)

Unit X End-of-Life and Grief Care

- A. Palliative and hospice care principles
- B. Caring for dying patients and families
- C. Post-mortem care
- D. Cultural and spiritual considerations

Course Scope and Content: Laboratory *(if applicable)*

Unit I Week 1-Orientation Weeks 1-10 Skills Lab

- A. Skills Lab Rules
- B. Skills lab course learning outcomes
 - 1. Demonstrate the safe and effective performance of nursing skills required for patient care, including assessment, medication administration, and basic nursing procedures.
 - 2. Apply the nursing process in the execution of clinical skills; ensuring patient safety and achieving therapeutic goals.
 - 3. Integrate critical thinking and clinical judgment when performing nursing interventions and responding to patient conditions.

4. Demonstrate effective communication with patients, families, and healthcare team members while performing clinical skills.
5. Practice ethical decision-making and professional behavior while performing clinical skills in a variety of simulated healthcare settings.

Unit II Week 2-Therapeutic Communication- Patient History (hands-on practice of nursing skills, simulation labs, and clinical rotations in healthcare settings to apply learned skills)

- A. Demographic data
 - a. Biopsychosocial, cultural, religious, financial, and safety assessment
- B. Current physical complaint
- C. Health history
- D. Surgeries
- E. Immunization record
- F. Chronic conditions
- G. Acute conditions
- H. Support system
- I. Literacy assessment

Unit III Week 2-Planning Patient Care

- A. Assessment
- B. Priorities
- C. Planning
- D. Implementing
- E. Evaluating

Unit IV Weeks 3-9 Patient Care Skills

- A. Basic Nursing Skills
 1. Hand hygiene and standard precautions
 2. Donning and doffing personal protective equipment (PPE)
 3. Bed-making (occupied and unoccupied)
 4. Positioning, turning, and transferring patients (including use of gait belts, mechanical lifts)
 5. Range of motion (active and passive)
 6. Vital signs (manual and electronic): temperature, pulse, respirations, blood pressure, pain assessment, pulse oximetry
 7. Height and weight measurement
- B. Activities of Daily Living (ADLs)
 1. Bathing (bed bath, partial bath, shower)
 2. Oral care (with and without dentures)
 3. Perineal care, catheter care
 4. Hair, nail, and skin care
 5. Feeding patients (assisting, aspiration precautions)
 6. Toileting (bedpan, urinal, commode, incontinence care)
 7. Dressing and undressing patients
- C. Safety and Comfort
 1. Body mechanics for nurses and patients
 2. Fall prevention and safety checks

3. Restraint alternatives and safe use of restraints
 4. Bed and wheelchair safety (brakes, positioning, mobility support)
 - D. Infection Control and Asepsis
 1. Principles of medical asepsis
 2. Principles of surgical asepsis (sterile field set-up, sterile gloving)
 3. Isolation precautions
 - E. Basic Procedures
 1. Application of hot/cold therapies
 2. Intake and output measurement (urine, stool, emesis, fluids)
 3. Specimen collection (blood, urine, wound cultures, stool, sputum, swabs)
 4. Wound care
 - a. Basic dressing changes
 - b. Drains and wound vac
 - c. Observation
 - d. Documentation
 - F. Core Clinical Skills
 1. Basic oxygen therapy (pulse oximetry, nasal cannula, simple mask application, non rebreather, Venturi mask)
 2. Tracheostomy care and suctioning (oropharyngeal, nasopharyngeal, tracheal)
 3. Insertion and care of nasogastric (NG) tube (feeding, decompression)
 4. Gastrostomy/PEG tube care and feedings
 5. Ostomy care (colostomy, ileostomy)
 6. Bowel management (enemas, digital stimulation, stool specimen collection)
 7. Urinary catheter insertion and care (non-invasive external, indwelling, intermittent, suprapubic)
 8. Blood glucose monitoring
 9. Basic life support (BLS) and responding to codes
 10. Lab value interpretation and correlation with clinical findings
 - G. Interprofessional Collaboration and Communication
 1. ISBARQ handoff communication
 2. Collaboration with physicians, pharmacists, respiratory therapists, physical/occupational therapy, dietitians, case management, social worker
 3. Patient and family education on chronic conditions and discharge planning
 - H. Competency Testing on Skills
- Unit V**
- Weeks 11-16-Supervised, Direct Patient Care**
- A. Comfort and hygiene
 - a. Patient preferences and needs
 - B. Vital signs
 - C. Head to Toe Assessment
 - D. Activities of daily living
 - a. Nutrition
 - b. Range of Motion
 - c. Ambulation
 - E. Intake and output
 - F. Communication
 - a. Reporting to RN, Clinical Instructor, Support system

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. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. Completing clinical assignments

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)
2. Individual and group work (case studies)
3. Skills practice
4. Supervised direct patient care

Assignments:

Reading: Read Chapter 8

Written: In 500 words, discuss why is it important to assess for mood and social supports in patients with chronic disease? What special considerations should you have when making such an assessment in an older patient?

Signature: Clinical Judgement Activity (Recognize and Analyze Cues)

Present a case study where a patient and caregiver are visiting the hospital for care (chemotherapy infusion). Role play: one student is the patient who is fretful and hesitant to request anything, one student is the caregiver who looks tired and has lost weight.

Encourage students to ask the caregiver questions about the caregiver and patient. Have student discuss what they observed and what interventions could be helpful. Have student complete a priority physical nursing diagnosis and a psychosocial nursing diagnosis.

Clinical Assignment: In pairs, practice therapeutic communication when assessing the patient's health and surgical history.

Methods of Evaluation

1. Writing assignments, including:
 - a. Focus questions
 - b. Essay exams
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - a. NCLEX-style questions
 - i. Multiple choice
 - ii. Fill-in-the-blanks

- iii. Multiple response
- iv. Calculation
- v. Unfolding Case Studies
- 4. Competency-based skill acquisition
- 5. Direct observation of patient care in the clinical setting

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational
Funding Agency:	Not applicable
Program Status:	Program applicable
Noncredit Category:	Not Applicable, Credit Course
Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse or Paramedic]
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, RN

Reviewed by: K. Bandy

Date Prepared: September 6, 2025

Nursing (NURS) 1410 Health Assessment 4 units

[formerly _____]

Prerequisite: *Admission to Nursing Program*

Advisory: *Strong understanding of human anatomy and physiology.*

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Identify the anatomy of the human body.
2. Communicate effectively.
3. Demonstrate beginning critical thinking skills.

Total Hours: Lecture= 32, Lab=96

Catalog Description: Health Assessment is an introductory course to the systematic head to toe assessment of the human body across the lifespan. Objective and subjective data will be collected using visualization/observation, auscultation, percussion, and palpation to make clinical judgements using the NCSBN Clinical Judgment Measurement Model (NCJMM). Students will learn to differentiate between normal and abnormal findings, document assessment data accurately, and practice effective communication skills. A comprehensive systems-based approach will be utilized to gather data on the neurological, integumentary, Head, Eyes, Nose, and Throat (HEENT), respiratory, circulatory, gastrointestinal, genitourinary, musculoskeletal, endocrine, lymphatic and immune, and psychosocial/mental health systems. Symptom analysis of pain and documentation will also be introduced and practiced.

Type of Class/Course: Degree credit

Texts: S.F. Wilson, J.F. Giddens, S.K. Goebel, L. Klenke-Borgmann & S.S. Yamane. *Health Assessment for Nursing Practice*, 8th ed., 2026, Elsevier.

Additional Required Materials: Course Syllabus, ATI Supplemental material, Clinical Paperwork, Clinical equipment (blood pressure cuff, penlight, reflex hammer).

Course Objectives:

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

1. Explain the use of comprehensive data collection techniques, using therapeutic communication to complete a physical assessment and patient history.
2. Demonstrate, observe, and evaluate common skills needed for the assessment of patients.
3. Compare normal and abnormal physical assessment data and how it is used to create the nursing diagnosis.
4. Summarize the difference between objective and subjective data, using therapeutic communication to address biopsychosocial, cultural, and religious patient needs and preferences.

5. Describe the importance of accurate documentation in the Electronic Medical Record (EMR). Illustrate the different models of data expression (ADPIE, ISBARQ, CBE).
6. Explain how each patient's individual developmental, cultural, religious, and environmental considerations are used to create plans of care.

Course Learning Outcomes

By the completion of this course, the successful student will be able to:

1. Discuss comprehensive data collection techniques, including patient history-taking and physical examinations, in adults and in diverse populations while incorporating developmental and cultural considerations. **NCLEX Categories:** *Management of Care, Health Promotion and Maintenance, Psychosocial Integrity*; **QSEN Competencies:** *Evidence-based Practice, Patient-centered Care*
2. Recognize normal and abnormal assessment findings to contribute to accurate nursing diagnoses and clinical decision-making. **NCLEX Categories:** *Patient-centered Care, Evidence-based Practice*; **QSEN Competencies:** *Safety, Evidence-based Practice, Patient-centered Care*
3. Identify effective therapeutic communication strategies to establish rapport, gather subjective data, and address psychosocial, religious, and cultural factors impacting health. **NCLEX Categories:** *Safe and Effective Care Environment, Psychosocial Integrity*; **QSEN Competencies:** *Patient-centered Care*
4. Assemble accurate document assessment data using standardized language and technology in accordance with legal, ethical, and professional standards. **NCLEX Categories:** *Safe and Effective Care Environment, Reduction of Risk Potential*; **QSEN Competencies:** *Safety, Patient-centered Care, Informatics*
5. Use developmental, cultural, religious, and environmental considerations into holistic health assessments to support individualized care planning. **NCLEX Categories:** *Safe and Effective Care Environment, Health Promotion and Maintenance, Psychosocial Integrity*; **QSEN Competencies:** *Evidence-based Practice, Patient-centered Care*

Course Scope and Content:

Unit I

Preparation

- A. Introduction and confirmation of patient's identity
- B. Roles and responsibilities
- C. Explain the procedure
- D. Hand hygiene
- E. Patient privacy (ask patient how they sexually identify)
- F. Position the patient
- G. Techniques and Equipment
- H. General measurement and vital signs
 - a. Skin color and general symmetry of face
 - b. Blood pressure
 - c. Pulse
 - d. Temperature
 - e. Oxygen saturation
- I. Environment
 - a. Adequate lighting
 - b. Quiet environment
 - c. Appropriate equipment

Unit II

Integumentary System

- A. Inspection and palpation

- a. Visualize the skin for color, bruising, rashes, and wounds
- b. Palpate for temperature, moisture, and skin turgor
- c. Check capillary refill
- d. Inspect the hair for distribution and scalp flakiness or lesions
- e. Check nails for shape, cleanliness, and color
- f. Assess for pressure injury risk factors

Unit III

HEENT (Head, eyes, ears, nose, and throat)

- A. Head-check for symmetry, lumps, or abnormalities
- B. Eyes-
 - a. Use penlight for **PERRLA** (Pupils Equal, Round, Reactive to Light and Accommodation).
 - b. Check sclera (should be white) and conjunctiva (should be pink)
- C. Ears:
 - a. Inspect outer ear for alignment and condition.
 - b. Ask about hearing; whisper test may be used.
- D. Nose: Check nostril patency, look for discharge.
- E. Throat:
 - a. Inspect mouth, tongue, teeth, tonsils.
 - b. Assess speech clarity and ability to swallow.

Unit IV

Neurological System

- A. Assess Level of Consciousness (LOC): alert, responsive, oriented to person, place, time, situation (A&O $\times$ 4).
- B. Check motor response: Ask patient to squeeze hands, push/pull feet.
- C. Assess sensation: Light touch or sharp/dull test on extremities.
- D. Evaluate balance or coordination (e.g., heel-to-shin, finger-to-nose).

Unit V

Respiratory System

- A. Inspection-Look for effort of breathing, symmetry, use of accessory muscles.
- B. Auscultation (using stethoscope):
 - a. Listen to anterior and posterior lung sounds in all lobes.
 - b. Identify any crackles, wheezes, rhonchi, or absence of sounds.
 - c. Count respiratory rate and note rhythm and depth.

Unit VI

Cardiovascular System

- A. Auscultate heart sounds: Listen to apical pulse at 5th intercostal space, midclavicular line (use diaphragm and bell).
- B. Check peripheral pulses: Radial, dorsalis pedis, posterior tibial.
- C. Palpate for edema, assess skin color and temperature.
- D. Check capillary refill, measure blood pressure, and check heart rate.

Unit VII

Gastrointestinal System

- A. Inspection- Look at abdomen shape, scars, or distension.
- B. Auscultation (BEFORE palpation): Listen to bowel sounds in all four quadrants.
- C. Palpation: Lightly feel for tenderness, rigidity, or masses.
- D. Ask about last bowel movement, appetite, nausea, or vomiting.

Unit VIII

Genitourinary System

- A. Interview-based unless specific assessment needed: Ask about urination pattern, color, frequency, pain.
- B. If patient has a catheter, inspect insertion site and drainage bag.
- C. Palpate bladder area for distension if urinary retention suspected.

Unit IX Musculoskeletal System

- A. Observe gait and posture.
- B. Ask patient to move limbs to assess range of motion and strength.
- C. Look for swelling, deformity, or pain in joints and muscles.
- D. Ask about mobility aids or ability to perform ADLs.

Unit X Endocrine System

- A. Often assessed through interview and observation:
 - a. Ask about weight changes, energy level, appetite, and thirst.
 - b. Check for signs of hypo/hyperglycemia (if diabetic).
 - c. Blood glucose monitoring (if applicable).

Unit XI Lymphatic/Immune System

- A. Palpate lymph nodes (cervical, axillary, inguinal) for swelling or tenderness.
- B. Look for signs of infection: redness, warmth, swelling, fever.

Unit XII Psychosocial/Mental Health

- A. Ask about patient preferences and needs in relation to their identified cultural, religion, and sexual identity.
- B. Observe mood and behavior.
- C. Ask about sleep, anxiety, depression, coping mechanisms.
- D. Assess for signs of confusion, withdrawal, or distress.

Unit XIII Pain Management

- A. Symptom Analysis
 - a. Onset
 - b. Location
 - c. Duration
 - d. Characteristics
 - e. Aggravating Factors
 - f. Related symptoms
 - g. Severity
 - h. Relieving factors, if any

Unit XIV Lifespan Considerations

- A. Age-related considerations
- B. Age-specific communication

Unit XV Documentation

- A. Computerized
 - a. ADPIE
 - b. SOAP, SOAPIE, SOAPIER
 - c. Charting by exception (CBE)

Course Scope and Content: Laboratory (*if applicable*)

Unit I Therapeutic Communication- Patient History

- A. Demographic data
 - a. Biopsychosocial, cultural, religious, financial, and safety assessment
- B. Current physical complaint
- C. Health history
- D. Surgeries
- E. Immunization record
- F. Chronic conditions
- G. Acute conditions
- H. Support system
- I. Literacy assessment

Unit II Planning Patient Care

- A. Assessment
- B. Priorities
- C. Planning
- D. Implementing
- E. Evaluating

Unit III Systematic Head-to-Toe Assessment

- A. Putting it all together

Unit IV ISBARQ Communication

- A. Introduction
- B. Situation
- C. Background
- D. Assessment
- E. Recommendation
- F. Questions

Unit V Weeks 2-9 Skills Lab

- A. Demonstration and practice of the Integumentary, HEENT, Neurological, Respiratory, Cardiovascular, Gastrointestinal, Genitourinary, Musculoskeletal, Endocrine, Lymphatic/Immune, and Psychosocial/Mental Health systems
 - a. Each week the assessment builds on each system
 - b. Week 9 Final *formative* competency: Head to Toe assessment within 10 minutes

Unit VI Weeks 10-16 Supervised, direct patient care

- A. Comfort and hygiene
 - a. Patient preferences and needs
- B. Vital signs
- C. Head to Toe Assessment
- D. Activities of daily living
 - a. Nutrition

- b. Range of Motion
 - c. Ambulation
- E. Intake and output
- F. Communication
 - a. Reporting to RN, Clinical Instructor, Support system

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

1. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. Completing clinical assignments
6. Practicing system assessment on family members or friends

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)
2. Individual and group work (case studies)
3. Simulation (vital signs, head-to-toe assessment, transfer patient from bed to chair and ambulate)
4. Skills practice (demonstration, observation, and evaluation)

Assignments:

Reading: Read Chapter 15, Watch ATI Pharmacology Made Easy: The Gastrointestinal System and View ATI Skills Module 3.0: Physical Assessment of the Abdominal Examination and Adult; Abdominal Examination (step-by-step video)

Written: In 250 words, discuss the importance of understanding the bowel pattern of each patient and how age, diet, and inactivity influence them.

Signature: With a partner, role-play ways to ask patients about their bowel movements and the color and consistency of their stool without making either the nurse or the patient uncomfortable. Practice the abdominal assessment using inspection, auscultation, and palpation.

Clinical assignment: Demonstration of abdominal assessment, practice, and return demonstration

Methods of Evaluation

1. Writing assignments, including:
 - a. ISBARQ documentation
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Competency-based skill acquisition

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational
Funding Agency:	Not applicable
Program Status:	Program applicable
Noncredit Category:	Not Applicable, Credit Course
Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse or Paramedic]
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, BSN, RN

Reviewed by: K. Bandy

Date Prepared: September 16, 2025

Nursing (NURS) 1415 Pharmacology 3 units

[formerly _____]

Prerequisite: *Admission to the Taft College Nursing Program*

Advisory: Strong understanding of biological sciences, chemistry and mathematics, nursing fundamentals, and basic critical thinking skills.

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Recall knowledge learned from anatomy, physiology, and microbiology.
2. Describe your understanding of general chemistry in relation to pH, solutions, and concentrations.
3. Apply basic math and algebra to drug calculations.

Total Hours: Lecture= 48

Catalog Description: This pharmacology course provides nursing students with a strong foundation in the principles of pharmacology necessary for safe, effective, patient-centered care. Emphasis is placed on understanding pharmacokinetics, pharmacodynamics, therapeutic indications, and nursing implications across major drug classifications. Students will apply the nursing process to medication administration, integrating components from the NCSBN Clinical Judgment Measurement Model (NCJMM) to ensure safe care.

The course highlights safety in medication management through mastery of dosage calculations, prevention of medication errors, and recognition of adverse drug effects and interactions. Collaboration with interprofessional team members, including pharmacists, is emphasized to promote optimal patient outcomes. Quality assurance principles and evidence-based practice are integrated to prepare students for active participation in patient safety initiatives and continuous improvement in healthcare delivery.

Type of Class/Course: Degree Credit

Texts: L.E. McCuiston, K.V. DiMaggio, M.B. Winston, & J. J. Yeager. *Pharmacology: A Patient-centered Nursing Process Approach*, 12th ed., 2027, Elsevier.

Additional Required Materials: Course Syllabus, ATI Supplemental Material, Drug reference text of your choice, Math calculations, and case scenarios

Course Objectives:

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

1. Discuss the importance of pharmacokinetics, pharmacodynamics, and major drug classifications in the safe administration of medication.
2. Describe the potential risks of harm to patients with drug interactions, contraindications, and the use of multiple medications. Use a case study to demonstrate the complications that can occur when multiple practitioners treat patients.
3. Explain the Nurse Practice Act, Scope of Practice (Business and Professions Code 2725) that guides the nurse in the legal, ethical, and safe administration of medications.
4. Identify the seven patient rights of medication administration, demonstrating the assessment on another person.
5. Recall how the nursing process is used for the implementation and evaluation of pharmacology in patient-centered care.
6. Role-play the interprofessional communication between the nurse and the pharmacist.
7. Explain the use of a drug manual, evidence-based internet sources, or other valid resources when reviewing the use, interaction, contraindications, classification, safe dosage, and patient teaching of the patient's ordered medications.

Course Learning Outcomes:

By the completion of this course, the successful student will be able to:

1. Define key pharmacological concepts including pharmacokinetics, pharmacodynamics, and major drug classifications. **NCLEX Categories:** *Pharmacological and Parenteral Therapies*; **QSEN Competencies:** *Evidence-based Practice*
2. Identify risks such as polypharmacy, contraindications, and interactions. **NCLEX Categories:** *Pharmacological and Parenteral Therapies, Physiological Adaptation, Reduction of Risk Potential*; **QSEN Competencies:** *Safety, Evidence-based Practice, Patient-centered Care*
3. Describe the legal, ethical, and safety principles guiding medication administration in nursing practice. **NCLEX Categories:** *Pharmacological and Parenteral Therapies, Safety, Infection Control*; **QSEN Competencies:** *Patient-centered Care, Safety, and Informatics*
4. Apply pharmacologic knowledge in diverse clinical settings to support, safe, high-quality patient-centered care. **NCLEX Categories:** *Pharmacological and Parenteral Therapies, Safety, Infection Control*; **QSEN Competencies:** *Patient-centered Care, Safety, and Informatics*
5. Apply the nursing process to pharmacologic care. **NCLEX Categories:** *Pharmacological and Parenteral Therapies, Basic Care and Comfort, Reduction of Risk Potential*; **QSEN Competencies:** *Safety, Quality Improvement, Evidence-Based Practice*
6. Practice accurate dosage calculations and safely administer medication across various routes, applying the "Seven Rights" of medication administration. **NCLEX Categories:** *Pharmacological and Parenteral Therapies, Basic Care and Comfort, Reduction of Risk Potential*; **QSEN Competencies:** *Safety, Quality Improvement, Evidence-Based Practice*
7. Discuss therapeutic effects, side effects, adverse reactions, and contraindications for major classes of medications. **NCLEX Categories:** *Pharmacological and Parenteral Therapies, Physiological Adaptation, Reduction of Risk potential*; **QSEN Competencies:** *Safety, Evidence-based Practice, Patient-centered Care*
8. Collaborate with the pharmacist to evaluate pharmacologic plans of care and promote optimal patient outcomes. **NCLEX Categories:** *Management of Care, Safety and Infection Control, Pharmacological and Parenteral Therapies*; **QSEN Competencies:** *Teamwork and Collaboration, Quality Improvement, Evidence-based Practice*
9. Apply evidence-based guidelines and quality assurance measures that influence safe medication administration and patient safety initiatives. **NCLEX Categories:** *Management of Care, Safety and Infection Control, Pharmacological and Parenteral Therapies*; **QSEN Competencies:** *Teamwork and Collaboration, Quality Improvement, Evidence-based Practice*

10. Explain patient-centered teaching plans that promote adherence, safety, and self-management of pharmacologic regimens across the lifespan. **NCLEX Categories:** *Health Promotion and Maintenance, Pharmacological and Parenteral therapies, Management of Care*; **QSEN Competencies:** *Patient-centered Care, Safety, Informatics*.

Course Scope and Content:

Unit I

Foundations of Pharmacology

- A. Introduction to Pharmacology
 - a. Definitions: pharmacology, pharmacokinetics, pharmacodynamics
 - b. Legal, ethical, and safety considerations in medication administration
 - c. Medication classifications and schedules
 - d. Drug nomenclature (generic, trade, chemical)
 - e. Role of the nurse in safe medication practices
- B. Pharmacokinetics
 - a. Absorption, distribution, metabolism, excretion (ADME)
 - b. Half-life, onset, peak, duration of action
 - c. Peak/trough levels
 - d. Factors influencing pharmacokinetics (age, genetics, organ function, drug interaction)
- C. Pharmacodynamics
 - a. Mechanisms of drug action (agonists, antagonists)
 - b. Therapeutic vs. toxic effects
 - c. Dose-response relationship
 - d. Individual variation in response
 - e. Special considerations for the geriatric patient
- D. Safe Medication Administration
 - a. "Seven Rights" of medication administration
 - i. Right patient
 - ii. Right medication
 - iii. Right dose
 - iv. Right route
 - v. Right time
 - vi. Right reason
 - vii. Right documentation
 - b. Routes of administration (oral, topical, parenteral, inhaled, ophthalmic, otic, etc.)
 - c. Dosage calculations (basic math, IV drip rates, weight-based dosing)
 - d. High-alert medications
 - e. Patient teaching and adherence
 - i. Literacy and cultural barriers
 - ii. Barriers to and strategies to improve medication adherence

Unit II

Special Populations

- A. Pediatrics
 - a. Developmental considerations
 - b. Dosing principles (weight-based, organ immaturity)
- B. Geriatrics

- a. Polypharmacy risks
- b. Physiologic changes in aging affecting drugs
- c. Beers Criteria for potentially inappropriate medications
- C. Pregnancy and Lactation
 - a. FDA pregnancy risk categories
 - b. Placental drug transfer and teratogenicity
 - c. Drugs in breast milk

Unit III

Integrating Pharmacology into Nursing Practice

- A. The Nursing process in pharmacology
 - a. Assessment (history, allergies, labs, organ function)
 - b. Diagnosis (knowledge deficit, risk for injury, etc.)
 - c. Planning and outcomes (safe therapeutic goals)
 - d. Implementation (administration, teaching, monitoring)
 - e. Evaluation (therapeutic vs. adverse effects)
- B. Clinical Decision-making
 - a. Prioritization and delegation in med administration
 - b. Recognition of adverse effects and drug interactions
 - c. Patient education for adherence and safety
- C. Evidence-Based Practice
 - a. Use of clinical guidelines (e.g., hypertension, diabetes management)
 - b. Interprofessional collaboration
 - c. Quality improvement and medication safety initiatives

Unit IV.

Systems-based Pharmacology (integrates pathophysiology, pharmacology, and nursing process for each body system)

- A. Autonomic Nervous System (ANS) Drugs
 - a. Sympathetic vs. parasympathetic effects
 - b. Adrenergic and cholinergic agonists/antagonists
 - c. Clinical uses (e.g., hypertension, asthma, urinary retention)
- B. Central Nervous System (CNS) Drugs
 - a. Analgesics: opioids, non-opioids, NSAIDs
 - b. Sedative-hypnotics and anxiolytics
 - c. Antidepressants and antipsychotics
 - d. Anticonvulsants
- C. Respiratory Drugs
 - a. Bronchodilators (beta-agonists, anticholinergics)
 - b. Corticosteroids (inhaled/systemic)
 - c. Antihistamines, decongestants
 - d. Mucolytics, expectorants
- D. Cardiovascular Drugs
 - a. Antihypertensives (diuretics, ACE inhibitors, ARBs, beta blockers, calcium channel blockers)
 - b. Antiarrhythmics
 - c. Heart failure medications (digoxin, vasodilators)
 - d. Lipid-lowering agents

- e. Anticoagulants, antiplatelets, thrombolytics
- E. Gastrointestinal Drugs
 - a. Acid-controlling drugs (antacids, H2 blockers, proton pump inhibitors)
 - b. Antiemetics, anti-nausea agents
 - c. Antidiarrheals, laxatives
 - d. Antispasmodics
- F. Renal and Urinary Drugs
 - a. Diuretics
 - b. Medications for urinary tract infections
 - c. Bladder antispasmodics
- G. Musculoskeletal Drugs
 - a. Muscle relaxants
 - b. Anti-inflammatory agents (NSAIDs, corticosteroids)
 - c. Gout medications
 - d. Osteoporosis treatments
- H. Endocrine Drugs
 - a. Diabetes management (insulin, oral hypoglycemics)
 - b. Thyroid agents
 - c. Corticosteroids (systemic)
 - d. Hormonal therapies
- I. Hematologic Drugs
 - a. Anticoagulants, antiplatelets, thrombolytics
 - b. Hematinics (iron, folic acid, vitamin B12)
 - c. Colony-stimulating factors
- I. Infectious Disease Drugs
 - a. Antibiotics (classes, resistance, nursing considerations)
 - b. Antivirals, antifungals, antiparasitics
 - c. Antitubercular drugs
 - d. Vaccines and immunizations

Course Scope and Content: Laboratory *(if applicable)*

Unit I	Unit Title
	A.
	B.
	C.
Unit II	Unit Title
	A.
	B.
	C.
Unit III	Unit Title
	A.
	B.
	C.

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. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. Completing clinical assignments

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)
2. Individual and group work (case studies)
3. Skills practice
4. Supervised direct patient care

Assignments:

Reading: Read Chapter 9-Safety and Quality

Watch ATI Pharmacology made easy: *Introduction to pharmacology*

Written: In 500 words, discuss how you think the “6 rights” of medication administration can be used to ensure patient safety. Consider elderly patients with cognitive decline.

Signature: Small Group assignment: In groups of 5, provide teaching for patients regarding the following drugs: insulin, aminoglycoside therapy, warfarin (Coumandin), and nitroglycerin. Role- play a scenario for patient refusal to take the daily ordered warfarin (Coumandin) therapy. Be ready to present your teaching plan and role play during the next class.

Methods of Evaluation

1. Writing assignments, including:
 - a. Focus questions
 - b. Essay exams
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - a. NCLEX-style questions
 - i. Multiple choice
 - ii. Fill-in-the-blanks
 - iii. Multiple response
 - iv. Calculation
 - v. Unfolding Case Studies
4. Participation in classroom discussion
5. Competency-based skill (drug calculation) acquisition

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational
Funding Agency:	Not applicable
Program Status:	Program applicable
Noncredit Category:	No applicable, credit course
Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse or Paramedic
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, BSN, RN

Reviewed by: K. Bandy

Date Prepared: September 18, 2025

Nursing (NURS) 1416 Introduction to Medication Administration 3 units

[formerly _____]

Prerequisite: *Admission to the Taft College Nursing Program*

Advisory: *Strong understanding of algebra and basic math*

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Have knowledge of anatomy and physiology.
2. Understand basic math and algebra.
3. Demonstrate skills lab safety and professionalism in the skills lab.
4. Have an awareness of common abbreviations used in medication orders.

Total Hours: Lecture= 32 Lab= 48

Catalog Description: This course introduces nursing students to the principles and practice of safe medication administration. It emphasizes drug dosage calculation, the application of the nursing process, safety, patient-centered care, and the prevention of medication errors. Through a combination of didactic instruction, laboratory skill development, and simulation-based learning, students will engage in the application of the nursing process, the “Seven Rights” of medication administration, and national safety standards. Legal, ethical, and cultural considerations in medication administration are integrated throughout the course, preparing students to recognize, prevent, and respond to medication errors in clinical practice. The course also incorporates NCLEX-RN style questions and case-based learning to promote clinical decision-making and readiness for clinical practice.

Type of Class/Course: Degree Credit

Texts: S.J. Turner. *Mulholland's The Nurse, The Math, The Med*, 5th ed., 2023, Mosby.

L. Skidmore-Roth. *Mosby's 2027 Nursing Drug Reference*, 40th ed., 2027, Mosby.

Additional Required Materials: Course Syllabus, ATI Supplemental material, case studies, math calculations

Course Objectives:

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

1. List, explain, discuss, and recall the seven patient rights for safe medication administration.
2. Define and discuss the importance of patient assessment and individual patient needs for safe medication administration across the lifespan.
3. Identify and discuss the potential for medication errors, adverse reactions, and steps to report incidents of error.
4. List, explain, and demonstrate the steps to calculate drug doses for all medication routes.

5. Define, explain, and demonstrate the correct technique for the administration of subcutaneous, intradermal, intramuscular, and intravenous injections.
6. Explain and correlate disease conditions with different classifications of drugs.
7. Identify, discuss, and apply the NCSBN Clinical Judgment Measurement Model (NCJMM) to safe, medication administration considering the needs of the patient, the environment, and the timing of patient education.
8. Discuss the concept of medication reconciliation and transitions of care for the pediatric patient and family.

Course Learning Outcomes:

By the completion of this course, the successful student will be able to:

1. Recall patient assessment data to individualize medication administration plans. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity*; **QSEN Competencies:** *Safety, Patient-centered Care*
2. Recognize the “Seven Rights” and other safety checks prior to medication administration. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity*; **QSEN Competencies:** *Safety, Patient-centered Care*
3. Demonstrate accurate medication dosage calculations. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity*; **QSEN Competencies:** *Safety, Patient-centered Care*
4. Discuss proper techniques for preparation and administration of medications via various routes of medication administration. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity*; **QSEN Competencies:** *Safety, Evidence-based practice*
5. Monitor and evaluate patient response to medication, and identify potential medication errors and adverse reactions. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity, Health Promotion and Maintenance*; **QSEN Competencies:** *Safety, Evidence-based Practice, Quality, Informatics, Teamwork and Collaboration*
6. Apply clinical judgment and prioritization when administering high-risk and emergency medications. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity*; **QSEN Competencies:** *Safety, Teamwork and Collaboration*
7. Discuss safe medication reconciliation and transitions of care with the interprofessional team. **NCLEX Categories:** *Safe and Effective Care Environment, Health Promotion and Maintenance*; **QSEN Competencies:** *Safety, Teamwork and Collaboration*
8. Apply pharmacological therapies in the context of disease processes. **NCLEX Categories:** *Physiological Integrity, Health Promotion and Maintenance*; **QSEN Competencies:** *Safety, Evidence-based Practice*

Course Scope and Content:

Unit I	Orientation
	A. Review of basic math and algebra
	B. The “seven rights” of medication administration
	C. Safety Zones
	D. Common causes of medication errors
Unit II	The Nurse Practice Act – Business and Professions Code (BPC) 2725
	A. The medication order
	B. The role of the pharmacist
	C. The role of the registered nurse

D. The role of the patient

Unit III

Patient Safety

- A. Pre-assessment
- B. Medication delivery
- C. Post assessment

Unit IV

Drug Dosage Calculations

- A. Importance of accuracy and avoiding medication errors
- B. Calculations
 - a. Ratio/proportions
 - b. Dimensional analysis
 - c. Formula methods
- C. Conversions
 - a. Oral dosages (tabs, liquids)
 - b. Parenteral dosages (IM, subcut, IV)
 - c. IV flow rates (mL, gtt/min)
 - d. Pediatric dosages (body weight or body surface area)
- D. Use of clinical case scenarios to integrate calculations with patient care

Unit V

Routes and Techniques of Medication Administration

- A. Oral (pills and liquids), sublingual, buccal
- B. Injection: intramuscular (IM), subcutaneous (subcut), intradermal (ID)
- C. Topical, transdermal, ophthalmic, otic, nasal, rectal, vaginal
- D. Intravenous (IV), IV push, infusion
- E. Use of syringes, needles, ampules, pumps, and safety devices

Unit VI

The Nursing Process and Medication Administration

- A. Assessment: allergies, vitals, lab values, contraindications
- B. Diagnosis: risk for injury, knowledge deficit, nonadherence
- C. Planning: timing of administration, desired outcomes
- D. Implementation: Seven rights of medication administration
- E. Evaluation: monitoring effects, documenting outcomes, patient education

Unit VII

Legal, Ethical, and Regulatory Considerations

- A. Scope of practice and accountability
- B. Federal drug schedules and controlled substances
- C. Documentation and reporting requirements
- D. Informed consent and patient autonomy
- E. Handling and wasting of narcotics
- F. Delegations and supervision

Unit VIII

Patient-centered Care and Cultural Competence

- A. Educating patients about medications in plain language
- B. Addressing cultural beliefs and health literacy
- C. Engaging patients in shared decision-making
- D. Respecting individual differences and promoting adherence

- Unit IX Safety and Prevention of Medication Errors
- A. National Patient Safety Goals (The Joint Commission)
 - B. Institute for Safe Medication Practices (ISMP) guidelines
 - C. High-alert medications and look-alike/sound-alike drugs
 - D. Use of barcoding, electronic MARs and smart pumps
 - E. Role of simulation and checklists in safety

Course Scope and Content: Laboratory *(if applicable)*

- Unit I Week 1-Orientation
- A. Lab rules
 - B. Review of patient rights
 - C. Review of Business and Professions Code 2725(b)(2)
 - D. Electronic Medical Record (EMR) Medication Administration Record (MAR)

- Unit II Week 2-The MAR
- A. Checking the MAR against the physician, nurse practitioner, or physician assistant's order
 - B. The Role of the Pharmacist
 - C. Three medication checks
 - D. Patient identification using two identifiers
 - E. Documenting administration and patient response
 - F. Communicating patient education

- Unit III Week 3-Preparing and administering oral, topical, anal, ophthalmic and otic medication
- A. Faculty demonstration of each route
 - B. Student practice with partner
 - C. Documentation and patient education
 - D. Faculty review and formative feedback

- Unit IV Week 4-Preparing and administering intradermal, subcutaneous, and intramuscular
- A. Faculty demonstration of each route
 - B. Student practice with partner
 - C. Documentation and patient education
 - D. Faculty review and formative feedback

- Unit V Week 5-Preparing and administering IV fluid
- A. Conceptually identify common IV fluid types (crystalloids: isotonic, hypotonic, hypertonic; colloids: albumin, blood products)
 - B. Review and demonstrate aseptic technique in spiking and priming IV fluid administration sets.
 - C. Set up and regulate IV fluids into a simulated patient via existing IV access (manikin/IV arm)
 - D. Recognize potential complication of IV fluid therapy (e.g., infiltration, phlebitis, fluid overload).
 - E. Document IV therapy and communicate with the interprofessional team.

- Unit VI Week 6-Competency testing
- A. Medication Administration Exam

- B. Competency Evaluation for administration of oral, topical, ophthalmic and otic medication
- C. Simulation for administration of oral and otic medication

Unit VII Week 7-Competency testing

- A. Competency Evaluation for administration of intradermal, subcutaneous, and intramuscular medications
- B. Simulation for administration of IM injection for pain management

Unit VIII Week 8-Competency testing

- A. Competency Evaluation for the administration of IV therapy
- B. Simulation

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. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)
2. Individual and group work (case studies)
3. Skills practice

Assignments:

Reading: Read Chapter 10, Understanding and Interpreting Medication Orders

View the ATI Dosage Calculation and Safe Medication Administration Video

Written: In 250 words, discuss the four types of adverse reactions. How can you, as the nurse, determine which adverse effect the patient is experiencing. How can you help prevent serious injury in the case of adverse medication event? Discuss prompt recognition and reporting.

Signature: Simulation Scenario

In groups of four, assign one student as the patient, one student as a family member, and two students sharing the role of the nurse. You have received a new medication order for your patient. Review the order to ensure it is written correctly. Once you have completed your review, role-play administering the medication. You notice the family member is very anxious and questions the need for the medication. Administer the medication using the “six rights” of the patient. Faculty will observe and provide feedback.

Clinical Assignment: In the skills lab, choose a partner and practice administering an oral medication from physician orders you have been given. Faculty will observe and provide feedback.

Methods of Evaluation

1. Writing assignments, including:
 - a. Focus questions
 - b. Essay exams
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - a. NCLEX-style questions
 - i. Multiple choice
 - ii. Fill-in-the-blanks
 - iii. Multiple response
 - iv. Calculation
 - v. Unfolding Case Studies
4. Competency-based skill acquisition (safe administration of medication, correct dosage calculations)

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational
Funding Agency:	Not applicable
Program Status:	Program applicable
Noncredit Category:	Not applicable, credit course
Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse or Paramedic

Eligible for Pass/No Pass:	No, this is not eligible for Pas/No pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, BSN, RN

Reviewed by: K. Bandy

Date Prepared: September 5, 2025

Nursing (NURS) Nursing Care of Patients with Common Conditions, 6 units

[formerly _____]

Prerequisite: *Admission to the Taft College Nursing Program and successful completion of semester one*

Advisory: *Beginning understanding of the role of provider of care for the registered nurse, the safe practice of patients with common conditions, medication administration, the nursing process, and QSEN competencies that drive positive outcomes in the care of patients.*

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Recall the five steps of the nursing process.
2. Perform a head-to-toe assessment within 10 minutes.
3. Discuss the components of the patient medical and surgical history using therapeutic communication.
4. Recall the components of an individualized patient care plan.
5. Demonstrate, observe, and evaluate common skills needed for patient care.
6. Identify the steps of the NCSBN Clinical Judgment Measurement Model (NCJMM).
7. Recall the seven patient rights prior to medication administration.
8. Identify common laboratory tests used for diagnostic purposes.
9. Identify the acronym ISBARQ and the components for handoff reporting.

Total Hours: Lecture= 48 Lab= 144

Catalog Description: *This is a beginning course is a series of three medical/surgical/geriatric courses that progress in care of patients with common, acute, and complex conditions. Each course uses the prior course foundational concepts of the previous course(s) to build cognitive development and critical thinking in patient-centered and safe care working as part of the interprofessional team. The following conditions in the adult and geriatric patients populations in acute and ambulatory settings will be presented: **Cardiovascular System** (hypertension, peripheral vascular disease, stable angina, atherosclerosis and CAD, heart failure, hyperlipidemia, deep vein thrombosis, and value disorders), **Respiratory System** (upper respiratory infections, influenza, tuberculosis, pneumonia, asthma, Covid-19, COPD), **GI System** (bowel obstruction, GERD, Crohn's disease, irritable bowel syndrome, basic ostomy care, basic fluid/electrolyte balance, peptic ulcers, appendicitis), **Urinary System** (incontinence, UTI, urinary retention, catheter-associated infections (CAUTI), Prostatitis, BPH, polycystic kidney disease, chronic kidney disease), **Endocrine System** (Type I and II diabetes mellitus, thyroid disease, basic Cushing syndrome, Basic Addison's disease), **Musculoskeletal System** (osteoporosis, fractures, arthritis, basic overview of rheumatoid arthritis, sprains and strains, low back pain), **Neurological System** (Stroke/TIAs, seizure disorders, meningitis, neuropathy (DM and peripheral vascular disease, Guillain-Barre Syndrome, Parkinson's.), **Integumentary System** (pressure injuries (stage I, II, cellulitis, fungal infections, scabies and lice, wound care), **Hematology and the Immune System** (anemia [iron deficiency, pernicious] allergic reactions, HIV/AIDs, immune response in Aging), and **Oncology** (colon, thyroid lung, skin).*

Type of Class/Course: Degree credit

Texts: M. Harding, J. Kwong, D. Hagler, & C. Reinisch *Lewis' Medical-Surgical Nursing*. 12th ed., 2023, Mosby.

Additional Required Materials: Course syllabus, ATI Supplemental Material, Case Studies, Medication Calculation, Drug reference (digital or textbook)

Course Objectives:

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

1. Explain and discuss the common medical/surgical conditions of adults and elderly adults in a variety of settings.
2. Provide literature that is evidence-based for the provision of interventions to adults and elderly adults in the long-term and ambulatory settings.
3. Engage students in the understanding of the special needs of the geriatric patients by discussing the need for a holistic, patient-centered approach to care, safe medication reconciliation and administration.
4. Role model effective and professional communication when collaborating with the interprofessional team.
5. Build upon prior understanding of the NCSBN Clinical Judgment Measurement Model (NCJMM) identifying cues and clues in patient care to assist in clinical decision-making.

Course Learning Outcomes:

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

1. Identify the health status of adult and geriatric patients with common medical-surgical conditions.
NCLEX Categories: *Safe and Effective Care Environment, Physiological Integrity;*
QSEN Competencies: *Patient-Centered Care, Safety*
2. Apply evidence-based nursing interventions to manage common medical-surgical conditions in adults and older adults. **NCLEX Categories:** *Physiological Integrity, Health Promotion and Maintenance;*
QSEN Competencies: *Evidence-Based Practice, Safety*
3. Choose holistic, patient-centered care for adults and geriatric patients, addressing age-related changes, polypharmacy, and quality of life. **NCLEX Categories:** *Physiological Integrity, Psychosocial Integrity;*
QSEN Competencies: *Safety, Evidence-Based Practice*
4. Apply pharmacologic knowledge into common clinical decision-making scenarios, demonstrating readiness, critical thinking, and clinical reasoning. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity;* **QSEN Competencies:** *Safety, Evidence-Based Practice*
5. Practice effective communication with patients, families, and the interprofessional team to enhance patient outcomes in medical-surgical and geriatric care. **NCLEX Categories:** *Safe and Effective Care Environment, Psychosocial Integrity;* **QSEN Competencies:** *Teamwork and Collaboration, Patient-Centered Care*
6. Develop nursing diagnoses and nursing care plans based on patient assessment data. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity;*
QSEN Competencies: *Patient-Centered Care, Safety*

Course Scope and Content:

Unit I **Introduction and Orientation**

As the beginning course in the three-series of medical/surgical/geriatric content, this course teaches the Foundations of Medical-Surgical and Geriatric Nursing

- A. Role of the medical-surgical nurse
- B. Holistic care of adult and older adult patients
- C. Age-related physiological changes
- D. Common health issues in older adults (polypharmacy, falls, dementia, depression, incontinence)
- E. Geriatric syndromes
- F. Cultural, ethical, and legal considerations in older adult care
- G. The Nursing Process
- H. Prioritization of care (Maslow's Hierarchy or ABCs)
- I. Documentation (ISBARQ communication)
- J. Delegation and teamwork
- K. Psychosocial considerations
 - a. Stress and anxiety
 - b. Coping mechanisms

Unit II

Evidence-based Practice and Quality initiatives

- A. Introduction to evidence-based practice (EBP)
- B. Understanding why EBP matters in nursing
- C. Beginning understanding of Quality Improvement Initiatives related to Foley Catheters, pressure ulcers, and patient falls, and nosocomial infections

Unit III

Pathophysiology & Disease Management by Body System

- Etiology and pathophysiology
- Risk factors
- Clinical manifestations
- Diagnostic tests
- Nursing assessments
- Medical and surgical treatments
- Nursing interventions
- Patient education
- Pharmacologic management, polypharmacy

Unit IV

Cardiovascular System

- A. Hypertension
- B. Heart Failure
- C. Myocardial infarction
- D. Peripheral vascular disease
- E. Coronary artery disease (CAD)
- F. Deep vein thrombosis (DVT)
- G. Valve disorders

Unit V

Respiratory System

- A. Chronic Obstructive Pulmonary Disease (COPD)
- B. Pneumonia
- C. Asthma
- D. Covid-19
- E. Upper respiratory infections
- F. Influenza
- G. Tuberculosis

Unit VI Gastrointestinal System

- A. GERD
- B. Peptic ulcer disease
- C. Bowel obstructions
- D. Crohn's disease, irritable bowel syndrome
- E. Basic ostomy care
- F. Basic fluid/electrolyte balance
- G. Appendicitis

Unit VII Renal/Urinary

- A. Urinary Tract Infection (UTI)
- B. Acute/chronic kidney injury
- C. Incontinence
- D. Urinary retention
- E. Catheter-associated UTI (CAUTI)
- F. Prostatitis and benign prostatic hypertrophy (BPH)
- G. Polycystic kidney disease
- H. Chronic kidney disease

Unit VIII Endocrine

- A. Diabetes Mellitus
 - a. Type I
 - b. Type II
- B. Thyroid disorders
- C. Adrenal disorders

Unit IX Musculoskeletal System

- A. Osteoporosis
- B. Arthritis
- C. Fractures
- D. Rheumatoid arthritis
- E. Sprains, strains, low back pain

Unit X Neurological System

- A. Cerebral Vascular Accident (stroke)
- B. Parkinson's Disease
- C. Delirium
- D. Dementia
- E. Seizure disorders
- F. Meningitis
- G. Neuropathy

- Unit XI **Integumentary System**
A. Pressure ulcers
B. Wound Care
C. Cellulitis
D. Skin infections and infestations
- Unit XII **Hematologic/Immune System**
A. Anemia
B. Immune Response in Aging
C. Allergic reactions
D. Disease of immune deficiency
- Unit XIII **Oncology Basics**
A. Introduction to cancer care
B. Common cancers in older adults
- Unit XIV **Geriatric-Specific Topics**
A. Normal vs. abnormal aging
B. Cognitive disorders: delirium, dementia, depression
C. Polypharmacy and medication safety
D. Nutrition and hydration needs in older adults
E. Elder abuse and neglect
F. End-of-life and palliative care
G. Legal issues: advance directives, durable power of attorney
- Unit XIV **Pharmacology Integration**
A. Medication safety basics
B. Dosage calculations
C. Routes of administration (oral, topical, nasal, otic, ophthalmic, vaginal, rectal, IM, IV)
D. The nursing process in pharmacology
E. Monitoring lab values related to drugs
F. Geriatric considerations
- Unit XV **Professional Issues**
A. Time management and organization in acute care setting
B. Patient advocacy
C. Evidence-based practice introduction
D. Safe practice and error prevention
E. Ethics in aging and end-of-life care
- Unit XVI **Clinical Reasoning and Critical Thinking**
A. Prioritization of care (Maslow's Hierarchy or ABC's)
B. Beginning time management
C. Interprofessional collaboration with the healthcare team
- Unit XVII **Medication Administration**
A. Review of the foundations of safe medication administration

- B. Review of basic pharmacology principles
- C. Learning procedures and documentation

Course Scope and Content: Laboratory *(if applicable)*

Unit I Week 1-Orientation

- A. Overview of course objectives, expectations, grading
- B. Overview of clinical experience
 - a. Clinical setting, start and end times
 - b. Clinical assignment (preconference)
 - i. Care of one patient until week 13 then two patients
 - ii. Medication days will be assigned
 - c. Clinical expectations and daily feedback
 - d. Midterm and final evaluation
- C. Role of the med/surg/geriatric nurse
- D. Review of the Nursing Process and application in clinical setting
- E. Overview of aging and physiological changes
- F. Safety, infection control and standard precautions
- G. Rotation through ancillary departments (respiratory, radiology, GI Lab, pharmacy, laboratory, physical therapy, and dietary)
- H. Dress Code

Unit II Weeks 2 and 3 Health Assessment, Skills Review, and Medication Administration Exam

- A. Comprehensive Head to Toe versus Focused Assessment
 - a. Atypical presentations in older adults
 - b. Geriatric assessment tools
 - c. Complete, holistic care
 - d. Clinical paperwork responsibility
 - e. Clinical evaluation
- B. Skills practice and competency check off
 - a. Vital signs, I/O, blood glucose monitoring, Foley cath insertion, ostomy bag care, medication administration, documentation, beginning care planning
- C. Pain, Sleep, and Comfort
 - a. Pain scales (dementia patients)
 - b. Non-pharmacological interventions
- D. Medication Administration Exam
- E. Medication Administration Competency Evaluation
- F. IV catheter insertion, IV therapy, fluid calculation, (week 3)

Unit III Week 4-Clinical Orientation at Hospital

- A. Policies and Procedures
- B. Computer Class and orientation to documentation in the EMR
- C. Unit orientation and scavenger hunt
- D. Partner assessment of one patient
- E. Clinical documentation
- F. Clinical paperwork
- G. Pre and Post-conference

- Unit IV **Week 5-Hospital Setting #1**
- A. Complete, holistic care of one patient with cardiovascular conditions (Hypertension, heart failure, coronary artery disease)
 - B. Nursing interventions, patient education, and cardiac monitoring basics
 - C. EMR/EHR documentation and clinical paperwork
 - D. Post-conference
- Unit V **Week 6-Hospital Setting #2**
- A. Complete, holistic care of one patient with Respiratory conditions (COPD, asthma, and pneumonia)
 - B. Oxygen therapy, breathing treatments, incentive spirometry
 - C. Nursing interventions and patient education
 - D. EMR/EHR documentation and clinical paperwork
 - E. Post-conference
- Unit VI **Week 7-Hospital Setting #3**
- A. Complete, holistic care of one patient with urinary system conditions (acute and chronic kidney injury and urinary tract infections)
 - B. Fluid, Electrolytes and Renal Disorders
 - C. Nursing intervention and patient education
 - D. EMR/EHR documentation and clinical paperwork
 - E. Post-conference
- Unit VII **Week 8-Hospital Setting #4**
- A. Complete, holistic care of one patient with Endocrine Disorders (diabetes mellitus, type 1 and 2, and hyperthyroidism and hypothyroidism)
 - B. Blood glucose checks, insulin administration, diabetic foot care
 - C. Diabetes teaching and care planning
 - D. EMR/EHR documentation and clinical paperwork
 - E. Post-conference
- Unit VIII **Week 9-Hospital Setting #5**
- A. Complete, holistic care of one patient with musculoskeletal disorders and mobility (osteoarthritis, osteoporosis, and fall risk)
 - B. Safe handling, assistive devices, transferring, ambulation, ROM exercises
 - C. Nursing interventions and patient education
 - D. EMR/EHR documentation and clinical paperwork
 - E. Post-conference
- Unit IX **Week 10-Hospital Setting #6**
- A. Complete, holistic care of one patient with Neurological disorders (stroke, Parkinson's Disease, delirium and dementia)
 - B. Pain and neuro assessments, safety precaution (neuro checks, Glasgow Coma Scale, fall risk) Evaluation
 - C. Nursing interventions and patient education
 - D. EMR/EHR documentation and clinical paperwork
 - E. Post-conference

- Unit X **Week 11-Hospital Setting #7**
- A. Complete, holistic care of one patient with Skin Disorders and Wound Care Needs (pressure ulcers, skin integrity in older adults, nutritional needs of the aging)
 - B. Skin integrity assessment, wound staging and dressing changes (sterile, vacuum)
 - C. Nursing interventions and patient education
 - D. EMR/EHR documentation and clinical paperwork
 - E. Post-conference
 - F. Mid-term *formative* evaluation
- Unit XI **Week-12-Hospital Setting #8**
- A. Complete, holistic care of one patient with Gastrointestinal and Nutrition (GERD, constipation, PEG tub care)
 - B. Enteral feeding, bowel assessment (auscultation, percussion, palpation)
 - C. Nursing interventions and patient education
 - D. EMR/EHR documentation and clinical paperwork
 - E. Post-conference
- Unit XII **Weeks 13-16-Rest of clinical schedule**
- A. Complete, holistic care of two patients
 - B. Medication administration on one of the two patients on assigned days
 - C. Nursing interventions and patient education
 - D. EMR/EHR documentation and clinical paperwork
 - E. Post-conference
 - F. Week 18 *Summative* Final Evaluation

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. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. Completing clinical assignments

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)
2. Individual and group work (case studies)
3. Skills practice
4. Simulation scenarios (Respiratory distress with oxygen and inhalers, patient with DVT, patient teaching with new ostomy and bag change, communication with interprofessional team, simulations with documentation)
5. Supervised direct patient care

Assignments:

Reading: Read Chapter 30-Lower Respiratory Problems

Watch ATI Pharmacology Made Easy Module: The Respiratory System

Written: Complete a concept map for pneumonia. Include the pathophysiology of pneumococcal pneumonia, medical management, nursing management, and diagnostic procedures.

Signature: Pneumonia Simulation (Prebrief, 20 min simulation, Debrief) Faculty observation and feedback

Clinical Assignment: Complete clinical worksheet including your ISBARQ report and one priority nursing diagnosis for a patient with pneumonia or other lower respiratory condition.

Methods of Evaluation

1. Writing assignments, including:
 - a. Focus questions
 - b. Essay exams
 - c. Clinical patient care plan worksheet
 - d. Nursing Care Plan
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - a. NCLEX-style questions
 - i. Multiple choice
 - ii. Fill-in-the-blanks
 - iii. Multiple response
 - iv. Calculation
 - v. Unfolding Case Studies
4. Competency-based skill acquisition
5. Clinical observation and evaluation of safe, patient-centered care with medication administration, care planning, and collaboration of the interprofessional team to ensure quality care.

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational
Funding Agency:	Not applicable

Program Status:	Program applicable
Noncredit Category:	Not applicable, credit course
Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse and Paramedic
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

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Reviewed by: K. Bandy

Date Prepared: 9-22-2025

Nursing (NURS) Nursing Care of Patients with Mental Health Disorders 5 units

[formerly _____]

Prerequisite: *Admission to the Taft College Nursing Program and successful progression in Semester One*

Advisory: *Beginning understanding of the nursing process, safe medication administration, and communication and collaboration with the interprofessional team.*

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Apply therapeutic communication to patients during the admission intake.
2. Perform a head-to-toe or focused assessment within 10 minutes.
3. Develop nursing care plans including interventions and evaluation.
4. Use the NCSBN Clinical Judgment Measurement Model (NCJMM) to inform clinical judgment.

Total Hours: Lecture=48 Lab=96

Catalog Description: This course introduces prelicensure nursing students to the principles and practice of psychiatric-mental health nursing, emphasizing safe, effective, and compassionate care for patients across the lifespan experiencing mental health disorders. Students will apply the nursing process to assess, plan, implement, and evaluate evidence-based interventions for individuals, families, and groups in diverse care settings. Emphasis is on application of the nursing process, therapeutic communication, collaboration with the interprofessional team, ethical/legal principles, cultural competence, and crisis intervention techniques. Through classroom instruction, case studies, simulation, and supervised clinical experiences, students will explore therapeutic communication, crisis intervention, psychopharmacology, legal and ethical considerations, and culturally sensitive care. Emphasis is placed on reducing stigma, promoting mental wellness, and supporting recovery-oriented, patient-centered care.

Type of Class/Course: Degree Credit

Texts: C.D. Fosbre. *Varcarolis' Essentials of Psychiatric Mental Health Nursing*, 5th ed., 2023, Elsevier.

Additional Required Materials: Course syllabus, ATI Supplemental Material, Clinical forms

Course Objectives:

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

1. Recall and discuss the nursing process and demonstrate the “focused” assessment of a psychiatric patient. Observe students as they practice a focused assessment.
2. Define and explain the conditions of psychiatric patients that can place the care giver and patient in harm.
3. Discuss the unique legal and ethical rights of the psychiatric patient.

4. Discuss the use of therapeutic communication to de-escalate a stressful environment for a patient in the acute care setting. Demonstrate trauma-informed care techniques to assist the patient in coping and to reduce the risk of harm to self, patient, or others.
5. Demonstrate, observe, and evaluate new skills used in the care of psychiatric patients.
6. Discuss the differences in medication administration depending on the level of care and setting for the psychiatric patient adhering to safe, medication administration, evaluation of patient response, side effects or adverse reactions.
7. Explain the process of collaboration with the psychiatrist, clinical psychologist, and pharmacist as the interprofessional team with medication management.
8. Examine recent research to determine evidence-based best practices in the care of the psychiatric patient.
9. Recall the clues and cues observed during the patient assessment and communication with patient and family to assist in making critical thinking based clinical judgements.

Course Learning Outcomes:

By the completion of this course, the successful student will be able to:

1. Apply the nursing process to conduct comprehensive mental health assessments, develop evidence-based care plans, and evaluate outcomes for diverse patients across the lifespan. **NCLEX Categories:** *Psychosocial Integrity, Health Promotion & Maintenance* **QSEN Competencies:** *Patient-Centered Care, Evidence-Based Practice.*
2. Practice therapeutic communication, de-escalation strategies, and trauma-informed care techniques to promote trust, reduce risk, and enhance patient coping in acute and chronic psychiatric conditions. **NCLEX Categories:** *Psychosocial Integrity, Safety & Infection Control* **QSEN Competencies:** *Patient-Centered Care, Teamwork & Collaboration.*
3. Demonstrate safe and effective use of psychopharmacological and non-pharmacological interventions while monitoring patient responses and preventing adverse outcomes. **NCLEX Categories:** *Pharmacological & Parenteral Therapies, Reduction of Risk Potential* **QSEN Competencies:** *Safety, Quality Improvement*
4. Apply legal, ethical, and cultural considerations into psychiatric nursing practice to safeguard patient rights and deliver equitable care. **NCLEX Categories:** *Management of Care, Safety & Infection Control* **QSEN Competencies:** *Patient-Centered Care, Safety*
5. Collaborate with interprofessional teams to develop and implement individualized care plans that address both the psychiatric and physical health needs of patients. **NCLEX Categories:** *Management of Care, Safety & Infection Control* **QSEN Competencies:** *Patient-Centered Care, Safety*
6. Demonstrate clinical judgment and prioritization skills in simulated and real-world psychiatric scenarios, integrating QSEN competencies. **NCLEX Categories:** *All categories are integrated.* **QSEN Competencies:** *All competencies are integrated.*

Course Scope and Content:

- Unit I Orientation and Introduction to Psych/Mental Health Nursing**
- A. Scope & Standards of Practice
 - B. Mental health versus mental illness
 - C. Therapeutic use of self and communication
 - D. Social stigma and bias in mental health (explicit and implicit)
- Unit II Legal, Ethical, and Cultural Considerations**

- A. Patient rights, confidentiality, informed consent
- B. Commitment laws, HIPAA, advocacy
- C. Conservatorship and involuntary holds
- D. Cultural competence in psych care

Unit III Psychiatric Nursing Assessment

- A. Mental Status Exam (MSE)
- B. Risk assessment: suicide, violence, self-harm
- C. Prioritization of care

Unit IV Neurobiology and Psychopharmacology

- A. Neurotransmitters and brain structures
- B. Psychotropic medications
 - a. Antidepressants
 - b. Antipsychotics
 - c. Anxiolytics
 - d. Mood stabilizers
- C. Safe administration, side effects, nursing considerations
- D. Patient teaching and the importance of adherence to the treatment plan

Unit V Therapeutic Communication & Interventions

- A. Phases of the nurse-patient relationship
- B. Verbal/nonverbal communications
- C. Therapeutic vs. nontherapeutic techniques
- D. Group therapy, milieu therapy

Unit VI Anxiety Disorder

- A. Generalized anxiety, panic disorder, phobias, OCD, PTSD
- B. Evidence-based therapies (CBT, exposure therapy, medications)

Unit VII Mood disorders

- A. Major depressive disorder, bipolar disorder
- B. Suicide prevention and safety interventions

Unit VIII Schizophrenia and Psychotic Disorders

- A. Symptoms (positive, negative, cognitive, affective)
- B. Antipsychotics
 - a. Side effects
 - b. Patient teaching
- C. Community resources

Unit IX Personality Disorders

- A. Cluster A, B, and C personality disorders
- B. Boundaries, safety, therapeutic communication

Unit X Substance Use and Addictive Disorders

- A. Alcohol, opioids, stimulants
- B. Withdrawal management, motivational interviewing

C. Community support and recovery models

Unit XI

Child and Adolescent Disorders

- A. ADHD, autism spectrum disorders, conduct disorder, anxiety/depression in youth
- B. Family-centered care

Unit XII

Trauma and Stressor-related Disorders

- A. PTSD, acute stress disorder, adjustment disorder
- B. Trauma-informed care

Unit XIII

Older Adult Mental Health

- A. Dementia, delirium, depression in elderly
- B. Elder abuse and neglect
- C. End-of-life mental health considerations

Unit XIV

Crisis Intervention and Emergency Psychiatry

- A. Suicide crisis, aggression violence management
- B. Seclusion restraints, de-escalation techniques

Unit XV

Community and Interprofessional Mental Health Nursing

- A. Case management, outpatient/community mental health, recovery model
- B. Housing, employment, and community resources
- C. Peer and social support
- D. Interprofessional team roles (psychiatrists, therapists, social workers)

Unit XVI

Final week of class

Course Scope and Content: Laboratory *(if applicable)*

Unit I

Weeks 1-2-Orientation

- A. Skills lab rules
- B. Therapeutic communication role-play (active listening, empathy, open-ended questions)
- C. Mental Status Exam (MSE) - peer to peer
- D. Restraints and other non-invasive techniques
- E. Simulation: "New admission with anxiety" - establishing rapport, conducting MSE

Unit II

Weeks 3-4: Assessment and Psychopharmacology

- A. Suicide risk assessment tool (SAFE-T, Columbia Suicide Severity Rating Scale)
- B. Psychotropic medication administration and side-effect monitoring
- C. Simulation: "Patient with severe depression and suicidal ideation" - priority interventions, safety planning, medication teaching

Unit III

Weeks 5-10 Clinical practicum

- A. Holistic care of 1-2 patients
- B. Medication administration for one of the two patients
- C. Development of an individualized plan of care for each patient collaborating with the interprofessional team
- D. Attendance at therapeutic group sessions

- E. Clinical documentation and reporting
- F. Post-conference
- G. Clinical paperwork (due to clinical instructor 48hrs after clinical)
- H. Week 10-Midterm *Formative* Evaluation

Unit IV Week 11 Simulations

- A. Patient with schizophrenia experiencing auditory hallucinations
- B. Elderly patient with dementia exhibiting wandering and aggression
- C. Patient escalating to violence

Unit V Weeks 12-16 Clinical practicum

- A. Holistic care of 1-2 patients
- B. Medication administration for one of the two patients
- C. Development of an individualized plan of care for each patient collaborating with the interprofessional team
- D. Attendance at therapeutic group sessions
- E. Clinical documentation and reporting
- F. Post-conference
- G. Clinical paperwork (due to clinical instructor 48hrs after clinical)
- H. Week 16-Final *Summative* Evaluation

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. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. Completing clinical assignments
6. Participation in assigned clinical rotations (AA or NA meeting Public Health Programs, Dementia Day Care)

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)
2. Individual and group work (case studies)
3. Skills practice
4. Simulation
5. Supervised direct patient care

Assignments:

Reading: Read 19-Substance-Related and Addictive Disorders

Written: Use Chatgpt (free) to understand the role of dopamine in addictive behavior and write a brief one-page APA formatted paper on the findings. Use Perplexity (free) to ensure

your information is valid. Include citations and references.

Signature: Outpatient learning experience and reflection paper: Investigate whether there is a local support group specifically directed toward users of either cocaine or meth. Attend the support group and write a reflection paper on your experience to share in class.

Clinical Assignment: Complete clinical worksheet including your ISBARQ report and two priority nursing diagnoses for a patient with a substance use, misuse, or addiction.

Methods of Evaluation

1. Writing assignments, including:
 - a. Focus questions
 - b. Essay exams
 - c. Nursing Care Plans
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - a. NCLEX-style questions
 - i. Multiple choice
 - ii. Fill-in-the-blanks
 - iii. Multiple response
 - iv. Calculation
 - v. Unfolding Case Studies
4. Competency-based skill acquisition
5. Clinical observation and evaluation of safe, patient-centered care with medication administration, care planning, and collaboration of the interprofessional team to ensure quality care.

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational
Funding Agency:	Not applicable
Program Status:	Program applicable
Noncredit Category:	Not applicable, credit course

Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nursing and Paramedic
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, BSN, RN

Reviewed by: K. Bandy

Date Prepared: September 9, 2025

Nursing (NURS) 2400 Nursing Care of Patients with Acute Conditions 6 units

[formerly _____]

Prerequisite: *Admission to the Taft College Nursing Program and successful progression from semester two*

Advisory: *Theoretical and clinical competence of nursing care of adult and geriatric patients with common conditions in long-term and ambulatory settings.*

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Identify normal versus abnormal head-to-toe assessments
2. Refine critical thinking skills through understanding of the NCSBN Clinical Judgment Measurement Model (NCJMM).
3. Implement a basic plan of care for adult and geriatric patients with acute conditions.
4. Safely perform medication administration using the seven patient rights.
5. Analyze laboratory results for normal versus abnormal values and how they relate to the disease process.
6. Refine ISBARQ reporting.

Total Hours: Lecture= 48 Lab= 144

Catalog Description: This is the second course in a series of three medical/surgical/geriatric courses that progress in care of patients with chronic, acute, and complex conditions. Each course uses the prior course foundational concepts to build cognitive development and critical thinking in patient-centered and safe care, working with the interprofessional team. This course continues to focus on the role of the registered nurse as provider of care for patients with acute conditions and begins to introduce the nurse as the manager of care.

The following conditions in the adult and geriatric patients populations in acute and ambulatory care settings will be presented: **Cardiovascular System** (coronary artery disease, myocardial infarction, heart failure (systolic and diastolic) ECG interpretation, dysrhythmias, infective endocarditis, pericarditis, post-op cardiac surgery care), **Respiratory System** (pneumonia, asthma, COPD, Covid-19), **GI System** (bowel obstruction, GERD, Crohn's disease, irritable bowel syndrome, peptic ulcers), **Urinary System** (incontinence, UTI, acute and chronic kidney disease), **Endocrine System** (Type I and II diabetes mellitus, thyroid disease), **Musculoskeletal System** (osteoporosis, fractures, arthritis), **Neurological System** (Stroke, dementia, Parkinson's, delirium), **Integumentary System** (pressure ulcers, wound care), **Hematology and the Immune System** (anemia, immune response in Aging), and **Oncology** (urinary and brain).

Type of Class/Course: Degree credit

Texts: M. Harding, J. Kwong, D. Hagler, & C. Reinisch *Lewis' Medical-Surgical Nursing*, 12th ed., 2023, Mosby.

Additional Required Materials: Syllabus, ATI Supplemental Resources, Drug Reference (digital or text), clinical paperwork

Course Objectives:

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

1. Explain, compare, and contrast the patient-centered care of patients with acute conditions versus chronic conditions and how they can impact each other.
2. Define, identify, and discuss acute conditions that impact the need for hospitalization and care.
3. Describe the priority needs of patients with acute conditions.
4. Demonstrate, observe, and evaluate new skills appropriate in the care of patients with acute conditions.
5. Recall the process of safe medication administration and demonstrate the organization of medication administration to multiple patients.
6. Examine cue and clue from the NCSBN Clinical Judgment Measurement Model (NCJMM) when the patient condition changes warranting immediate care.
7. Discuss the planning of patient conferences including the family and interprofessional team when the patient condition changes or patients near the end of life.
8. Discuss the concept of “manager of care” versus “provider of care” incorporating the interprofessional team.

Course Learning Outcomes:

By the completion of this course, the successful student will be able to:

1. Analyze and manage the care of adult and geriatric patients with chronic, common, and acute medical-surgical conditions. **NCLEX Categories:** *Management of Care, Physiological Adaptation*; **QSEN Competencies:** *Patient-Centered Care, Safety*
2. Appraise evidence-based interventions for patients with acute illness. **NCLEX Categories:** *Physiological Adaptation, Health Promotion and Maintenance*; **QSEN Competencies:** *Evidence-Based Practice, Safety*
3. Integrate pharmacologic knowledge into acute care clinical decision-making scenarios. **NCLEX Categories:** *Pharmacological & Parenteral Therapies, Safety and Infection Control*; **QSEN Competencies:** *Safety, Evidence-based Practice*
4. Justify the pharmacological management of geriatric patients, addressing polypharmacy and complex drug interactions. **NCLEX Categories:** *Management of Care, Physiological Adaptation, Pharmacological & Parenteral Therapies*; **QSEN Competencies:** *Safety, Evidence-Based Practice*
5. Create patient-centered care plans for older adults with cognitive decline and comorbidities. **NCLEX Categories:** *Physiological Adaptation, Psychosocial Integrity*; **QSEN Competencies:** *Patient-Centered Care, Safety*
6. Collaborate with the interprofessional team to optimize care delivery for patients in acute or ambulatory medical-surgical and geriatric settings. **NCLEX Categories:** *Management of Care, Reduction of Risk Potential, Psychosocial Integrity, Physiological Adaptation*; **QSEN Competencies:** *Teamwork and Collaboration, Patient-Centered Care*

Course Scope and Content:

Unit I **Introduction and Orientation**

As the second course in the progressive three-course medical/surgical/geriatric series, this intermediate medical/surgical/geriatric nursing course builds on the foundational concepts introduced in the beginning course. At this level, RN students are expected to deepen their clinical reasoning, manage more complex patient scenarios, and integrate evidence-based interventions. The course generally includes more acute, common and chronic, disease management, as well as, geriatric considerations and interprofessional collaboration. Students will continue to use the nursing process to provide safe, patient-centered holistic care. Physical assessment and patient history will be refined with students will adopting a systematic approach. Clinical faculty will work with students to identify the cues and clues they will use in their critical thinking and clinical reasoning. Outcomes of quality initiatives will be discussed in post conference as students understand the importance of quality patient-centered and family supported care.

Unit II Clinical Reasoning and Prioritization

- A. Managing patients with multiple comorbidities
- B. Advanced use of the nursing process for acute conditions
- C. Clinical judgment (e.g., NCLEX Next-Gen style questions)
- D. Prioritizing care, delegation, and time management
- E. Discharge planning
- F. Home Health and Long-term care coordination
- G. Use of ISBARQ and handoff reports in acute care patients

Unit III Evidence-based Practice (EBP) and Quality Initiatives

- A. Applying EBP in system-based care
- B. Introduction to appraising research
- C. Bridging evidence to bedside practice
- D. Fall reduction programs
- E. Pressure injury prevention and QI initiatives
- F. Interpreting clinical data: labs, imaging, telemetry
- G. Root cause analysis, incident reporting

Unit IV Geriatric Care Topics

- A. Normal vs abnormal aging
- B. Cognitive disorders: delirium, dementia, depression
- C. Polypharmacy and medication safety
- D. Nutrition and hydration needs in older adults
- E. Elder abuse and neglect
- F. End-of-life and palliative care
- G. Legal issues: advance directives, durable power of attorney

Unit V Pharmacology Integration

- A. High-alert meds in older adults
- B. Polypharmacy management and deprescribing
- C. Drug-drug interactions in patients with multiple diseases
- D. The nursing process in pharmacology
- E. Monitoring lab values related to drugs

F. Geriatric considerations

Unit VI

Acute Disorders by System

For each system, content builds on previous concepts learned. This course will focus on the safe, patient-centered, holistic (biopsychosocial, cultural, and religious) care of patients with acute conditions and some complications, developing a nursing care plan using the nursing process, safe medication administration, evidence-based practice, laboratory analysis, priority settings, documentation and ISBARQ reporting, time management, and working with the interprofessional team as the provider of care.

A. Cardiovascular System

- a. Coronary Artery Disease
- b. MI
- c. Heart failure (systolic and diastolic)
- d. ECG interpretation
- e. Dysrhythmias
- f. Ineffective endocarditis and pericarditis
- g. Post-op cardiac surgery care

B. Respiratory System

- a. COPD
- b. Obstructive sleep apnea
- c. Pulmonary embolism
- d. Acute Respiratory Failure
- e. Pleural disorders
- f. Chest tubes
- g. Mechanical ventilation basics

C. GI System

- a. GI Bleed
- b. Liver Failure
- c. Parenteral nutrition
- d. Ostomy care and complications
- e. Advanced fluid/electrolyte balance

D. Renal Systems

- a. Acute kidney disease
- b. Hemo and peritoneal dialysis
- c. Renal replacement
- d. Sexual reassignment surgery
- e. Pyelonephritis
- f. Urolithiasis

E. Endocrine System

- a. Diabetic emergencies
- b. Adrenal and thyroid crisis
- c. Hypo/hyperparathyroidism
- d. In-depth Cushing Syndrome
- e. In-depth Addison's Disease

F. Musculoskeletal System

- a. Complex fractures
- b. Hip and knee replacement
- c. Gout

- d. In-depth rheumatoid arthritis
- e. Osteomyelitis
- f. Herniated Discs
- g. Amputations

G. Integumentary System

- a. Pressure injuries (stages III, IV)
- b. Psoriasis and Eczema
- c. Burns (superficial and partial thickness)
- d. Shingles

H. Neurological System

- a. Traumatic brain injury
- b. Advanced Parkinson's
- c. Dementia and Alzheimer's
- d. Delirium
- e. Spinal cord injury
- f. Multiple Sclerosis
- g. Myasthenia Gravis

I. Hematology/Immune Systems

- a. Sickle cell anemia
- b. Aplastic anemia
- c. Thrombocytopenia (ITP and HIT)
- d. Autoimmune disorders (SLE, MS)
- e. Multi-drug-resistant infections (MRSA, VRE)
- f. Central-line Associated Bloodstream Infection (CLABSI)

J. Oncology

- a. Neutropenic precautions
- b. Palliative interventions in terminal illness
- c. Bladder cancer
- d. Renal cell cancer
- e. Glioblastoma
- f. Metastatic brain tumors

Course Scope and Content: Laboratory *(if applicable)*

Unit I

Week 1-Hospital Orientation

- A. Medication administration Exam, must pass to progress to the clinical practicum
- B. Hospital policies and procedures
- C. Computer training
- D. Clinical paperwork
- E. Post conference
- F. Clinical grading, formative at midterm, summative at final

Unit II

Week 2-Skills Lab

- A. Introduction of new skills (central line care and management, blood product administrations and monitoring for transfusion reactions, IV titration of high-alert meds (insulin, heparin), NG tube care, feeding tube complications, management of drains)
- B. Practice of new skills

C. Competency check-off

Unit III

Weeks 3-8 Clinical practicum with clinical instructor

- A. Holistic care of two patients with conditions studied in beginning MSG or current MSG course
- B. Medication administration for one of the two patients
- C. Development of a plan of care for each patient working with the interprofessional team
- D. Post-conference
- E. Clinical paperwork (due to clinical instructor 48hrs after clinical)
- F. Midterm *Formative* Evaluation

Unit IV

Weeks 9-10-Simulations

- A. Pre-brief of scenarios
- B. Simulation
- C. Debrief of scenarios

Unit V

Weeks 11-18 Clinical practicum with clinical instructors

- A. Holistic care of two to three patients with conditions studied in beginning MSG or current MSG course
- B. Medication administration for two of the three patients
- C. Development of plan of care for each patient working with the interprofessional team
- D. Post-conference
- E. Clinical paperwork (due to clinical instructor 48hrs after clinical)
- F. Final *Summative* Evaluation

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. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. Completing clinical assignments

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)
2. Individual and group work (case studies)
3. Demonstrate, observe, and evaluate new skills
4. Simulation scenarios (Diabetes Care [insulin administration], Cardiac arrhythmias, Chest Pain, and Pneumothorax)
5. Supervised direct patient care

Assignments:

Reading: Read Chapter 69-Arthritis and Connective Tissue Diseases

Written: In small groups, compare and contrast Systemic Lupus Erythematosus with Rheumatoid Arthritis in terms of etiology, systemic effect, and the role of immunologic tests in diagnosing SLE. Present one of your findings to other groups in class.

Signature: Scenario: A patient is admitted to the hospital with an acute exacerbation of SLE with skin, renal, musculoskeletal, and central nervous system manifestations.

Students can write a care plan or concept map to identify the appropriate interprofessional care and nursing interventions and outline educational needs of the patient regarding medication therapy, avoidance of precipitating factors, and psychosocial issues.

Clinical Assignment: Complete clinical worksheet including your ISBARQ report and two priority nursing diagnoses a patient with an autoimmune condition.

Methods of Evaluation

1. Writing assignments, including:
 - a. Focus questions
 - b. Essay exams
 - c. Clinical worksheet for each patient
 - d. Nursing Care Plan
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - a. NCLEX-style questions
 - i. Multiple choice
 - ii. Fill-in-the-blanks
 - iii. Multiple response
 - iv. Calculation
 - v. Unfolding Case Studies
4. Competency-based skill acquisition
 - a. Central line care and management (PICC, ports)
 - b. Blood product administration and monitoring for transfusion reactions
 - c. IV titration of high-alert meds (e.g., heparin, insulin)
 - d. NG tube care, feeding tube complications
 - e. Management of drains (e.g., JP, hemovac, chest tubes)
5. Simulation scenarios
 - a. Diabetes Care (Insulin administration, cardiac arrhythmia, chest pain, pneumothorax)
6. Clinical observation and evaluation of safe, patient-centered care with medication administration, care planning, and collaboration of the interprofessional team to ensure quality care.

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational
Funding Agency:	Not applicable
Program Status:	Program applicable
Noncredit Category:	Not applicable, credit course
Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse and Paramedic
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, BSN, RN

Reviewed by: K. Bandy

Date Prepared: September 21, 2025

Nursing (NURS) 2500 Nursing Care of Growing Families 5 units

[formerly _____]

Prerequisite: *Admission to the Taft College Nursing Program* and successful completion of Semester two.

Advisory: Strong understanding of patient-centered care, use of evidence-based care data, safe medication administration, development of care plans, use of the EMR and ISBARQ reporting.

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Perform a systematic head-to-toe assessment.
2. Exercise forming and refining hypotheses from the NCSBN Clinical Judgment Measurement Model (NCJMM) for clinical decision-making.
3. Safely administer medication using the “seven” patient rights and safety zones.
4. Collaborate with the interprofessional team to develop an individualized patient care plan.
5. Comprehensively documentation in the EMR.
6. Demonstrate holistic, individualized care planning.

Total Hours: Lecture= 48 Lab= 96

Catalog Description: This course introduces the prelicensure nursing student to the principles and practice of maternal-child nursing across the continuum of care, including prenatal, antepartum, intrapartum, postpartum, and newborn care. Emphasis is placed on evidence-based, patient-centered, and family-centered nursing care in both acute care and home settings. Students will apply the nursing process to promote safe and effective care of the childbearing family, with consideration of cultural diversity, health promotion, and health disparities. Content includes normal pregnancy and childbirth, as well as the recognition and management of complications such as hypertensive disorders, gestational diabetes, hemorrhage, preterm labor, postpartum depression, neonatal complications, and high-risk pregnancies. Students will integrate interprofessional collaboration, safety practices, and informatics to support quality outcomes for patients and families.

Type of Class/Course: Degree Credit

Texts: S.E. Perry, M.J. Hockenberry, K. Cashion, K. Rhodes Alden, E. Olshansky, & D. L. Lowdermilk. *Maternal Child Nursing Care*, 7th ed., 2023, Mosby.

Additional Required Materials: Course syllabus, ATI Supplemental Material, Case studies, Fetal monitor strip evaluation, medication calculations

Course Objectives:

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

1. Apply the nursing process to the care of the mother in the prenatal, antepartum, intrapartum, and postpartum periods.
2. Demonstrate, observe, and evaluate skills used in the care of the mother and newborn.
3. Discuss the physiologic changes in the mother during pregnancy, identifying complications that can occur during pregnancy and post-delivery. Explain the psychosocial changes that occur in the family dynamic during and after pregnancy.
4. Demonstrate and observe the use of ISBARQ when reporting changes in the laboring patient's condition and the collaboration with the patient, family, and the interprofessional team to support the care of the new family.
5. Organize the assessment (subjective and objective) data using Tanner's Clinical Judgement Model to provide safe, patient-centered care to mother, baby, and family.
6. Demonstrate and observe the care of mother and baby in the postpartum period, including patient teaching.
7. Explain how the data collected and stored in the EMR assists in the care and outcomes of patients through Informatics.

Course Learning Outcomes:

By the completion of this course, the successful student will be able to:

1. Use the nursing process to provide safe, evidence-based, and patient- and family-centered care during the prenatal, antepartum, intrapartum, postpartum, and newborn periods in both acute care and home settings. **NCLEX Categories:** *Health Promotion & Maintenance* **QSEN Competencies:** *Patient-Centered Care, Evidence-Based Practice*
2. Compare and contrast physiologic and psychosocial changes during pregnancy, childbirth, and the postpartum period, including recognition of complications such as hypertensive disorders, gestational diabetes, preterm labor, postpartum hemorrhage, and neonatal complications. **NCLEX Categories:** *Physiological Integrity*; **QSEN Competencies:** *Safety, Evidence-Based Practice*
3. Integrate effective communication and collaboration with patients, families, and interprofessional teams to support safe, high-quality maternal-child care. **NCLEX Categories:** *Safe & Effective Care Environment*; **QSEN Competencies:** *Teamwork & Collaboration, Informatics*
4. Utilize clinical judgment and priority-setting skills to provide safe interventions in maternal and newborn emergencies, including obstetric hemorrhage, fetal distress, and neonatal resuscitation. **NCLEX Categories:** *Physiological Integrity*; **QSEN Competencies:** *Safety, Quality Improvement*
5. Integrate health promotion and education strategies to support maternal adaptation, infant care, breastfeeding, and family role transitions in culturally diverse populations. **NCLEX Categories:** *Health Promotion & Maintenance, Psychosocial Integrity*; **QSEN Competencies:** *Patient-Centered Care*
6. Evaluate quality and safety outcomes related to maternal-child nursing care using informatics, evidence-based guidelines, and quality improvement measures in both inpatient and community settings. **NCLEX Categories:** *Safe & Effective Care Environment*; **QSEN Competencies:** *Quality Improvement, Informatics*

Course Scope and Content:

- Unit I Foundations of Obstetric Nursing**
- A. Role of the obstetric nurse
 - B. Cultural competence in maternal care
 - C. Patient advocacy and support
 - D. Legal Ethical, and Psychosocial Issues

- a. Informed consent during labor
- b. Fetal rights vs. maternal rights
- c. Loss and grief (miscarriage, stillbirth)
- d. Domestic violence and screening

Unit II Female Reproductive Anatomy and Physiology

- A. Menstrual cycle (normal vs. abnormal)
- B. Hormonal regulation
- C. Fertility and conception
- D. Physiological changes during pregnancy
- E. Uterine and cervical abnormalities
- F. Vaginal vs abdominal hysterectomy, bilateral oophorectomy
- G. Sterilizations
- H. Contraceptive methods
- I. Infertility and reproductive technologies

Unit III Prenatal (Antepartum) Care

- A. Prenatal assessments (history, abs, ultrasounds)
- B. Initial and ongoing prenatal visits
- C. Fetal development by trimester
- D. Antenatal testing
- E. Nutrition during pregnancy
- F. Common discomforts and health promotion
- G. High-risk pregnancy complications
 - a. Infections during pregnancy
 - i. TORCH infections
 - ii. Group B Streptococcus
 - iii. HIV, Zika, COVID-19 implications
 - b. Multiple gestation
 - c. Hyperemesis
 - d. Preterm labor and preterm premature rupture of membranes
 - e. Gestational hypertension
 - i. Chronic hypertension
 - ii. Pre-eclampsia
 - iii. Eclampsia
 - iv. Pre-eclampsia superimposed on chronic hypertension
 - f. Gestational diabetes
 - g. Placental complications (abruption, previa, and accreta)
 - h. Ethnic and cultural considerations
 - i. Pharmacologic and nursing management

Unit IV Intrapartum (Labor and Delivery) Care

- A. Stages and phases of labor
- B. Fetal monitoring (internal/external)
 - a. Fetal well-being
 - b. Common fetal patterns
 - c. Concerning fetal patterns
 - d. Intrauterine resuscitation

- C. Pain management (epidural, non-pharmacologic)
- D. Vaginal vs. cesarean delivery
- E. Immediate care of the newborn after birth
- F. Complications of labor (e.g., dystocia, fetal distress, hemorrhage)
 - a. Use of a vacuum extractor
 - b. Use of forceps
- G. Obstetric emergencies

Unit V

Postpartum (after birth) Care

- A. Second stage of delivery care
 - a. Ensuring the presence of a birth companion
 - b. Adopting a position of choice
 - c. Providing adequate food and fluids
 - d. Using evidence-based criteria for episiotomy, and other procedures
 - e. Eliminating harmful or unnecessary practices such as fundal pressure, forced pushing, and enema
 - f. Administering oxytocin within 1 minute of birth
- B. Physiological changes postpartum
- C. Postpartum assessments (BUBBLE-LE)
- D. Breastfeeding support and challenges
- E. Patient education and discharge planning
- F. Continued monitoring and management of obstetric complications (e.g., hemorrhage, pre-eclampsia)

Unit VI

Newborn Care

- A. APGAR scoring
- B. Early Essential Newborn Care (EENC)
 - a. “First Embrace”
 - i. Drying the newborn off
 - ii. Immediate skin-to-skin contact
 - iii. Delaying cutting the cord until pulsations stop
 - iv. Initiating breast feeding
- C. Bonding
- D. Newborn assessment and reflexes
- E. Thermoregulation and feeding
- F. Jaundice, hypoglycemia, common neonatal conditions
- G. Neonatal resuscitation basics
- H. Newborn complications (respiratory distress, hypoglycemia, meconium aspiration, sepsis, etc.
- I. Special circumstances requiring blood glucose monitoring of the newborn

Course Scope and Content: Laboratory (*if applicable*)

Unit I

Week 1, 2-Orientation

Demonstrate competency in providing safe, evidence-based, and patient-centered nursing care for childbearing patients and newborns across prenatal, antepartum, intrapartum, postpartum, and newborn settings by applying the nursing process, performing essential clinical skills, recognizing and responding to complications, and collaborating with the interprofessional team in both acute care and community/home environments.

- A. Clinical rotation schedule (OB office, acute hospital or home for labor, birth, and postpartum care, NICU, and lactation consultant)
- B. Hospital orientation, policies, and computer class
- C. Medication administration Exam, must pass to progress to the clinical practicum
Hospital policies
- D. Skills lab
 - a. Focuses postpartum assessment
 - i. BUBBLE-LE
 - b. Assessment of the newborn
 - i. Head-to-toe assessment and vital signs
 - ii. Feeding
 - iii. Newborn medications (Hep B injection, vitamin K injection, ophthalmic erythromycin)
 - iv. Newborn bath
 - v. Swaddling
 - vi. Diapering and monitoring diaper output
 - vii. Breast feeding positions
 - viii. “Back to Sleep”
 - ix. PKU sample
 - c. Simulation Scenarios
 - i. Normal vaginal birth
 - 1. EENC
 - ii. Postpartum hemorrhage
 - iii. Newborn bath and Hep B injection
- E. Documentation
- F. Post-conference
- G. Clinical paperwork

Unit II Weeks 3-6 Clinical practicum

- A. Holistic care of one patient in the L/D, postpartum, or NICU setting
- B. Medication administration for a patient in postpartum
- C. Development of an individualized plan of care for each patient working with the interprofessional team
- D. Post-conference
- E. Clinical paperwork (due to clinical instructor 48hrs after clinical)
- F. Midterm *Formative* Evaluation

Unit III Weeks 7, 8 Clinical Practicum

- A. Holistic care of two patients in postpartum
- B. Medication administration for two patients
- C. Development of an individualized plan of care for each patient working with the interprofessional team
- D. Post-conference
- E. Clinical paperwork (due to clinical instructor 48hrs after clinical)
- F. Final *Summative* Evaluation

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. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. Completing clinical assignments

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)
2. Individual and group work (case studies)
3. Skills practice (demonstration, observation, and evaluation)
4. Simulation (observation and evaluation)
5. Supervised direct patient care (demonstration, observation, and evaluation)

Assignments:

Reading: Read Chapter 21 Postpartum Complications

Watch ATI Video Case Study-Complication of Pregnancy

Written: Create a concept map for postpartum hemorrhage. Include the pathophysiology, signs and symptoms, EBL, nursing interventions, and patient education.

Signature: Postpartum hemorrhage: The Skills Lab has 10 stations with varying amounts of postpartum bleeding. In groups of 4, each group will assess the 10 stations to determine the estimated blood loss (EBL). Determine the “immediate”, “urgent”, or “monitor care” of each of the EBL examples. Be ready to discuss in class.

Clinical Assignment: Complete clinical worksheet including your ISBARQ report and two priority nursing diagnoses for a patient you cared for in the labor/delivery, postpartum, nursery, or NICU setting.

Methods of Evaluation

1. Writing assignments, including:
 - a. Focus questions
 - b. Essay exams
 - c. Nursing care plan and teaching plan for newborn care
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - a. NCLEX-style questions
 - i. Multiple choice
 - ii. Fill-in-the-blanks
 - iii. Multiple response

- iv. Calculation
- v. Unfolding Case Studies
- 4. Competency-based skill acquisition
- 5. Clinical observation and evaluation of safe, patient-centered care with medication administration, care planning, and collaboration of the interprofessional team to ensure quality care.

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational
Funding Agency:	Not applicable
Program Status:	Program applicable
Noncredit Category:	Not applicable, credit course
Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse and Paramedic
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, BSN, RN

Reviewed by: K. Bandy

Date Prepared: September 19, 2025

Nursing (NURS) 2600 Nursing Care of the Pediatric Patient 5 units

[formerly _____]

Prerequisite: *Admission to the Taft College Nursing Program* and successful completion of semester two

Advisory: *Strong understanding of the nursing process, time management and organization.*

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Provide holistic, patient-centered care.
2. Perform safe medication administration.
3. Collaborate with the interprofessional team.
4. Development of individualized patient care plans.

Total Hours: Lecture=48 Lab=96

Catalog Description: This course introduces the nursing student to the principles and practice of pediatric nursing, focusing on the care of infants, children, and adolescents in acute care, community, and home settings. Emphasis is placed on growth and development, family-centered care, health promotion, illness prevention, age-appropriate communication, and the management of acute and chronic health conditions unique to the pediatric population. Students will integrate the nursing process and the NCSBN Clinical Judgment Measurement Model (NCJMM) to provide safe, compassionate, and evidence-based care for pediatric patients while addressing the patient's physical, psychosocial, cultural, religious, and developmental needs as well as those of their families. Special focus is placed on health teaching, immunizations, pain management, chronic illness care, and the recognition and management of common pediatric emergencies.

Type of Class/Course: Degree Credit

Texts: M.J. Hockenberry, K.D. Gibbs, & E. A. Duffy. *Wong's Essentials of Pediatric Nursing*, 12th ed., 2026, Elsevier.

Additional Required Materials: Course Syllabus, ATI supplemental Material, Case Studies, Medication Calculation

Course Objectives:

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

1. Recall the stages of development and apply them in the nursing process for planning care of pediatric patient.
2. Review the pathophysiology of common pediatric conditions including pain, respiratory illnesses, infectious diseases, congenital disorders, and behavioral health challenges.
3. Discuss the principles of family-centered care involved in managing pediatric patients, emphasizing the importance of understanding the family dynamics and addressing the patients' needs and preferences.
4. Differentiate communication strategies used with pediatric patients from those used with adult patients.
5. Organize discharge planning for the pediatric patient and family in collaboration with interprofessional team while utilizing appropriate community resources.
6. Examine the quality metrics in the pediatric unit and discuss the student nurse's knowledge and understanding of them.

Course Learning Outcomes:

At the completion of this course, the successful student will be able to:

1. Practice the nursing process to provide safe, evidence-based, and developmentally appropriate care for infants, children, and adolescents across acute care, community, and home settings. **NCLEX Categories:** *Safe & Effective Care Environment*; **QSEN:** *Patient-Centered Care, Evidence-Based Practice*
2. Integrate knowledge of growth and development to assess pediatric patients, identify deviations from expected patterns, and implement age-appropriate interventions. **NCLEX Categories:** *Health Promotion & Maintenance*; **QSEN Competencies:** *Safety, Patient-Centered Care*
3. Review and manage acute and chronic pediatric conditions, including pain, respiratory illnesses, infectious diseases, congenital disorders, and behavioral health challenges, while promoting family adaptation and resilience. **NCLEX Categories:** *Physiological Integrity, Psychosocial Integrity*; **QSEN Competencies:** *Patient-Centered Care, Evidence-Based Practice*
4. Model effective communication and collaboration with children, families, and interprofessional health care teams to support safe, high-quality pediatric care. **NCLEX Categories:** *Safe & Effective Care Environment*; **QSEN Competencies:** *Teamwork & Collaboration, Informatics*
5. Arrange health promotion and illness prevention strategies, including immunizations, nutrition, anticipatory guidance, and family education, to improve pediatric health outcomes across diverse populations. **NCLEX Categories:** *Health Promotion & Maintenance*; **QSEN Competencies:** *Patient-Centered Care, Safety*
6. Evaluate safety and quality improvement outcomes in pediatric care by applying evidence-based practice, informatics, and clinical judgment to support continuous improvement in child and family health. **NCLEX Categories:** *Safe & Effective Care Environment*; **QSEN Competencies:** *Quality Improvement, Safety, Informatics*

Course Scope and Content:

Unit I Foundations of Pediatric Nursing

- A. Role of the pediatric nurse
- B. Family-centered care
- C. Growth and development (infant to adolescent)
 - a. Milestones for infancy, toddlerhood, preschool, school age, and adolescence
 - b. Age-appropriate play and learning
- D. Pediatric assessment techniques

- E. Communication with children and families
- F. Culturally competent care
 - a. Parenting style, family structure and dynamics
 - b. Cultural practices and beliefs
 - c. Communication with families
- G. Legal and Ethical Issues in pediatric Nursing
 - a. Consent and assent
 - b. Mandatory reporting
 - c. Confidentiality and adolescent privacy rights
- H. Nursing Care Plans and Documentation
 - a. Pediatric-specific nursing diagnoses
 - b. Creating individualized care plans
 - c. Documentation best practices

Unit II

Health Promotion and Disease Prevention

- A. Immunizations
- B. Nutrition and hydration through the pediatric lifespan
- C. Safety and injury prevention
- D. Developmental Screening
- E. Growth charts
- F. Psychosocial and Behavioral Aspects
 - a. Child abuse and neglect
 - b. Mental health in children (e.g., ADHD, depression)
 - c. Supporting children with chronic illness or disabilities

Unit III

Pediatric Medication and Calculations

- A. Dosage calculation for children (weight-based)
- B. Safe administration techniques (oral, IV, IM)
- C. Medication side effects and reactions in children

Unit IV

Common Pediatric Conditions and Diseases

- A. Respiratory disorders
 - a. Asthma
 - b. Bronchiolitis
- B. Cardiovascular defects
 - a. Congenital heart defects
- C. Gastrointestinal issues
 - a. Pylori stenosis
 - b. Gastroenteritis
 - c. Appendicitis
- D. Infectious diseases
 - a. Measles
 - b. Chickenpox
 - c. Febrile seizures
- E. Neurological conditions
 - a. Seizures
 - b. Cerebral palsy

- F. Endocrine disorders
 - a. Diabetes Type I, II
- G. Hematologic and oncologic issues
 - a. Sick cell anemia
 - b. Leukemia

Course Scope and Content: Laboratory (*if applicable*)

Unit I

Week 1, 2 Orientation

- A. Clinical rotation schedule (Pediatrician office, acute hospital or pediatric specialty clinical)
- B. Hospital orientation and computer class
- C. Medication administration Exam, must pass to progress to the clinical practicum
- D. Hospital policies
- E. Skills lab
 - a. Pediatric-focused assessment
 - b. Pediatric medication administration
 - i. Conversion from lbs to kilograms
 - ii. Medication calculation by dose
 - iii. Medication calculation by day
 - iv. Syringe pumps
 - v. IV infusion with secondary lines
- F. Simulation Scenarios
 - a. Asthma attack
 - b. Hypoglycemia, Type I Diabetes Mellitus
 - c. Sick Cell Anemia
- G. Documentation
- H. Post-conference
- I. Clinical paperwork

Unit II

Weeks 3-6 Clinical practicum

- A. Holistic care of one patient
- B. Medication administration of patient
- C. Development of individualized plan of care for each patient working with the interprofessional team
- D. Post-conference
- E. Clinical paperwork (due to clinical instructor 48hrs after clinical)
- F. Midterm *Formative* Evaluation

Unit III

Weeks 7, 8 Clinical Practicum

- A. Holistic care for two patients
- B. Medication administration of two patients
- C. Development of an individualized plan of care for each patient working with the interprofessional team
- D. Post-conference
- E. Clinical paperwork (due to clinical instructor 48hrs after clinical)
- F. Final *Summative* Evaluation

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. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. Completing clinical assignments

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)
2. Individual and group work (case studies)
3. Skills practice
4. Simulation
5. Supervised direct patient care

Assignments:

Reading: Read Chapter 40-The Child with Respiratory Dysfunction

Review ATI Skills Module on oxygen therapy and suctioning.

Written: Create a concept map of Respiratory Syncytial Virus (RSV) Infection that includes the pathophysiology, clinical manifestations, diagnostic tests, medical management, nursing interventions, medication, patient teaching.

Signature: Simulation-child with acute RSV (Prebrief, 20-min simulation with deteriorating condition, Debrief) Faculty observation and feedback. Compose a teaching plan for the parents about the family care regarding RSV.

Clinical Assignment: Complete clinical worksheet including your ISBARQ report and two priority nursing diagnoses for a patient you cared for in the PICU or Peds unit that suffered from a respiratory condition.

Methods of Evaluation

1. Writing assignments, including:
 - a. Focus questions
 - b. Essay exams
 - c. Nursing care plan
 - d. Teaching plan for after care
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - a. NCLEX-style questions
 - i. Multiple choice
 - ii. Fill-in-the-blanks
 - iii. Multiple response

- iv. Calculation
- v. Unfolding Case Studies
- 4. Competency-based skill acquisition
- 5. Clinical observation and evaluation of safe, patient-centered care with medication administration, care planning, and collaboration of the interprofessional team to ensure quality care.

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational
Funding Agency:	Not applicable
Program Status:	Program applicable
Noncredit Category:	Not applicable, credit course
Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse and Paramedic
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, BSN, RN

Reviewed by: K. Bandy

Date Prepared: September 13, 2025

Nursing (NURS) 2700 Nursing Care of Patients with Complex Conditions 6 units

[formerly _____]

Prerequisite: *Admission to the Taft College Nursing Program, successful completion of semester three.*

Advisory: *Strong understanding of holistic, patient-centered care of patients with chronic, common and acute conditions, time management and organization.*

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Develop a comprehensive plan of care.
2. Safely administer medication.
3. Collaborate with the interprofessional team to deliver safe, holistic patient-centered care.
4. Identify and critically think through changes in patient's conditions.
5. Use data in the EMR to inform decision making.
6. Create a comprehensive ISBARQ report.

Total Hours: Lecture= 48 Lab=144

Catalog Description: The course is the final course in the three-series of nursing care for the medical/surgical/geriatric patient. This course provides advanced study of medical-surgical and geriatric nursing concepts with an emphasis on complex patient care across diverse settings. Students use the NCSBN Clinical Judgment Measurement Model (NCJMM) to deliver safe, evidence-based, patient-centered care while addressing the unique needs of adult and older adult populations. Emphasis is placed on collaboration with the interprofessional healthcare team to promote optimal health outcomes, use of informatics through the electronic medical record to guide clinical decision-making, and engagement in quality improvement initiatives. Through simulation, clinical practicum, and integrative learning activities, students refine leadership, prioritization, and communication skills necessary for safe transition to entry-level registered nursing practice.

Type of Class/Course: Degree credit

Texts: M. Harding, J. Kwong, D. Hagler, & C. Reinisch *Lewis' Medical-Surgical Nursing*. 12th ed. Mosby, 2023.

Additional Required Materials: Course syllabus, ATI supplemental material, case studies

Course Objectives:

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

1. Explain, differentiate, and analyze the care of the patient with complex and multisystem conditions.
2. Justify the need for critical thinking competency to make clinical judgments that provide safe, quality, patient-centered care to patients with complex conditions.

3. Develop care planning with the interprofessional team to be consistent in care and in meeting the needs and preferences of the patient.
4. Discuss the importance of medication schedules when administering multiple IV solutions, antibiotics, blood products, and other supportive medications.
5. Describe the integration of leadership in managing care of patients in collaboration with the interprofessional team.
6. Examine the needs of vulnerable populations in the community and understand the social determinants of health and healthcare disparities.
7. Justify the need for evidence-based best practices to ensure quality patient care and provide positive patient outcomes. Use prescriptive and predictive analytics to evaluate quality metrics.

Course Learning Outcomes:

By the completion of this course, the successful student will be able to:

1. Appraise advanced clinical knowledge to assess, prioritize, and provide safe, patient-centered care for complex patients in critical and urgent care settings. **NCLEX Categories:** *Management of Care, Safety and Infection Control, Physiological Adaptation*; **QSEN Competencies:** *Safety, Patient-centered Care, Evidence-based Practice, Informatics*
2. Organize, implement, and evaluate advanced, evidence-based care plans for patients with multi-organ failure or end-stage diseases. **NCLEX Categories:** *Management of Care, Physiological Adaptation, Reduction of Risk Potential*; **QSEN Competencies:** *Patient-centered Care, Evidence-based Practice, Informatics, Quality*
3. Integrate the interprofessional team in the management of patients with complex medical and psychosocial conditions. **NCLEX Categories:** *Management of Care, Reduction of Risk Potential, physiological Adaptation, Psychosocial Integrity*; **QSEN Competencies:** *Patient-centered care, Teamwork and Collaboration*
4. Justify pharmacologic knowledge into complex clinical decision-making scenarios, demonstrating readiness for the NCLEX-RN examination and safe entry-level practice. **NCLEX Categories:** *Management of Care, Pharmacological and Parenteral Therapies, Safety and Infection Control, Physiological Adaptation*; **QSEN Competencies:** *Safety, Patient-centered Care, Evidence-based Practice*
5. Demonstrate leadership in promoting patient safety, reducing errors, and improving the quality of care in a variety of settings. **NCLEX Categories:** *Management of Care, Safety and Infection Control, Health Promotion and Maintenance, Reduction of Risk Potential, Physiological Adaptation*; **QSEN Competencies:** *Safety, Evidence-based Practice, Quality, Informatics*
6. Argue for access to care for current and underserved populations in the community. **NCLEX Categories:** *Health Promotion and Maintenance, Psychosocial Integrity, Basic Care and Comfort, Reduction of Risk Potential*; **QSEN Competencies:** *Patient-centered Care, Teamwork and Collaboration, Quality*
7. Consistently evaluates quality improvement initiatives in each setting. **NCLEX Categories:** *Management of Care, Reduction of Risk Potential*; **QSEN Competencies:** *Evidenced-based Practice, Quality, Informatics*

Course Scope and Content:

Unit I Patient-centered Care Focus

Students will complete a clinical practicum in high-acuity settings in collaboration with the assigned registered nurse and the interprofessional team. Students will provide holistic patient-centered care, identification of condition changes and immediate priorities, safely administer

medication, perform comprehensive care planning using best practices, EMR documentation, and utilize ISBARQ reporting. Students will apply the nursing process in the management of patients requiring intensive monitoring, emergency interventions, and complex nursing care. This course emphasizes critical thinking, clinical judgement, leadership, and patient-centered care coordination as a manager of care across the healthcare continuum. Settings include the intensive care unit (ICU), cardiac care unit (CCU), surgical intensive care unit (SICU), emergency department (ED), Cardiac Cath Lab, and Urgent Care.

Unit II Advanced Clinical Reasoning & Critical Thinking

- A. Complex patient prioritization using clinical decision-making models (e.g., NCSBN Clinical Judgment Measurement Model (NCJMM))
- B. Use of clinical judgment frameworks (e.g., Next-Gen NCLEX, NCJMM)
- C. Anticipation and prevention of complications
- D. Failure to rescue and early recognition of deterioration
- E. Root cause analysis, near-miss evaluation

Unit III Evidence-based Practice and Quality Improvement

- A. Identifying clinical problems and applying research
- B. Using clinical pathways and protocols
- C. Involvement in quality improvement (QI) projects (e.g., fall reduction, sepsis bundles)
- D. Understanding metrics: HCAHPS, core measures, patient safety goals
- E. Chart audits and policy review

Unit IV Geriatric Nursing Care

- A. Ethical dilemmas in aging (e.g., withdrawal of life support, capacity, guardianship)
- B. Geropsychiatric emergencies (e.g., severe agitation, sundowning)
- C. Advanced dementia care strategies (non-pharmacologic behavior management)
- D. Preventing hospital-acquired conditions (HAIs, pressure injuries, delirium)
- E. Multimorbidity and goals-of-care planning
- F. Palliative care integration in chronic illness trajectory

Unit V Advanced Pharmacology and IV Therapy

- A. Complex medication management in critical settings
 - a. Titration of vasoactive drips
 - b. Anticoagulation protocols and INR management
- B. Emergency medications (e.g., ACLS drugs, rapid sequence intubation)
- C. Chemotherapy nursing implications
- D. Ethical/legal considerations
- E. Geriatric pharmacology considerations: renal dosing, de-prescribing, monitoring for toxicity

Unit VI High-acuity Medical/Surgical/Geriatric Disorders

- A. Cardiac System
 - a. STEMI/NSTEMI (interpretation and management, and post-MI care and complications)
 - b. Cardiogenic shock
 - c. Aortic aneurysm, dissection
 - d. Advanced heart failure with device support (LVAD, ICD)
 - e. Postop cardiac surgery complications
 - f. Hemodynamic instability and monitoring
 - g. Management of vasoactive medications
- B. Respiratory System
 - a. ARDS
 - b. Status asthmaticus
 - c. Respiratory failure
 - d. Tracheostomy
 - e. Ventilator management and weaning protocols
 - f. Chest trauma
 - g. Pulmonary embolism, pneumothorax with tension physiology
 - h. Chest tubes
 - i. Arterial Blood Gas (ABG) analysis
- C. Gastrointestinal System
 - a. Eating disorder complications
 - b. Advanced fluid/electrolytes balance
 - c. Severe failure to thrive
- D. Neurological System
 - a. Increased intracranial pressure (ICP)
 - b. Spinal cord injuries
 - c. Spinal shock and autonomic dysreflexia
 - d. Brain death determination
 - e. Advanced neurodegenerative disease (ALS, Huntington's Corea)
 - f. Coma and vegetative state
 - g. Post-stroke complications
- E. Renal System
 - a. Acute glomerulonephritis
 - b. CRRT (Continuous Renal Replacement Therapy)
 - c. ESRD complications and vascular access care
 - d. Electrolyte crises (e.g., hyperkalemia, hyponatremia)
 - e. Goodpasture's syndrome
 - f. Hemolytic uremic syndrome
- F. Endocrine System
 - a. Adrenal crisis
 - b. Pituitary tumors and disorders
 - c. Pheochromocytoma
 - d. Advanced management of DM (pumps, transplant)
 - e. Diabetic emergencies
 - i. Diabetic ketoacidosis (DKA)
 - ii. Hyperosmolar Hyperglycemic State (HHS)
 - iii. Diabetes Insipituous
 - f. Thyroid storm

- G. Musculoskeletal System
 - a. Compartment syndrome
 - b. Fat embolism syndrome
 - c. Crush injuries
 - d. Autoimmune Connective Tissue disorders
- H. Hematology/Immunology
 - a. Hematologic malignancies (e.g. Leukemia, lymphoma)
 - b. Management of neutropenia and pancytopenia
 - c. Blood transfusion reactions and complications
 - d. Autoimmune crises (e.g., lupus nephritis, myasthenic crisis)
 - e. Sepsis/SIRS/septic shock
 - f. Disseminated Intravascular Coagulation (DIC)
- I. Oncology
 - a. Advanced prostate cancer
 - b. Testicular cancer
 - c. Malignant bone tumors (osteosarcoma, multiple myeloma)
 - d. Advanced symptom management (refractory dyspnea, terminal agitation)
 - e. Family-centered care at the end of life
 - f. Moral distress and nurse resilience
 - g. Ethical discussions with family
 - h. Care of the actively dying and postmortem protocols
- J. Multi-System and Complex Disorders
 - a. Multi-organ dysfunction syndrome (MODS)
 - b. Trauma and emergency response
 - c. Burn management and fluid resuscitation basics
 - d. Shock: cardiogenic, neurogenic, hypovolemic, septic
 - e. Disseminated Intravascular Coagulation

- Unit VII Leadership in Care Coordination and Transitions**
- A. Participating in the interprofessional rounds
 - B. Rapid response team (RRT) role of the RN
 - C. Effective use of SBAR, ISBARQ and TeamSTEPPS communication tools
 - D. Transitioning complex patients across levels of care (ICU→med/surg→rehab/LTC)
 - E. Time management and shift prioritization

Course Scope and Content: Laboratory *(if applicable)*

- Unit I Week 1-Orientation**
- A. Skills Lab competencies
 - B. Medication Administration Exam
 - C. Managing a full assignment with multiple patients
 - D. Clinical rotation schedule
 - E. Meet with clinical faculty
- Unit II Week 2-Hospital Orientation**
- A. Review of relevant hospital policies and procedures
 - B. Computer class
 - C. Clinical paperwork

D. Clinical grading

Unit III

Weeks 3-8

- A. Holistic care of patient assignment
- B. ISBARQ report to physician if condition changes, handoff report
- C. Medication administration according to schedule
- D. Clinical paperwork
- E. Post-conference-Midterm *Formative* Evaluation

Unit IV

Week 9-Skills and Simulation Labs

- A. Simulation scenarios (Code Blue, Sudden decompensation, Septic Shock)
- B. Virtual simulations

Unit V

Weeks 10-16

- A. Holistic care of patient assignment
- B. ISBARQ report to physician if condition changes, handoff report
- C. Medication administration according to schedule
- D. Clinical paperwork
- E. Post-conference-Final *Summative* Evaluation

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. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. Completing clinical assignments

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice).
2. Individual and group work (case studies).
3. Skills practice (Competent in all skills for entry-level RN practice, interprofessional team approach to care, demonstration of the management of patient care, medication administration on multiple patients).
4. Simulation scenarios (Code Blue, sudden decompensation, septic shock management (bundle), managing full assignment with multiple patients, 2-bed ICU, CCU).
5. Supervised and evaluate direct patient care.

Assignments:

Reading: Read Chapter 37, 38, and 39

Watch ATI Dosage Calculation and Safe Medication Administration: Critical Care Medications and ATI Video Case Study 3.0-Safety dosage calculation of critical care medications

Written: Reflection Paper- In 500 words, reflect on how you may communicate with a caregiver that a patient has just experienced sudden cardiac death. Reflect on both personal and professional feelings about this communication process. Also identify other health team members that can support the communication process between the nurse and family member.

Signature: Code Blue Simulation (Prebrief, 20-min simulation for patient with cardiac arrest and need for CodeBlue intervention and feedback. Complete a comprehensive nursing care plan for this patient.

Clinical Assignment: Complete clinical worksheet including your ISBARQ report and three priority nursing diagnoses for a patient in either the Cath Lab, Emergency Department or Intensive Care Unit with a cardiac condition.

Methods of Evaluation

1. Writing assignments, including:
 - a. Focus questions
 - b. Essay exams
 - c. Clinical worksheet
 - d. Informatics ICU project (prescriptive and/or predictive analytics)
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - a. NCLEX-style questions
 - i. Multiple choice
 - ii. Fill-in-the-blanks
 - iii. Multiple response
 - iv. Calculation
 - v. Unfolding Case Studies
4. Competency-based skill acquisition
5. Clinical observation and evaluation of safe, patient-centered care with medication administration, care planning, and collaboration of the interprofessional team to ensure quality care.

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational
Funding Agency:	Not applicable

Program Status:	Program applicable
Noncredit Category:	Not applicable, credit course
Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse and Paramedic
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, BSN, RN

Reviewed by: K. Bandy

Date Prepared: September 23, 2025

Nursing (NURS) 2800 Nursing Leadership and Patient Management 4 units

[formerly _____]

Prerequisite: *Admission to the Taft College Nursing Program and successful completion of semester three*

Advisory: *Strong understanding of the importance of the nursing process, patient safety, evidence-based practice to provide quality, safe, patient-centered care and use of the electronic medical record.*

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Evaluate individualized care plans on patients to ensure safe, evidence-based, patient-centered best practices.
2. Collaborate with the interprofessional teams for holistic patient care.
3. Use the NCSBN Clinical Judgment Measurement Model (NCJMM) to inform decision-making.

Total Hours: Lecture= 48 Lab= 48

Catalog Description: This final course in the nursing curriculum introduces the principles of nursing leadership, patient care management, and professional role development in preparation for entry-level registered nurse practice. Students apply concepts of prioritization, time management, delegation, supervision, and teamwork to deliver safe, patient-centered high-quality care in diverse healthcare environments. Emphasis is placed on refining effective communication, conflict resolution, ethical decision-making, and resource management within interprofessional teams.

Type of Class/Course: Degree Credit

Texts: M.L. Joseph, D. Huber. *Leadership and Nursing Care Management*, 8th ed., 2026, Saunders.

Additional Required Materials: Course Syllabus, ATI Supplemental Material, Case studies, various nursing related website and articles

Course Objectives:

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

1. Differentiate and discuss leadership theories for optimizing staff performance, workflow, and care delivery in a variety of settings.
2. Discuss the importance of analyzing interventions and evaluating patient outcomes to ensure nursing assignments are balanced and workflow is consistent.
3. Evaluate data using prescriptive and predictive analytics to ensure best practices.
4. Justify the use of “team meetings” to enhance collaboration between the members of the interprofessional team for the safe, effective delivery of patient-centered care.
5. Discuss “Just Culture” and justify the need for a culture of safety and continuous improvement.
6. Examine ethical decision-making and accountability of the nurse and the role of patient advocate.

Course Learning Outcomes:

By the completion of this course, the successful student will be able to:

1. Evaluate the use of the nursing process in managing patient care and leading nursing teams to ensure optimal patient outcomes. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity*; **QSEN Competencies:** *Safety, Patient-centered Care*
2. Implement leadership principles and management theories to optimize nursing staff performance, workflow, and care delivery in diverse healthcare settings. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity*; **QSEN Competencies:** *Teamwork and Collaboration*
3. Critically appraise strategies for improving patient care quality and safety, using evidence-based practices and data analysis. **NCLEX Categories:** *Safe and Effective Care Environment, Physiological Integrity*; **QSEN Competencies:** *Safety, Evidence-based Practice*
4. Integrate interprofessional teams in the coordination and delivery of patient-centered care, ensuring effective communication and collaboration. **NCLEX Categories:** *Safe and Effective Care Environment, Psychosocial Integrity*; **QSEN Competencies:** *Patient-centered care, Teamwork and Collaboration*
5. Comply with ethical decision-making, accountability, and professionalism in leadership roles, fostering a culture of safety and continuous improvement. **NCLEX Categories:** *Safe and Effective Care Environment, Psychosocial Integrity*; **QSEN Competencies:** *Safety*

Course Scope and Content:**Unit I Orientation and Introduction to Nursing Leadership and Management**

- A. Review of Syllabus and course project
- B. Role of the RN as a leader and manager in healthcare
- C. Professional identity and accountability

Unit II Leadership Theories and Styles

- A. Transformational, transactional, servant, and situational leadership
- B. Identifying personal leadership strengths and areas for growth
- C. Self-awareness and emotional intelligence in practice

Unit III Communication and Teamwork

- A. Principles of effective communication in leadership
- B. ISBARQ and leadership handoff strategies
- C. Course project and Quality Initiative Reflection review and guidelines

Unit IV Delegation and Supervision

- A. Scope of practice: RN vs. LPN/LVN vs. UAP
- B. Principles of safe delegation
- C. Accountability and follow-up
- D. Role play

Unit V Prioritization and Time Management

- A. A Day in the Life...
- B. Tools for organizing your day
- C. Managing multiple patients and competing priorities

Unit VI Ethical and Legal Aspects of Leadership

- A. ANA Code of Ethics
- B. Patient rights and advocacy
- C. Ethical case study

Unit VII **Conflict Resolution and Negotiation**

- A. Strategies for managing conflict in healthcare teams
- B. Bullying and violence in the workplace
- C. Professionalism and civility in nursing practice

Unit VIII **Cover Page, Resume (objective), Interviewing**

- A. The benefits of a cover page
- B. Resume objective writing
- C. Interviewing tips for panel and individual interviews

Unit IX **Patient Safety and Risk Management**

- A. Safety culture and Just Culture
- B. Root cause analysis and sentinel events
- C. Case Studies

Unit X **Informatics and Technology in Leadership**

- A. Use of EMR for patient management
- B. Informatics to track quality outcomes
- C. Decision-making support tools
 - a. Prescriptive and predictive analytics

Unit XI **Evidence-based Practice and Quality Improvement**

- A. Using evidence to improve care outcomes
- B. QI projects and metrics (falls, infection rates, readmission, Sepsis Bundles, CAUTI, VAI)

Unit XII **Interprofessional Collaboration and Resource Management**

- A. Working effectively with the interprofessional teams
 - a. Social integration
 - b. Professionalism
- B. Staffing, scheduling, and resource allocation
 - a. 8, 10, 12 hr shifts
 - b. Discharge planning
 - c. RN workflows

Unit XIII **Leadership in Diverse and Multicultural Settings**

- A. Culturally competent care and inclusivity
 - a. Integrating care of the LGBTQAI+ patient
- B. Addressing health disparities and social determinants of health
- C. Project presentations

Unit XIV **Leading through Change and Crisis**

- A. Leadership strategies in emergencies, disasters, and pandemics
- B. Resilience and adaptability in nursing leadership
- C. Self-care

D. Project presentations

Unit XV Reflections

- A. Growth in your education and clinical practice experiences
- B. Project presentations

Unit XV Project presentations

Course Scope and Content: Laboratory *(if applicable)*

Unit I Week 1-Orientation to the clinical experience

The leadership clinical experience incorporates the leadership role and duties of the Charge Nurse, Unit Manager, and executive nursing leadership team. Experiences will include the organization and time management in each role, monitoring of a quality improvement initiative, understanding staffing and productivity in nursing units and workflows.

- A. Charge Nurse experience
- B. Executive leadership meetings
- C. Course Project
- D. Quality Initiative Reflection
 - a. Guidelines

Unit II Week 2-Course Project

- A. Project Choice and Quality Initiative
- B. Guidelines
- C. Grading rubric

Unit III Week 3-Clinical rotation schedule

- A. Orientation to hospital (if applicable)
- B. Assignment to Executive Leadership
- C. Clinical paperwork

Unit IV Week 4-15-Clinical experiences

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. Completing required reading as assigned
2. Completing written work as assigned
3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. Completing clinical assignments

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)

2. Individual and group work (case studies)

Assignments:

Reading: Chapter 11-Workplace Diversity, Belonging, and Inclusion

Watch ATI Civility Mentor; Watch Charles Johnson shares the tragic story of his wife Kira's death hours after giving birth. <https://www.youtube.com/watch?v=05uBCBfrY4g>

Written: Reflection-In 500 words, share your feelings and insight into what happen to Kira Johnson. Where and when did the hospital staff “fail to rescue” this patient? Where did the “system” break down?

Signature: Prepare a digital or physical poster presentation on incivility, bullying, and oppression in nursing. Include information from two evidence-based, peer-reviewed nursing articles. Cover current issues in nursing and what institutions are doing to address these behaviors. You will have 5 minutes to present to your peers.

Clinical Assignment: Attend a nursing leadership meeting with your assigned leader to review unit budgets, expenses, and capital requests. Identify the most significant expense, determine who is responsible for developing and approving the budget, and note whether staff nurses contribute input on unit needs. If assigned to a school nurse leader, answer these questions concerning educational expenses. Submit a 3-page paper (excluding title and references) in APA 7th edition format.

Methods of Evaluation

1. Writing assignments, including:
 - a. Course Project
 - b. Quality Initiative Reflection
 - c. Essay exams
 - d. Clinical paperwork
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - a. NCLEX-style questions
 - i. Multiple choice
 - ii. Fill-in-the-blanks
 - iii. Multiple response
 - iv. Calculation
 - v. Unfolding Case Studies

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C - Clearly Occupational

Funding Agency:	Not applicable
Program Status:	Program applicable
Noncredit Category:	Not applicable, credit course
Special Class Status:	Course is not a special course
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse and Paramedic
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

Prepared by: C. Velas, EdD, MSN, RN, CNE

Reviewed by: S. Webster, MA, BSN, RN

Reviewed by: K. Bandy

Date Prepared: September 23, 2025

Nursing (NURS) 2900 Transition to Practice 3 units

[formerly _____]

Prerequisite: *Admission to the Taft College Nursing Program, Successful progression in Semester Three*

Advisory: *Strong understanding of the Nurse Practice Act and the Role of the Registered Nurse in entry-level practice.*

Prerequisite knowledge and skills: Before entering the course, the student should be able to: *If applicable (course objectives from prerequisite COR)*

1. Safely care for 2-3 patients providing holistic, patient-centered care.
2. Develop and implement relevant care plans collaborating in collaboration with the interprofessional team.
3. Use evidence-based best practices in the care of their patients.

Total Hours: Lecture=48

Catalog Description: This final course in the program is intended to bridge the gap between prelicensure education and entry-level practice for the registered nurse. The focus of the course is to build confidence in clinical judgement, prioritization, organization, time management, leadership and resilience through self-care. The course will also continue to prepare the student for readiness to take the NCLEX and will culminate in a 3-day Live NCLEX prep.

Type of Class/Course: Degree credit

Texts: J. Zerwekh, and A. Zerwekh Garneau. *Nursing Today: Transitions and Trends*, 12th ed., 2027, Elsevier.

Additional Required Materials: Course syllabus, ATI Testing Material, Recent evidence-based nursing articles chosen by the course faculty.

Course Objectives:

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

1. Review and discuss the organization and time management of a nurse with a multiple patient assignment.
2. Review and discuss the components of a comprehensive evidence-based care plan using the nursing process for a critically ill patient with multiple system involvement.
3. Appraise ethical decisions made by the Hospital Ethics Committee to understand the role of each member and the importance of ethical and legal decision-making.
4. Review, discuss and construct a plan for the safety of nurses from workplace violence and bullying.
5. Discuss the anxiety experienced by new graduate's nurses in their first positions including coping mechanisms.
6. Discuss and create a plan for self-care and mentorship in a new graduates first position/employment.

7. Describe and discuss the need for life-long learning and the professional development of new graduates over the first five years of employment.

Course Learning Outcomes:

By the completion of this course, the successful student will be able to:

1. Demonstrate the development of a professional nursing identity through accountability, ethical practice and adherence to the ANA Code of Ethics during the transition from student to registered nurse.
NCLEX Categories: *Safe and Effective Care Environment – Management of Care; Psychosocial Integrity; QSEN Competencies:* *Professionalism, Patient-Centered Care, Safety*
2. Apply effective time management and prioritization strategies to deliver safe, efficient, and patient-centered care within a dynamic healthcare environment. **NCLEX Categories:** *Safe and Effective Care Environment – Management of Care; Physiological Integrity; QSEN Competencies:* *Safety, Teamwork and Collaboration, Quality Improvement*
3. Integrate into the professional nursing unit culture through collaboration, communication, and respect for diverse team roles to promote optimal patient outcomes. **NCLEX Categories:** *Safe and Effective Care Environment – Management of Care; Psychosocial Integrity; QSEN Competencies:* *Teamwork and Collaboration, Patient-Centered Care*
4. Utilize the NCSBN Clinical Judgment Measurement Model (NCJMM) to interpret clinical cues, make sound nursing judgments, and evaluate patient outcomes in a variety of care settings. **NCLEX Categories:** *Physiological Integrity – Reduction of Risk Potential; Health Promotion and Maintenance; QSEN Competencies:* *Evidence-Based Practice, Safety, Informatics*
5. Implement quality improvement and patient safety principles to reduce errors, enhance care outcomes, and support a culture of continuous improvement during the transition to professional practice. **NCLEX Categories:** *Safe and Effective Care Environment – Safety and Infection Control; QSEN Competencies:* *Quality Improvement, Safety, Informatics*
6. Apply critical thinking, test-taking strategies, and reflective practice to demonstrate readiness for the NCLEX-RN exam and ongoing professional growth. **NCLEX Categories:** *All NCLEX Categories – with emphasis on Physiological Integrity and Safe and Effective Care Environment; QSEN Competencies:* *Evidence-Based Practice, Informatics, Quality Improvement*

Course Scope and Content:

Unit I Orientation and Professional Identity and Role Transition

- A. Review of Syllabus
- B. Moving from student to professional nurse
- C. Expectations of the new graduate RN
- D. Professional accountability and autonomy

Unit II Time Management and Prioritization in Practice

- A. Report taking tools
- B. Mobile phone application bundles
- C. Applying ABCs, Maslow, and safety frameworks
- D. Juggling multiple patients and competing needs
- E. Maintaining accountability for patient outcomes

Unit III Socialization to the Unit

- A. Understanding the hierarchy
- B. Finding the untitled leader
- C. Knowing when to speak up

Unit IV Clinical Judgement

- A. Self-assessment
- B. NCSBN Clinical Judgment Measurement Model (NCJMM) and use as an RN
- C. Asking for help

Unit V NCLEX Readiness

- A. Understanding your final PULSE score
- B. CMS remediation
- C. Predictor Exam
- D. Other study tools
 - a. UWorld
 - b. Simple Nursing
 - c. Archer Review
 - d. Hurst Review
 - e. Kaplan NCLEX
 - f. Nursing.com
 - g. ATI
 - h. Nurse Plus Academy

Unit VI Individual NCLEX Study Plan and Test Taking

Course Scope and Content: Laboratory *(if applicable)*

Unit I Unit Title

- A.
- B.
- C.

Unit II Unit Title

- A.
- B.
- C.

Unit III Unit Title

- A.
- B.
- C.

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. Completing required reading as assigned
2. Completing written work as assigned

3. Studying course lecture notes, handouts, and textbook reading
4. Answering question on study assignments
5. ATI exams and remediation plans

Methods of Instruction

1. Active and passive learning (lecture, videos, embedded NCLEX questions using polling application, hands-on skill practice)
2. Individual and group work (case studies)

Assignments:

Reading: Article-New Nurses' Perceptions on Transition to Practice: A thematic Analysis retrieved from <https://pmc.ncbi.nlm.nih.gov/articles/PMC9936430/> and Bridging the Gap: Help Nurses' Transition into Practice retrieved from <https://www.nursingworld.org/content-hub/resources/nursing-resources/help-nurses-transition-into-practice/>

Writing: In approximately 500 words, provide a detailed discussion of your personal considerations regarding the transition from student nurse to registered nurse. Reflect on your preferred work setting, whether the hospital offers a New Graduate Program, and if such a program includes elements recommended by the two articles.

Signature: Develop an NCLEX study plan, investigate AI tools for effective study scheduling, and identify reliable resources that fit different learning preferences. Take into account lifestyle, family commitments, work responsibilities, and school/life balance. Identify a partner in class that you will share this with.

Methods of Evaluation

1. Writing assignments, including:
 - a. Focus questions
 - b. Essay exams
2. Computational or non-computational problem-solving demonstrations, including:
 - a. Medication calculations
3. Proctored, closed book/closed note examinations that include:
 - i. Content Mastery Exams
 - ii. Comprehensive Predictor Exam
4. Competency-based skill acquisition

Supplemental Data: *See Supplemental Data Key for options*

T.O.P. Code:	1230.10 – Registered Nursing
Sam Priority Code:	C – Clearly Occupational

Funding Agency:	Not applicable
Program Status:	Program applicable
Noncredit Category:	Not applicable, credit course
Special Class Status:	Course is not a special class
Basic Skills Status:	Course is not a basic skills course
Prior to College Level:	Not applicable
Cooperative Work Experience:	No, is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes, for the Licensed Vocational Nurse and Paramedic
Eligible for Pass/No Pass:	No, this is not eligible for Pass/No Pass

MEMO

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

From: Mike Mayfield

Division: Math & Science

Date: 12/11/2025

Re: Liberal Arts Area of Emphasis: Pre- Nursing / Pre-Dental Hygiene

Program Title: Liberal Arts Area of Emphasis: Pre- Nursing / Pre-Dental Hygiene

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.

Counseling has requested a program that clearly identifies prerequisite courses needed by both pre-Nursing and pre-Dental Hygiene students. Counseling has been making these students a double major, both in Liberal Arts in Allied Health and Life Science (new Biology major) since one alone did not get the students all their prerequisites they need into the desired major.

NARRATIVE-- Liberal Arts Area of Emphasis in Pre-Nursing / Pre-Dental Hygiene

1. Statement of Program Goals and Objectives

The Associate of Arts in Liberal Arts Area of Emphasis in Pre-Nursing will provide individuals with foundational coursework in general biological and social principles, procedures, and knowledge to meet the prerequisites to apply for a nursing degree. Students should consult with a counselor to determine the prerequisites for transfer schools.

Program Learning Outcomes

- Graduates will learn to practice with integrity, responsibility, and ethical conduct, and demonstrate a commitment to lifelong learning.
- Graduates will use critical thinking and apply scientific, evidence-based knowledge to guide their actions.
- Graduates will be able to communicate effectively that is culturally sensitive.
- Graduates will gather technology, analyze, and apply evidence-based information to understand the natural world.

2. Catalog Description

The Associate of Arts Degree in Liberal Arts with Areas of Emphasis in Pre-Nursing / Pre-Dental Hygiene is intended for students planning to apply into a nursing or dental hygiene program at either a community college or university. This degree is designed to provide students with prerequisite coursework necessary to apply to nursing or dental hygiene programs. Each transfer school may have different prerequisites so students should consult with a counselor to determine the prerequisites for each institution and additional prerequisites may be necessary.

Students should consult with a college counselor for course selection.

Target Audience

Primary: students interested in careers in the health field specifically nursing or dental hygiene.

3. Degree Requirements

LIBERAL ARTS AREA OF EMPHASIS IN PRE-NURSING / PRE-DENTAL HYGIENE

Required courses

BIOL 2250 Human Anatomy &	5 units
BIOL 2257 Human Physiology with Lab	5 units
OR	
BIOL 2258 Human Anatomy & Physiology I &	5 units
BIOL 2259 Human Anatomy & Physiology II	5 units
BIOL 2260 General Microbiology	5 units
	15 units
Select 6 to 21 units from the following	
BIOL 2370 Nutrition Science	3 units
CHEM 1510 Introduction to College Chemistry	4 units
CHEM 2211 General Chemistry I	5 units
HLED 1541 Medical Terminology	3 units

CHEM 1520 Introduction to Organic and Biochemistry	4 units
PSYC C1000 Introduction to Psychology	3 units
SOC 1510 Introduction to Sociology	3 units
	6 to 21 units
Required Major Units Total	21-36 units
Local General Education	27 units
Additional elective units for 60 units	0-12 units
TOTAL UNITS FOR THE DEGREE	60 UNITS

Proposed Sequence

Year one fall = 15 units

Year one spring = 15 units

Year two fall = 15 units

Year two spring = 15 units

4. Master Planning

Taft College has an Allied Health Emphasis degree however it does not include all the courses necessary for the prerequisites needed for admission into a nursing or dental hygiene degree. This new degree allows for a more seamless transfer into a nursing or dental hygiene program.

5. Enrollment and Completer Projections

- The number of sections of core courses to be offered annually = same as currently offered
- The headcount of students' annual enrollment = 20
- The number of estimated degree completers per year at the end of the first year of degree operation = 10
- The number of estimated degree completers per year at the end of the third year of degree operation = 20

6. Place of Degree in Curriculum/Similar Degrees

This degree is to streamline the Allied Health Area of Emphasis so the students will earn one degree rather than a patchwork of two degrees.

7. Similar Degrees at Other Colleges in Our Service Area

There are no similar degrees within our service area except Liberal Arts Area of Emphasis in Allied Health

The new Curriculum Inventory System, launched in July 2017, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

Program Title: Associate of Arts Liberal Arts with an Area of Emphasis in Pre-Nursing / Pre-Dental Hygiene

Program TOP Code: 4901.00 – Liberal Arts and Sciences, 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: 20

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

Program Goal: Associate of Arts degree

Degree and Certificate programs may have the following specified program goals: Career Technical Education (Limited to Programs in the CTE TOP codes other than ADTs) (C), Transfer (All ADTs and Certificates of Achievement for Cal-GETC) (T), and Local (all other AA/AS degrees and certificate not in a CTE TOP Code) (O).

Net Annual Labor Demand (CTE only):

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: 5

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 is 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: January 2028

Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE).” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

Gainful Employment: (Yes or No) no

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

Apprenticeship: (Yes or No) 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: (Yes or No) n/a

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

MEMO

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 10/29/2025

Re: Associate Degree in Nursing

Program Title: Associate Degree in Nursing (ADN)

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.

The Allied Health and Applied Technology division is proposing a new Associate Degree in Nursing. Attached is the program narrative. Also attached is the mission and program learning outcomes. A feasibility study will be submitted to the nursing board for approval.



California Community Colleges Curriculum Submission

Prepared by:

Carol A. Velas, EdD, MSN, RN, CNE

Taft College

October 16, 2025

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DRAFT

Introduction

Please accept this proposal for a new Associate in Science Degree in Nursing (ADN). This document will explain, in detail, the units and credit hours of the curriculum including theory and clinical practicum. A Course of Record has been developed for each course in the curriculum that has not already been approved. The ADN program has been approved by the Board of Trustee's (Appendix X. Board of Trustee Meeting minutes). Following are the required components according to the 'Narrative Template for an Associate of Science or Associate of Arts Degree.'

Item 1. Program Goals and Objectives

The proposed ADN program at Taft College is a two-year, 16-week semester degree with a combination of theory and clinical courses that align concurrently according to the California Business and Professions Code, Division 2. Healing Arts, Chapter 6. Nursing, Article 2. Scope of Regulation-2725-2742 and Article 4. Nursing Schools-2785-2789 and the California Code of Regulations Title 16. Professional and Vocational Regulations, Division 14. Board of Registered Nursing, Article 3. Prelicensure Nursing Programs and Article 7. Standardized Procedure Guidelines. The program includes 103 units for the degree, transfer, and compliance with the California Board of Registered Nursing (see table below).

Required for licensure as stated in the California Code of Regulations (CCR) [Section 1426](#)

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54		47
Theory	(18)	(27)		27
Clinical	(18)	(27)		20
Communication Units	6	9		6
Science Units	16	24		37
TOTAL UNITS FOR LICENSURE	58	87		90
Other Degree Requirements: NURS 180 Nursing Leadership and Patient Care Management, NURS 190 Transition to Practice, STAT C1000 Statistics or PSYC 2200 Elementary Statistics for Behavior or Social Sciences				10
TOTAL UNITS FOR GRADUATION				100

Program Mission

In considering the Mission of Taft College, a Mission statement for the ADN program is as follows:

The mission of the Associate Degree in Nursing program at Taft College is to enrich the lives of a diverse student population by providing high-quality, equitable nursing education that integrates applied knowledge, compassionate care, and clinical excellence. Rooted in the values of lifelong learning and professional integrity, the ADN program prepares students for entry-level nursing practice, licensure, and continuing education. In alignment with the mission of Taft College, the program fosters a supportive and inclusive learning community that empowers students to achieve their educational and career goals in nursing and contribute meaningfully to the health of individuals and communities.

Program Objectives

The objectives for the Taft College ADN Program are as follows:

1. Define and describe the principles of safe, patient-centered, and evidence-based nursing care across the lifespan, recognizing the diverse needs and preferences of patients.
2. Discuss the importance of therapeutic interviewing with patients and implement collaboration with the interprofessional team to ensure open communication with patients and their families.
3. Discuss and integrate peer-reviewed, evidence-based best practices to enhance the quality and safety of patient care.

4. Differentiate and evaluate hospital core measures and quality metrics used to assess and improve patient care outcomes.
5. Develop and implement individualized, patient-centered plans of care utilizing the Clinical Judgment Measurement Model to analyze and inform nursing decision-making.
6. Summarize and synthesize data from electronic health records to evaluate and predict patient outcomes, demonstrating the effective use of informatics in clinical decision support.

Taft College Associate Degree in Nursing – Program Learning Outcomes

Graduates of the Associate Degree in Nursing (ADN) program at Taft College will be able to:

1. **Provide Safe and Competent Patient-Centered Care**

Deliver evidence-based, holistic, compassionate, and culturally competent care that meets the needs of diverse individuals and communities across the lifespan.

2. **Demonstrate Clinical Judgment and Critical Thinking**

Apply clinical reasoning, critical thinking, and problem-solving skills in the delivery and evaluation of nursing care in a variety of healthcare settings.

3. **Collaborate as Effective Members of the Interprofessional Team**

Communicate and collaborate effectively with patients, families, and other members of the interdisciplinary healthcare team to promote optimal health outcomes, encourage shared decision making, and enhance the patient care experience.

4. **Practice Professional Nursing with Integrity**

Adhere to the ethical, legal, and professional standards of nursing practice while demonstrating accountability, responsibility, and professional behavior in the provision of nursing care.

5. Utilize Technology and Informatics

Employ current technologies and informatics to support safe, efficient, and quality patient care and to enhance lifelong learning.

6. Promote Health and Wellness

Advocate for health promotion, disease prevention, and population health through education, community engagement, and culturally competent care.

7. Demonstrate Leadership and Management Skills

Apply leadership principles and basic management skills to prioritize care, delegate tasks appropriately, and contribute to quality improvement initiatives.

8. Engage in Lifelong Learning and Professional Growth

Commit to ongoing professional development and continuing education to meet evolving healthcare needs and advance nursing practice.

Admission Criteria

The Taft College Nursing program will implement the Multicriteria Screen Criteria to ensure the admission of the most academically prepared students. The screening uses a points-based matrix that combines several of the criteria. The admission and selection process will include the admission of the top 80% of applicants and then randomly select the other 20% for the admission of 25 students each year. A recent memorandum from the Vice Chancellor Workforce and Economic Development encourages nursing programs to adopt the Multicriteria Selection (MCS) process. Taft College admission process will occur at the department level and will include this criterion:

1. Academic performance prior to admission to the program
 - a. Number of repetitions of prerequisite classes

2. Prerequisite courses completed at Taft College
3. Work or volunteer experience
4. Foreign language skills
 - a. High frequency languages based on census data
5. Life experiences
6. Special Circumstances (disabilities, low family income, first generation of family to attend college, need to work, disadvantaged social or educational environment, difficulty personal and family situations or circumstances, refugee or veteran status, and living in a medically underserved area or population.
7. Results of the Test of Essential Academic Skills (TEAS) exam
 - a. Points based on composite score

Item 2. Catalog Description

The Taft College Registered Nursing Program provides students with a comprehensive education that integrates theoretical instruction with extensive clinical experience. Over the course of the program, students complete more than 1,000 hours of clinical practice, including 506 hours in direct patient care. Coursework encompasses the full spectrum of nursing practice, including medical-surgical, geriatric, obstetric, pediatric, and psychiatric nursing. Students apply theoretical knowledge, skills, and professional attitudes in diverse acute and ambulatory care settings. Emphasis is placed on patient-centered and family-supported, evidence-based practice in the care of individuals across the lifespan and with a variety of health conditions affecting all body systems. Learning experiences include lectures, interactive group and individual activities, and supervised skills practice in the Nursing Skills Laboratory. Students also engage in high-fidelity simulation scenarios that provide opportunities to safely apply skills they have learned,

collaborate with interprofessional teams, and refine decision-making using the Clinical Judgment Measurement Model to promote patient safety and achieve optimal outcomes. Clinical practicum experiences occur in a variety of healthcare environments under the direct supervision of qualified and experienced Registered Nurse faculty. The Taft College Nursing Program prepares graduates to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and to enter professional practice as competent, compassionate, and ethical entry-level registered nurses.

Prerequisites

The prerequisites for the nursing program prepare the student with foundational knowledge in the natural, behavioral, and social sciences, communication skills in the principles of oral, written and group communication, and algebra and statistics to prepare the student for medication administration and understanding evidence-based practice research. Courses also meet the transfer and degree requirements for the associate in science degree. Below is the list of prerequisite courses offered at Taft College:

ENG C1000-Academic Reading/Writing

COMM C1000 Introduction to Public Speaking

STAT C1000 Statistics or PSYC 2200 Elementary Statistics for Behavioral and Social Sciences

SOC 1510 Introduction to Sociology

PSYC C1000 Introduction to Psychology

HIST 2231 History of the US before 1877 or HIST 2231 History of the US after 1877

ETHN 1510 Introduction to Ethnic Studies

CHEM 1510 Introduction to College Chemistry

BIOL 2265 Human Physiology I **or** BIOL 2258 Human Anatomy and Physiology I **or** BIOL 2250 Human Anatomy with Lab

BIOL 2259 Human Anatomy and Physiology II **or** BIOL 2257 Human Physiology with Lab

BIOL 2260 Microbiology with Lab

NURS 1425 Pharmacology

Supply and Demand for Registered Nurses

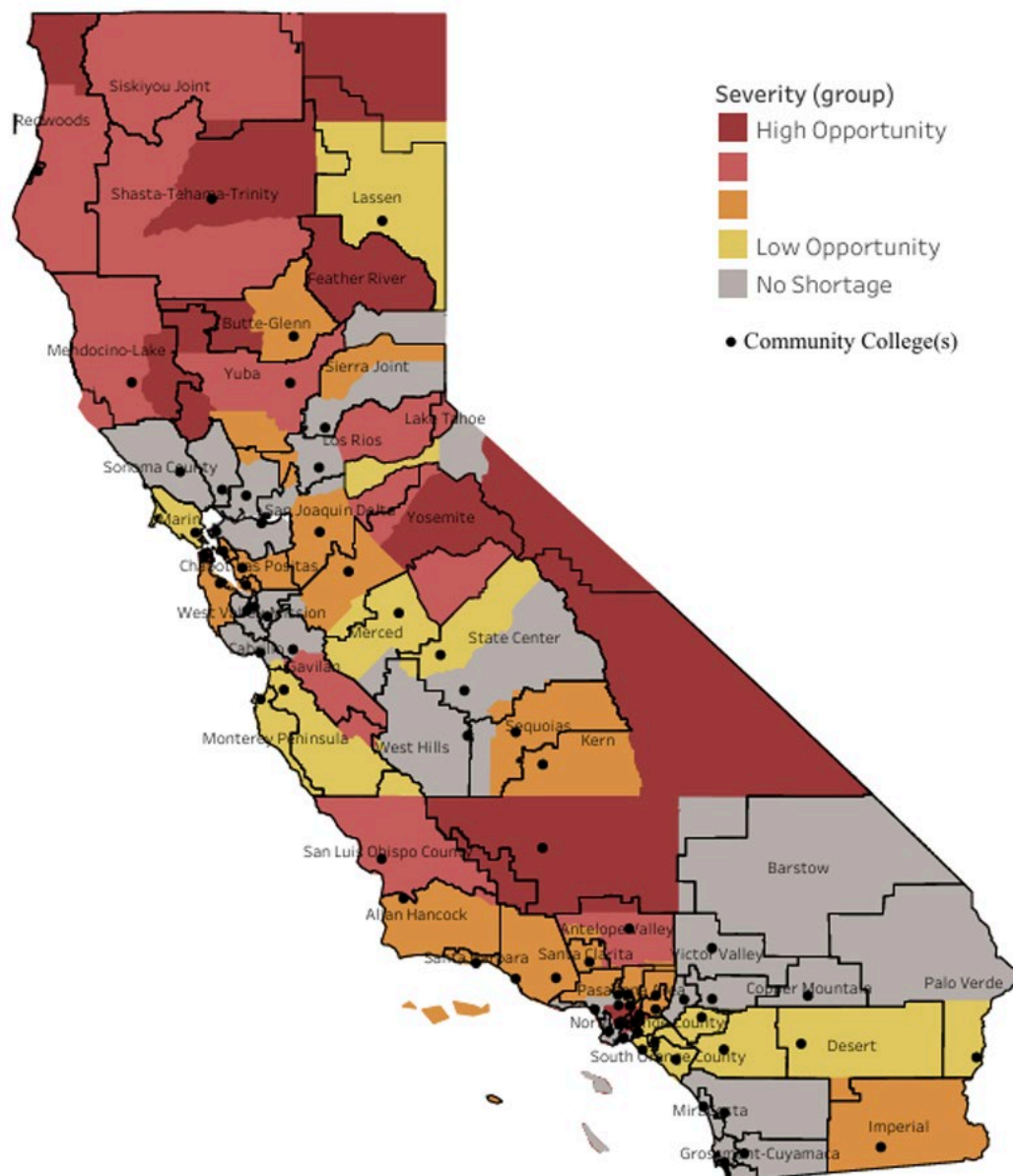
California historically has struggled with the supply of registered nurses, usually ranking in the bottom 10 nationwide. Data from the 2022 National Sample Survey of Registered Nurses was used to estimate the full-time equivalent (FTE) RN's per 100,000 population in each state. The median was 947 FTEs per 100,000 population. California ranked 42nd nationally with 766 FTEs per 100,000 population (Spetz, J. 2024). Spetz also reports the demand projection for the Central Valley and Sierra region 2024-2035, is just under 40,000.



Regional Forecasts of the Registered Nurse Workforce in California, 2024

To accurately assess the nursing care gap in California, the Department of Health Care Access and Information (HCAI) conducted comprehensive research and developed a detailed workforce model to identify targeted opportunities for closing the care gap and prioritizing investment strategies with the most substantial, long-term impact (Neuhauser, 2024). The

analysis evaluated three factors, each assigned a score from 0 to 5: the number of Community College Associate Degree in Nursing (ADN) programs, the number of hospitals available for clinical training, and the severity of the regional nursing shortage. Opportunity scores represented a spectrum from high need and potential for improvement to areas with minimal or no shortage. An opportunity map was subsequently generated, revealing that the Central Valley and Sierra regions scored in the medium to high opportunity range. (see Opportunity Map below).



In 2022-23, nursing programs in most areas in California appear to have largely rebounded from the impacts of the COVID-19 pandemic and lockdown of the prior two and a half years. The number of nursing programs, admission spaces and applications were higher than pre-pandemic totals, and enrollments increased to a ten-year high in 2022-23. Reported employment rates are also at a ten-year high, with very few respondents reporting that students were unable to find employment. The 2022-2023 California Board of Registered Nursing Annual School Report was used to ascertain the number of applicants, qualified applicants and percent of qualified applicants not enrolled in prelicensure nursing programs in California (Blash, L. & Spetz, J., 2024). The data reports an increase in applicants (17,912), qualified applicants (57,987), and an increase in the percent of qualified applicants not enrolled (69.6%). Moreover, the San Joaquin Central Valley had 4,220 qualified applicants, 1,839 enrolled and 2,381 or 56.4% not accepted. It is known the numbers may be somewhat skewed as there is no indication if one student applies to multiple institutions. Taft College can help bring more qualified applicants into their nursing program and lessen the burden of the supply in the Taft and Bakersfield areas.

Item 3. Program Requirements

The requirements for the ADN program are primarily determined by the regulations set forth by the California Board of Registered Nursing, as previously discussed in this paper. The prerequisite courses provide essential foundational knowledge that is further developed through the core nursing curriculum. In nursing practice, holistic care is both patient-centered and inclusive of family involvement, recognizing and accommodating each patient's needs and preferences based on their unique biopsychosocial, religious, and cultural backgrounds.

The curriculum has a total of 100 units composed of 47 units of core nursing courses (27 units of theory and 20 units of clinical learning experiences), 6 units of oral, written and group communication, 37 units in the behavioral, natural, and life sciences, and 10 units of other required content for graduation.

ADN Program Prerequisite Courses									
Course # and Name	Content Area	Weeks	Total units	Theory units/wk	Theory hrs/wk	Lab units/wk	Lab hrs/wk	Total Theory units	Total Lab hours
ENGL C1000 Academic reading/writing	English Writing	16	3	3	3	0	0	48	0
COMM C1000 Intro to Pub Speak	Public Speaking	16	3	3	3	0	0	48	0
*STAT C1000 Introduction to Statistics Or PSYC 2200 Elementary Statistics for Behavioral or Social Sciences	Math	16	3	3	3	0	0	48	0
SOC 1510 Intro to Sociology	Social Science	16	3	3	3	0	0	48	0
PSYC C1000 Intro to Psychology	Behavioral Science	16	3	3	3	0	0	48	0
HIST 2231 History of the US before 1877 or HIST 2232 History of the US since 1877	Social Science	16	3	3	3	0	0	48	0
ETHN 1510 Intro to Ethnic Studies	Social Science	16	3	3	3	0	0	48	0
CHEM 1510 Intro to College Chemistry	Natural Science	16	4	3	3	1	3	48	48
BIOL 2265 Human Pathophysiology	Natural Science	16	3	3	3	0	0	48	0
BIOL 2258 Human A&P I or BIOL 2250 Human Anatomy	Natural Science	16	5	3	3	2	6	48	96

BIOL 2259 Human A&P II or BIOL 2257 Human Physiology with Lab	Natural Science	16	5	3	3	2	6	48	96
BIOL 2260 Gen Microbiology	Natural Science	16	5	3	3	2	6	48	96
NURS 1415 Pharmacology	Nursing	16	3	3	3	0	0	48	0

The prelicensure registered nursing curriculum is intentionally designed to progress from introductory to advanced levels of learning. Students' complete theory and clinical courses in a structured sequence that builds upon prior knowledge and skills. Each course integrates the five major content areas (medical/surgical, geriatrics, obstetrics, pediatrics, and psych/mental health), emphasizing patient-centered care and evidence-based best practices. Critical thinking is developed using the Clinical Judgment Measurement Model with deeper critical thinking as the program progresses. As students advance, the complexity of disease processes and patient conditions increases, reflecting the student's growth in learning and application to patient care. If a student should not master a course or clinical during a semester, the student would leave the program and be readmitted to the semester when the semester is offered again.

Following are the four semesters of the nursing curriculum:

Taft College ADN Program, Year 1, Semester 1, 11 units									
Course # and Name	Content Area	Weeks	Total units	Theory units/wk	Theory hrs/wk	Lab units/wk	Lab hrs/wk	Total Theory units	Total Lab hours
NURS 1400 Fundamentals of Nursing Care	Core Nursing	16	4	2	2	2	6	32	96
NURS 1410 Health Assessment	Core Nursing	16	4	2	2	2	6	32	96
NURS 1416 Introduction to Medication Administration	Core Nursing	10	3	2	3.2	1	4.8	32	48

Year 1, Semester 2, 14 units									
NURS 1420 Nursing Care of Patients with Common Conditions	Core Nursing	16	6	3	3	3	9	48	144
NURS 1430 Nursing Care of Patients with Mental Health Disorders	Core Nursing	16	5	3	3	2	6	48	96
PSYC 2080 Intro to Lifespan Development	Core Nursing	16	3	3	3	0	0	48	0
Year 2, Semester 3, 16 units									
NURS 2400 Nursing Care of Patients with Acute Conditions	Core Nursing	16	6	3	3	3	9	48	144
NURS 2500 Nursing Care of the Growing Family	Core Nursing	8	5	3	6	2	12	48	96
NURS 2600 Nursing Care of the Pediatric Patient	Core Nursing	8	5	3	6	2	12	48	96
Year 2, Semester 4, 13 units									
NURS 2700 Nursing Care of the Patient with Complex Conditions	Core Nursing	16	6	3	3	3	9	48	144
NURS 2800 Nursing Leadership and Patient Management	Core Nursing	8	4	3	6	1	6	48	48
NURS 2900 Transition to Practice	Core Nursing	12	3	3	4	0	0	48	0

Development of the Associate of Science in Nursing Degree

The Associate Degree in Nursing (ADN) Program was established in response to the imbalance between the supply and demand of registered nurses in California's Central Valley

region. Taft College recognized that many students from the surrounding communities were completing the prerequisite science courses—anatomy, physiology, and microbiology—required for nursing programs in Bakersfield. As a result, these students were often required to commute to Bakersfield to attend classes and complete their clinical practicums.

Carol A. Velas, EdD, MSN, RN, CNE Nursing Education Consultant was hired to assist the college with the submission of the required documents for approval by the California Board of Registered Nursing. Dr. Velas' contract was approved by the Board of Trustees. Dr. Velas has participated in the composition of this curriculum submission.

Course Outlines of Record

The Course Outlines of Record can be found in Appendix A. Course Outlines of Record.

Transfer Documentation

The intent of the Associate of Science Degree in Nursing is to assist students in seamlessly transferring to a CSU for the Bachelor Degree in Nursing.

References

Blash, L., Spetz, J. (2024). California Board of Registered Nursing 2022-2023 Annual School

Report. Retrieved from <https://www.rn.ca.gov/pdfs/forms/reports>

Neuhauser, E. (2024). Health Workforce Data: ADN Opportunity Map. Retrieved from

https://www.rn.ca.gov/pdfs/meetings/brd/brd_nov24_item5-4-2.pdf

Spetz, J. (2024). Regional Forecasts of the Registered Nurse Workforce in California. Retrieved

from <https://www.rn.ca.gov/pdfs/forms/forecast2024>

DRAFT

Labor Market Analysis for Program Recommendation: 1230.10/Registered Nursing (Associate of Science)

CVML Center of Excellence, October 2025



FOR LABOR MARKET RESEARCH
CENTRAL VALLEY/MOTHER LODE

Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met ☐	Endorsed: Some LMI Criteria Met ☒	Not LMI Endorsed ☐
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Program LMI Endorsement Criteria

	Yes ☒	No ☐
Supply Gap:	Comments: There are projected to be 1,417 annual job openings throughout the SCV/SML subregion for <i>Registered Nurses</i> , which is more than the 888 awards conferred by educational institutions in the SCV/SML subregion (CC + Non-CC) .	
Living Wage: (Entry-Level, 25th):	Yes ☒	No ☐
	Comments: <i>Registered Nurses</i> have an entry-level hourly wage above the SCV/SML living wage of \$16.08 .	
Education:	Yes ☐	No ☒
	Comments: The typical entry-level education for <i>Registered Nurses</i> is a bachelor's degree. Additionally, 30% have completed some college or an associate degree as their highest level of education .	

Emerging Occupations(s)

Yes ☐	No ☒
Comments: N/A	

The Central Valley/Mother Lode Center of Excellence for Labor Market Research (CVML COE) prepared this report to determine whether there is a supply gap in the South Central Valley/Southern Mother Lode regional labor market related to the following middle-skill occupation:

- Registered Nurses (29-1141)

Middle-skill occupations typically require a community college education while above middle-skill occupations typically require at least a bachelor's degree.

Based on the available data, there appears to be a supply gap for *Registered Nurses*. In addition to this occupation having an entry-level wage above the subregion's living wage, 30% of workers in this field have completed some college or an associate degree as their highest level of education. **Therefore, due to some of the regional labor market criteria being met, the COE endorses this proposed program.**

Exhibit 1 lists the occupational demand, supply, typical entry-level education, and educational attainment for *Registered Nurses*.

Exhibit 1: Labor Market Endorsement Summary

Occupation (SOC)	Demand (Annual Openings)	Supply (CC and Non-CC)	Entry-Level Hourly Earnings (25th Percentile)	Typical Entry-Level Education	Community College Educational Attainment
Registered Nurses (29-1141)	NCV/NML: 745 SCV/SML: 1,417	NCV/NML: 427 SCV/SML: 888	NCV/NML: \$57.23 SCV/SML: \$49.40	Bachelor's degree	30%
Total	2,162	1,315	-	-	-

Demand:

- The number of jobs for *Registered Nurses* is projected to increase 9% through 2029. There will be 1,417 annual job openings in the SCV/SML subregion.
- *Registered Nurses* have an entry-level hourly wage above the living wage of \$16.08 in the SCV/SML subregion.
- There were 16,945 online job postings for *Registered Nurses* over the past 12 months.
- The Bureau of Labor Statistics (BLS) lists a bachelor's degree as the typical entry-level education for *Registered Nurses*.
- National-level educational attainment data indicates that 30% of workers in the field have completed some college or an associate degree as their highest level of education.

Supply:

- Between 2021 and 2024, there was an average of 539 awards conferred by community colleges in the SCV/SML subregion.
- Between 2020 and 2023, non-community college institutions in the SCV/SML subregion conferred an average of 349 awards in relevant programs.

Demand

Occupational Projections

Exhibit 2 shows the annual percent change in jobs for *Registered Nurses* from 2019 through 2029. The SCV/SML subregion experienced a 3% growth in 2021, compared to the 2% growth across all CA occupations. The percent change in growth dropped to 0% in 2022, compared to the 5% growth across all CA occupations. From 2025 to 2029, growth is expected to remain fairly steady (between 1% and 3%) in the SCV/SML subregion.

Exhibit 2: Annual Percent Change in Jobs for Registered Nurses, 2019-2029

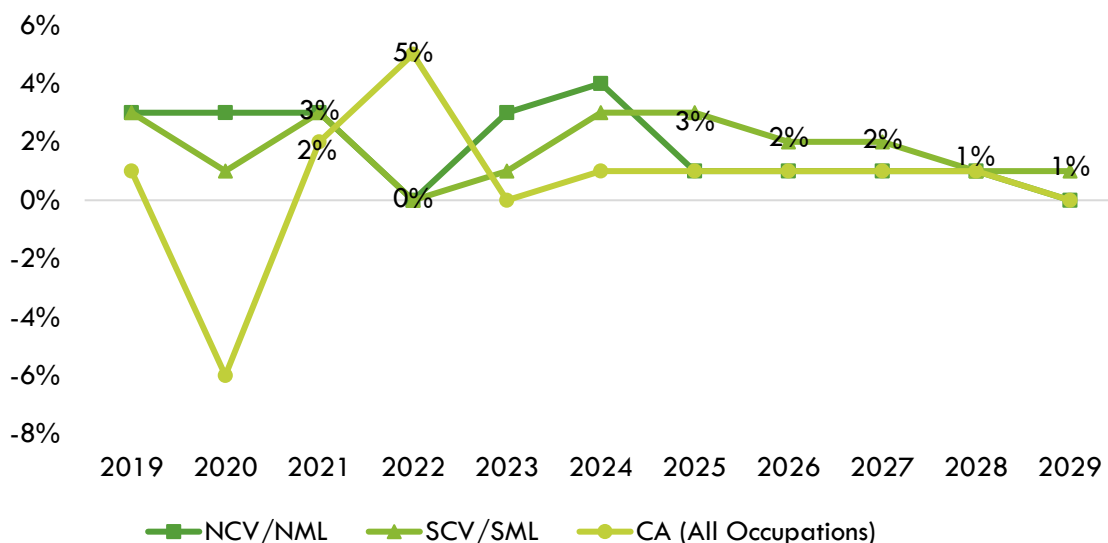


Exhibit 3 shows the five-year occupational demand projections for *Registered Nurses*. In the SCV/SML subregion, the number of jobs related to this occupation is projected to increase by 9% through 2029. There are projected to be 1,417 jobs available annually in the SCV/SML subregion.

Exhibit 3: Occupational Demand in NCV/NML, SCV/SML, and CVML¹

Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
NCV/NML	12,067	12,636	569	5%	745
SCV/SML	20,020	21,753	1,733	9%	1,417
CVML	32,087	34,389	2,302	7%	2,162

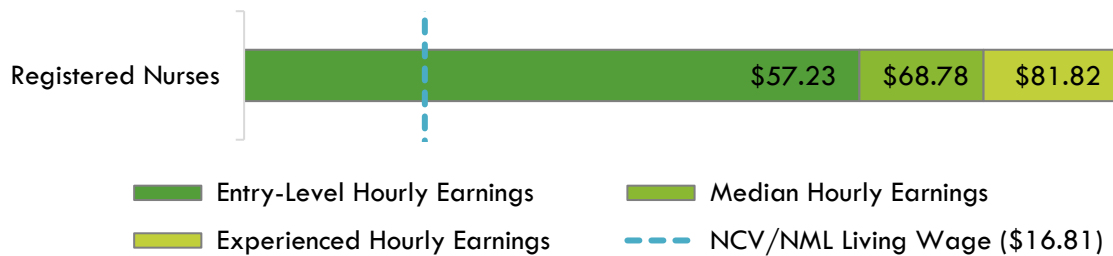
¹Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages:

The labor market endorsement in this report considers the entry-level hourly wages for *Registered Nurses* as they relate to the subregions and region's living wage. NCV/NML, SCV/SML, and CVML wages are included below to provide a complete analysis of the region.

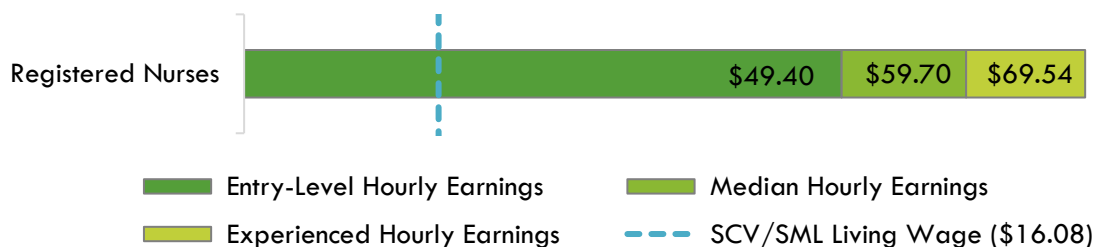
Registered Nurses have an entry-level hourly wage above the living wage for one adult in the NCV/NML subregion (\$16.81). The NCV/NML average wage for this occupation is \$69.30, which is below the average statewide wage of \$70.99. Exhibit 4a shows the wage range for *Registered Nurses* and how they compare to the NCV/NML subregion's living wage.

Exhibit 4a: Wages by Occupation in NCV/NML



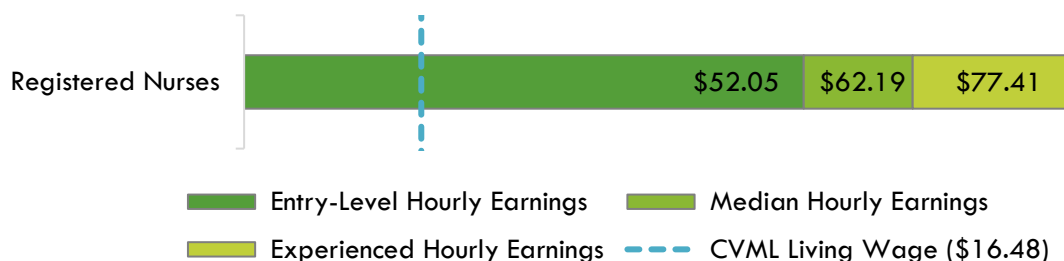
Registered Nurses have an entry-level hourly wage above the living wage for one adult in the SCV/SML subregion (\$16.08). The SCV/SML average wage for this occupation is \$61.90, which is below the average statewide wage of \$70.99. Exhibit 4b shows the wage range for *Registered Nurses* and how they compare to the SCV/SML subregion's living wage.

Exhibit 4b: Wages by Occupation in SCV/SML



Registered Nurses have an entry-level hourly wage above the living wage for one adult in the CVML region (\$16.48). The CVML average wage for this occupation is \$64.68, which is below the average statewide wage of \$70.99. Exhibit 5 shows the wage range for *Registered Nurses* and how they compare to the CVML region's living wage.

Exhibit 5: Wages by Occupation in CVML



Job Postings:

Important Online Job Postings Data Note: Online job postings data is sourced from Lightcast, a labor market analytics firm that scrapes, collects, and organizes data from online job boards such as LinkedIn, Indeed, Glassdoor, Monster, GovernmentJobs.com, and thousands more. Lightcast uses natural language processing (NLP) to determine the related company, industry, occupation, and other information for each job posting. However, NLP has limitations that include understanding contextual words of phrases; determining differences in words that can be used as nouns, verbs, and/or adjectives; and misspellings or grammatical errors.² For these reasons, job postings could be assigned to the wrong employer, industry, or occupation within Lightcast's database.

Additionally, there are several limitations when analyzing job postings. A single job posting may not represent a single job opening, as employers may be creating a pool of candidates for future openings or hiring for multiple positions with a single posting. Additionally, not all jobs are posted online, and jobs may be filled through other methods such as internal promotion, word-of-mouth advertising, physical job boards, or a variety of other channels.

There were 16,945 online job postings for *Registered Nurses* listed in the past 12 months (Exhibit 6).

Exhibit 6: Number of Job Postings by Occupation (n=16,945)

Occupations	Job Postings	Percentage of Job Postings
Registered Nurses	16,945	100%

The top employers in the region for *Registered Nurses*, by number of job postings, are shown in Exhibit 7.

Exhibit 7: Top Employers by Number of Job Postings (n=16,945)

Employer	Job Postings	Percentage of Job Postings
Adventist Health	820	5%
Community Medical Centers	686	4%
Community Health Systems Professional Services Corporation	548	3%
FullShift Staffing	443	3%
AMN Healthcare	290	2%
Valley Children's Healthcare	271	2%
Stability Healthcare	267	2%
Nomad Health	236	1%
Kaweah Health	225	1%
MedPro Healthcare Staffing	214	1%

²K. R. Chowdhary, *Fundamentals of Artificial Intelligence* (Basingstoke: Springer Nature, 2020), <https://link.springer.com/book/10.1007/978-81-322-3972-7>

The top specialized, common, and software skills for *Registered Nurses* are listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 8.

Exhibit 8: Top Skills by Number of Job Postings (n=16,945)

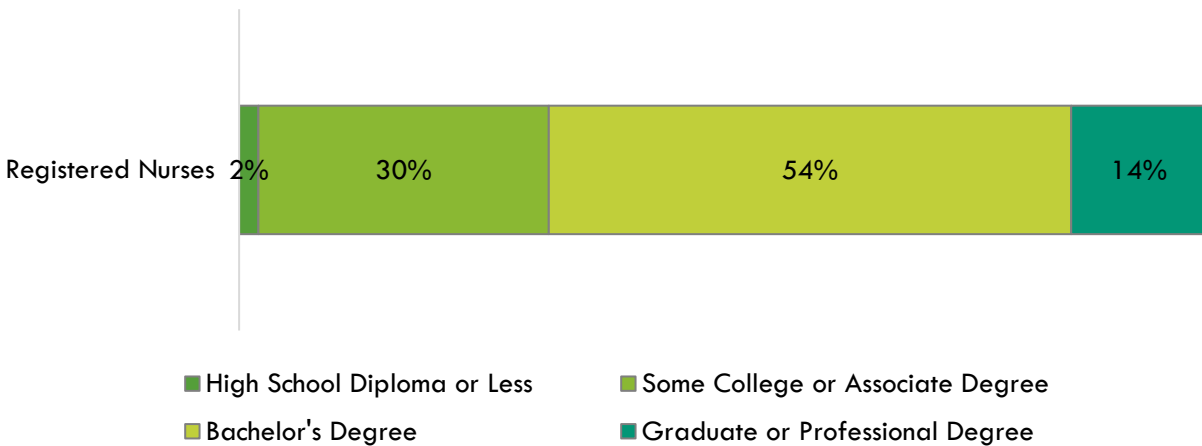
Top Specialized Skills	Top Soft Skills	Top Computer Skills
Nursing (8363)	Communication (3292)	HealthStream (512)
Nursing Care (3445)	Leadership (2050)	Microsoft Outlook (136)
Medication Administration (2176)	Management (1804)	Microsoft Excel (135)
Cardiopulmonary Resuscitation (CPR) (2033)	Planning (1676)	Epic EMR (120)
Nursing Process (1835)	Critical Thinking (1442)	Microsoft Office (117)
Emergency Departments (1649)	Coordinating (1305)	Microsoft Word (97)
Intensive Care Unit (1577)	Teaching (942)	Patient Management Software (82)
Discharge Planning (1367)	Problem Solving (833)	Microsoft PowerPoint (55)
Pediatrics (1252)	Interpersonal Communications (824)	Oracle Health EHR (44)
Infection Control (1181)	Operations (814)	IBM MQ (43)

Educational Attainment:

The Bureau of Labor Statistics (BLS) lists a bachelor's degree as the typical entry-level education for *Registered Nurses*. National-level educational attainment data indicates that 30% of workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 9 shows the educational attainment for *Registered Nurses*.

Of the 16,945 online job postings, 31% (equivalent to 5,221 postings) of cumulative job postings for *Registered Nurses* listed a minimum education requirement in the SCV/SML subregion. Of the 5,221 postings, 52% (2,693) requested a bachelor's degree.

Exhibit 9: National-level Educational Attainment for Registered Nurses



Educational Supply

Community College Supply:

Exhibits 10a and 10b show the annual and three-year average number of awards conferred by community colleges in the programs that have historically trained for the occupation included in this report. The colleges with the most completions are Fresno City (South) and Bakersfield (South).

**Exhibit 10a: NCV/NML Community College Awards (Certificates and Degrees)
2021-22 through 2023-24**

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
1230.10	Registered Nursing	Merced	53	54	49	52
		Modesto	102	82	92	92
		San Joaquin Delta	122	126	115	121
Subtotal/Average			277	262	256	265
NCV/NML Supply Grand Total			277	262	256	265

**Exhibit 10b: SCV/SML Community College Awards (Certificates and Degrees)
2021-22 through 2023-24**

TOP Code	Program	College	2021- 2022 Awards	2022- 2023 Awards	2023- 2024 Awards	3-Year Award Average
1230.10	Registered Nursing	Bakersfield	127	148	192	156
		Fresno City	220	216	243	226
		Lemoore	38	29	41	36
		Madera	11	12	11	11
		Porterville	19	18	19	19
		Sequoias	91	86	96	91
Subtotal/Average			506	509	602	539
SCV/SML Supply Grand Total			506	509	602	539

Exhibit 11 shows the annual average community college awards by type from 2021-22 through 2023-24. Of the 539 awards conferred in the SCV/SML subregion, 100% (539) of these awards were for an associate degree.

Exhibit 11: Annual Average Community College Awards (SCV/SML) by Type, 2021-2024



Community College Student Outcomes:

Exhibit 12 shows the Strong Workforce Program (SWP) metrics for the Registered Nursing program in West Kern Community College District (WKCCD), the SCV/SML subregion, the CVML region, and California.

Of the 20,610 registered nursing program students statewide in the 2023-2024 academic year, 19% (3,824) attended a CVML institution. SCV/SML subregion students that exited registered nursing programs in the 2022-2023 academic year had less median annual earnings (\$75,538) compared to all registered nursing students in the CVML region (\$88,108). Notably, 76% of CVML registered nursing students attained a living wage, which is greater than the percentage of students who attained a living wage statewide (70%).

Exhibit 12: Registered Nursing (1230.10) Strong Workforce Program Metrics

SWP Metric	WKCCD	SCV/SML Subregion	CVML Region	California
SWP Students	N/A	2,862	3,824	20,610
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	N/A	57%	61%	58%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	N/A	79%	45%	42%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	N/A	21%	22%	23%
SWP Students Who Transferred to a Four-Year Postsecondary Institution	N/A	6%	7%	12%
SWP Students with a Job Closely Related to Their Field of Study	N/A	96%	97%	97%
Median Annual Earnings for SWP Exiting Students	N/A	\$75,538 (\$36.32)	\$88,108 (\$42.36)	\$82,440 (\$39.63)
Median Change in Earnings for SWP Exiting Students	N/A	105%	137%	98%
SWP Exiting Students Who Attained the Living Wage	N/A	71%	76%	70%



Non-Community College Supply:

For a comprehensive regional supply analysis, it is also important to consider the supply from other institutions in the region that provide training programs for the occupation studied in this report. Exhibits 13a and 13b show the annual and three-year average number of awards conferred by non-community college institutions in programs that have historically trained for the occupation of interest.

Between 2020 and 2023, non-community college institutions in the SCV/SML subregion conferred an average of 349 awards annually in related programs.

Exhibit 13a: NCV/NML Subregional Non-Community College Awards, 2020-2023

CIP Code	Program	Institution	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Award Average
51.3801	Registered Nursing/Registered Nurse	California State University-Stanislaus	140	142	146	143
		Xavier College School of Nursing	-	29	28	19
Subtotal/Average			140	171	174	162
NCV/NML Supply Grand Total			140	171	174	162

Exhibit 13b: SCV/SML Subregional Non-Community College Awards, 2020-2023

CIP Code	Program	Institution	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Award Average
51.3801	Registered Nursing/Registered Nurse	California State University-Bakersfield	123	120	102	115
		California State University-Fresno	155	188	159	167
		Fresno Pacific University	14	7	1	7
		Glendale Career College-North-West College-Bakersfield	-	-	-	-

CIP Code	Program	Institution	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Award Average
		San Joaquin Valley College-Visalia	57	57	64	59
Subtotal/Average			349	372	326	349
SCV/SML Supply Grand Total			349	372	326	349

Appendix A: Methodology

The CVML COE prepared this report by analyzing data from occupations and education programs.

Occupational data is derived from Lightcast, a labor market analytics firm that consolidates data from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS) and other government agencies. Program supply data is drawn from two systems: Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP).

Using a TOP-SOC crosswalk, the CVML COE identified middle-skill jobs for which programs within these TOP codes train. Middle-skill jobs include:

- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

The CVML COE determined labor market supply for an occupation or SOC code by analyzing the number of program completers or awards in a related TOP or CIP code. The COE developed a “supply table” with this information, which is the source of the program supply data for this report. TOP code data comes from the California Community Colleges Chancellor's Office MIS Data Mart (datamart.cccco.edu) and CIP code data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data), also known as IPEDS. TOP is a system of numerical codes used at the state level to collect and report information on California community college programs and courses throughout the state that have similar outcomes. CIP codes are a taxonomy of academic disciplines at institutions of higher education in the United States and Canada. Institutions outside of the California Community College system do not use TOP codes in their reporting systems.

Data included in this analysis represent the labor market demand for relevant positions most closely related to the proposed program as expressed by the requesting college in consultation with the CVML COE. Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges. Real-time labor market information captures job post advertisements for occupations relevant to the field of study which can signal demand and show what employers are looking for in potential employees but is not a perfect measure of the quantity of open positions.

All representations have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. The most recent data available at the time of the analysis was examined; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	Traditional labor market information data is sourced from Lightcast, a labor market analytics firm. Lightcast occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics and the American Community Survey. For more information, see https://lightcast.io/
Living Wage	The living wage is derived from the Insight Center's California Family Needs Calculator, which measures the income necessary for an individual of family to afford basic expenses. The data assesses the cost of housing, food, childcare, health care, transportation, and taxes. For more information, see: https://selfsufficiencystandard.org/California/ Wage figures are used by the CCCCCO to calculate the percentage of students that attained the regional living wage.
Typical Education and Training Requirements, and Educational Attainment	The Bureau of Labor Statistics (BLS) provides information about education and training requirements for hundreds of occupations. BLS uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which BLS publishes projections data. For more information, see https://www.bls.gov/emp/documentation/education/tech.htm
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations. For more information, see https://www.onetonline.org/help/online/
Educational Supply	The CCCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. For more information, see: https://datamart.cccco.edu The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data on the number of postsecondary awards earned (completions). For more information, see https://nces.ed.gov/ipeds/use-the-data/survey-components/7/completions
Student Metrics and Demographics	DataVista, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. For more information, see: https://datavista.cccco.edu/
Population and Occupation Demographics	The Census Bureau's American Community Survey (ACS) is the premier source for detailed population and housing information. For more information, see: https://www.census.gov/programs-surveys/acs Data is sourced from IPUMS USA, a database providing access to ACS and other Census Bureau data products. For more information, see: https://usa.ipums.org/usa/about.shtml

For more information, please contact the Central Valley/Mother Lode Center of Excellence:

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October 2025



MEMO

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

From: Vicki Jacobi

Division: Social Science

Date: 9/22/2025

Re: Program

Program Title: Modern Policing

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.

New program developed in compliance with AB 89 for Modern Policing

Modern Policing: Associate of Science

Program Mission

Modern Policing: Associate of Science at Taft College was developed to align with the California Community Colleges model curriculum for modern policing as required by Assembly Bill 89. This degree is to prepare students for diverse careers in law enforcement, probation, corrections, courts, and public service.

This interdisciplinary program provides students with a strong foundation in criminal justice principles, legal reasoning, ethical practice, public safety communication, and psychological and social perspectives. Emphasis is placed on scientific inquiry and evidence-based decision-making, with the inclusion of research methods and applied psychology to strengthen students' analytical skills.

The curriculum also integrates topics in cultural understanding, disability awareness, and systemic equity to prepare students to serve ethically and effectively in diverse communities. Work-based learning and capstone opportunities connect theory with real-world practice, ensuring students graduate with the critical thinking, professionalism, and cultural competence needed in the modern justice environment.

Item 1. Program Goals

- Ensure students complete the AB 89–89-mandated Modern Policing curriculum and required hours of instruction.
- Prepare students with foundational knowledge and professional skills needed for careers in law enforcement and related criminal justice fields.
- Support California's evolving public safety needs by developing culturally competent, equity-minded officers who understand diverse communities.
- Foster officer resilience, ethical reasoning, and lifelong professional development to promote sustainable and accountable careers in law enforcement.
- Provide a clear educational and career pathway for students pursuing policing, public safety, and transfer opportunities into bachelor's degree programs.

Program Objectives

- Analyze policing situations, apply legal and ethical frameworks, and interpret statistical research to support evidence-based decisions.
- Exhibit communication and crisis intervention skills necessary for effective de-escalation, report writing and constructive community engagement.
- Demonstrate cultural competence by evaluating the impact of systemic inequities and applying practices that promote fairness and equity in policing.
- Exhibit knowledge of constitutional protections and ethical standards by applying them to decision-making, accountability, and community trust.

- Apply wellness and resilience strategies to manage occupational stress while articulating pathways for professional growth and leadership in policing.

Program Learning Outcomes:

- Students will be able to analyze policing situations and use good judgement under stressful circumstances using legal, ethical, and procedural frameworks, and interpret statistical data and research findings to support evidence-based practices.
- Students will be able to demonstrate effective written, oral, and interpersonal communication and employ crisis intervention and de-escalation strategies to engage constructively with diverse communities.
- Students will be able to examine cultural diversity and systemic inequities in law enforcement and propose strategies that promote equity, fairness, and culturally responsive policing.
- Students will be able to utilize mental and emotional strategies to remain balanced, manage strong or difficult circumstances or emotions, face pressure and challenges and rebound from them, and cope with a crisis in a positive and constructive way.
- Students will be able to apply constitutional protections, professional ethics, and accountability standards to policing decisions and evaluate legal and ethical dilemmas to ensure justice and community trust.
- Students will show an awareness of self and of cultures within different communities, including language, set of customs, beliefs, and gender identity.

Target Audience

The program supports both traditional students and working adults seeking career advancement or those transitioning into policing, providing them with the knowledge, skills, and professional foundation necessary for success in modern law enforcement.

Item 2. Catalog Description

The Modern Policing Associate of Science degree at Taft College is designed to meet the requirements of California's Assembly Bill 89, which mandates completion of a "modern policing" program for individuals pursuing peace officer careers. The curriculum integrates critical thinking, communication, cultural competence, ethics, resilience, and evidence-based decision-making to prepare students for success in modern law enforcement. In addition, the program provides a broad foundation in the criminal justice system, ensuring graduates gain the knowledge and understanding necessary for a wide range of criminal justice professions, including corrections, probation, courts, and related public safety fields. This dual focus allows students to meet state-mandated hiring standards while also building transferable skills and pathways for continued education and diverse career opportunities within the justice system.

Students with the Peace Officer Standards and Training (POST) certification should request Credit for Prior Learning (CPL) for ADMJ 1501, 1502, 1503, and 1507. Students may be awarded up to 12 units for Credit for Prior Learning.

Item 3. Program Requirements

Requirements

ADMJ 1501 Intro to Admin of Justice	3
ADMJ 1502 Criminal Law	3
ADMJ 1503 Criminal Court Process or ADMJ 1504 Criminal Evidence	3
ADMJ 1507 Community Policing	3
ADMJ 1510 Ethical Reasoning & Practice for Public Service	3
COMM 1505 Intercultural Communications or COMM 1530 Interpersonal Communications	3
Total	18

Select 3 from the List Below

9

ADMJ 1505 Criminal Investigations
 ADMJ 1506 Introductions to Forensics
 ADMJ 1508 Introduction to Corrections
 ADMJ 1509 Juvenile Justice
 PSYC 1501 Crisis Intervention
 PSYC 2033 Personal & Social Adjustment

Total **27 Units**

Required Major Total 27 units
 Cal-GETC 34 units
 Transferable electives (as needed to reach 60 units)

TOTAL UNITS **61 units**

Proposed Sequence:

Year 1, Fall = 15 units
 Year 1, Spring = 15 units
 Year 2, Fall = 15 units
 Year 2, Spring = 15 units
 TOTAL UNITS: 60 units

This program is being developed in direct response to Assembly Bill 89 (AB 89), which requires the establishment of a Modern Policing degree at California community colleges that operate law enforcement academies. While Career Technical Education programs typically incorporate advisory input for program development and modification, this curriculum is state-mandated and follows the model established by the California Community Colleges Chancellor's Office and the Commission on Peace Officer Standards and Training (POST). As such, the program is aligned with the statewide framework and represents required curriculum rather than a locally initiated modification.

Item 4. Master Planning

Taft College is committed to providing dynamic offerings in modern policing. Upon successful completion of the degree, students will be in compliance with AB 89. This degree is to prepare students for diverse careers in law enforcement, probation, corrections, courts, and public service.

Item 5. Enrollment and Completer Projections

- the number of sections of core courses to be offered annually = 25
- the headcount student annual enrollment = 10
- the number of estimated program completers per year at the end of the first year of program operation = 5
- the number of estimated program completers per year at the end of the third year of program operation = 15

Item 6. Place of Program in Curriculum/Similar Programs

Taft College offers an Associate in Science in Administration of Justice for Transfer and a Criminal Justice Administration: Associate of Science.

Item 7. Similar Programs at Other Colleges in Service Area

There are no other colleges in our service area.

The new Curriculum Inventory System, launched in July 2017, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

Program Title: **Modern Policing: Associate of Science**

Program TOP Code: **2105.50 Police Academy (CIP 43.0107 Criminal Justice/Police Science)**

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: **15**

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

Program Goal: **C**

Degree and Certificate programs may have the following specified program goals: Career Technical Education (Limited to Programs in the CTE TOP codes other than ADTs) (C), Transfer (All ADTs and Certificates of Achievement for Cal-GETC) (T), and Local (all other AA/AS degrees and certificate not in a CTE TOP Code) (O).

Net Annual Labor Demand (CTE only): **5,180 (2022-2032)**

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: **2**

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: 1000

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

Program Review Date: January 2028

Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE).” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

Gainful Employment: Yes or **No**

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

Apprenticeship: Yes or **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: 50-99%

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: Yes or No

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

Labor Market Analysis for Program Recommendation: 2105.00/Administration of Justice (Associate of Science Degree)

CVML Center of Excellence, January 2026



FOR LABOR MARKET RESEARCH
CENTRAL VALLEY/MOTHER LODE

Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met ☒	Endorsed: Some LMI Criteria Met ☐	Not LMI Endorsed ☐
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Program LMI Endorsement Criteria

	Yes ☒	No ☐
Supply Gap:	<i>Comments:</i> There are projected to be 476 annual job openings throughout the SCV/SML subregion for <i>law enforcement workers</i>-related occupations, which are less than the 902 awards conferred by educational institutions in the SCV/SML subregion (CC + Non-CC). NOTE: The program(s) considered in this report crosswalk to 5+ occupations (e.g. Forensic Science Technicians, Bailiffs, Correctional Officers and Jailers, etc.). These occupations yield an additional 1,000+ annual openings in the SCV/SML subregion. Therefore, the supply is overstated.	
Living Wage: (Entry-Level, 25th):	<i>Comments:</i> <i>Detectives and Criminal Investigators</i> and <i>Police and Sheriff's Patrol Officers</i> have an entry-level hourly wage above the SCV/SML living wage of \$16.08.	
Education:	<i>Comments:</i> The typical entry-level education for <i>law enforcement workers</i>-related occupations is a high school diploma or equivalent. Additionally, between 28% and 46% have completed some college or an associate degree as their highest level of education.	

Emerging Occupations(s)

Yes ☐	No ☒
Comments: N/A	

The Central Valley/Mother Lode Center of Excellence for Labor Market Research (CVML COE) prepared this report to determine whether there is a supply gap in the South Central Valley/Southern Mother Lode regional labor market related to the following middle-skill occupations:

- Detectives and Criminal Investigators (33-3021)
- Police and Sheriff's Patrol Officers (33-3051)

Middle-skill occupations typically require a community college education while above middle-skill occupations typically require at least a bachelor's degree.

Based on the available data, there does not appear to be a supply gap for *law enforcement workers*-related occupations. All of the occupations in this report have entry-level wages above the subregion's living wage, however between 28% and 46% of workers in this field have completed some college or an associate degree as their highest level of education. **Therefore, due to all the regional labor market criteria being met, the COE endorses this proposed program.**

Exhibit 1 lists the occupational demand, supply, typical entry-level education, and educational attainment for *law enforcement workers*-related occupations.

Exhibit 1: Labor Market Endorsement Summary

Occupation (SOC)	Demand (Annual Openings)	Supply (CC and Non-CC)	Entry-Level Hourly Earnings (25th Percentile)	Typical Entry-Level Education	Community College Educational Attainment
Detectives and Criminal Investigators (33-3021)	NCV/NML: 16 SCV/SML: 90	NCV/NML: 312 SCV/SML: 902	NCV/NML: \$42.16 SCV/SML: \$43.47	High school diploma or equivalent	28%
Police and Sheriff's Patrol Officers (33-3051)	NCV/NML: 255 SCV/SML: 386		NCV/NML: \$39.60 SCV/SML: \$36.94	High school diploma or equivalent	46%
Total	747	1,214	-	-	-

Demand:

- The number of jobs related to the two *law enforcement workers*-related occupations in this report are projected to increase 9% through 2030. There will be 476 annual job openings in the SCV/SML subregion.
- The two *law enforcement workers*-related occupations have an entry-level hourly wage above the living wage of \$16.08 in the SCV/SML subregion.
- There were 398 online job postings for *law enforcement workers*-related occupations over the past 12 months.
- The Bureau of Labor Statistics (BLS) lists a high school diploma or equivalent as the typical entry-level education for *law enforcement workers*-related occupations
- National-level educational attainment data indicates that between 28% and 46% of workers in the field have completed some college or an associate degree as their highest level of education.

Supply:

- Between 2021 and 2024, there was an average of 880 awards conferred by community colleges in the SCV/SML subregion.
- Between 2020 and 2023, non-community college institutions in the SCV/SML subregion conferred an average of 22 awards in relevant programs.

Demand

Occupational Projections

Exhibit 2 shows the annual percent change in jobs for the two *law enforcement workers*-related occupations from 2020 through 2030. The SCV/SML subregion experienced the highest growth in 2025 at 3%, compared to the 1% growth across all CA occupations. The SCV/SML subregion experienced an 8% decline in 2024, compared to the 1% growth across all CA occupations. From 2026 to 2030, growth is projected to remain steady (between 1% and 2%) in the SCV/SML subregion, similar to all occupations in California.

Exhibit 2: Annual Percent Change in Jobs for Law Enforcement Workers-Related Occupations, 2020-2030

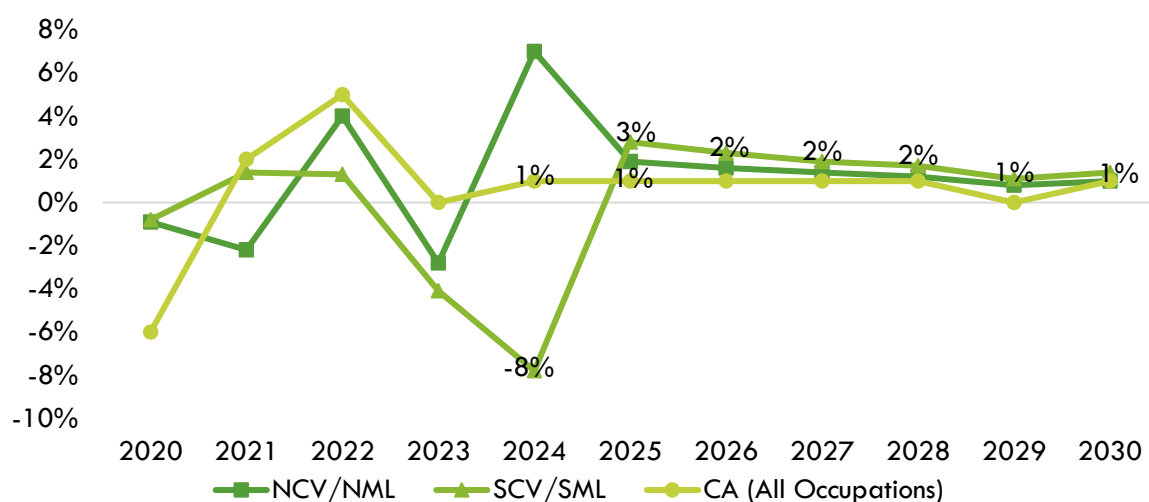


Exhibit 3 shows the five-year occupational demand projections for *law enforcement workers*-related occupations. In the SCV/SML subregion, the number of jobs related to these occupations are projected to increase by 9% through 2030. There are projected to be 476 jobs available annually in the SCV/SML subregion.

Exhibit 3: Occupational Demand in NCV/NML, SCV/SML, and CVML¹

Geography	2025 Jobs	2030 Jobs	2025-2030 Change	2025-2030 % Change	Annual Openings
NCV/NML	2,870	3,047	177	6%	271
SCV/SML	5,026	5,463	437	9%	476
CVML	7,896	8,510	614	8%	747

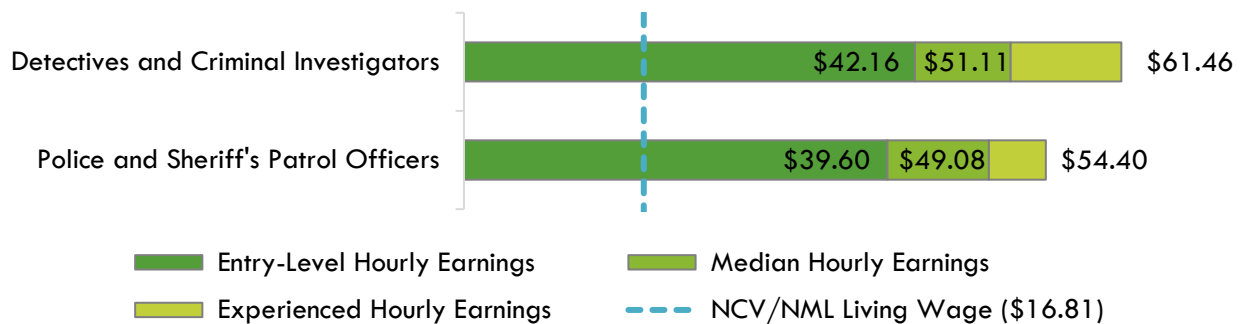
¹Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages:

The labor market endorsement in this report considers the entry-level hourly wages for the two *law enforcement workers*-related occupations as they relate to the subregions and region's living wage. NCV/NML, SCV/SML, and CVML wages are included below to provide a complete analysis of the region.

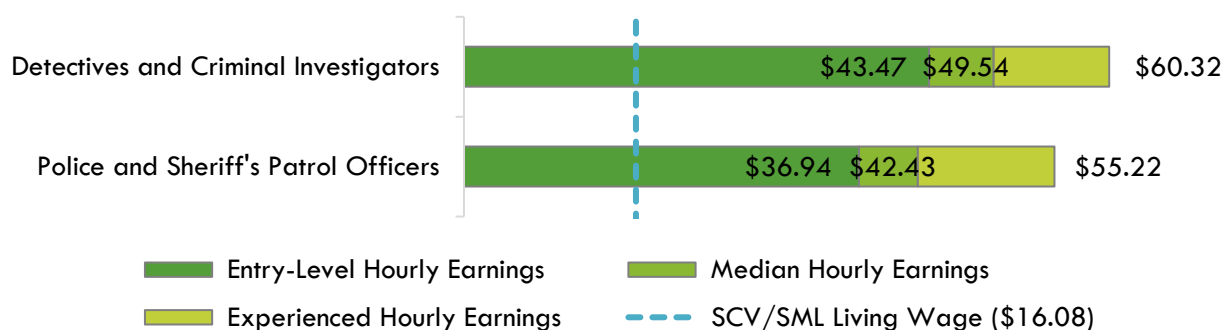
All two *law enforcement workers*-related occupations have an entry-level hourly wage above the living wage for one adult in the NCV/NML subregion (\$16.81). The NCV/NML subregion average wage for these occupations is \$48.87, which is below the average statewide wage of \$54.32. Exhibit 4a shows the wage range for *law enforcement workers*-related occupations and how they compare to the NCV/NML subregion's living wage.

Exhibit 4a: Wages by Occupation in NCV/NML



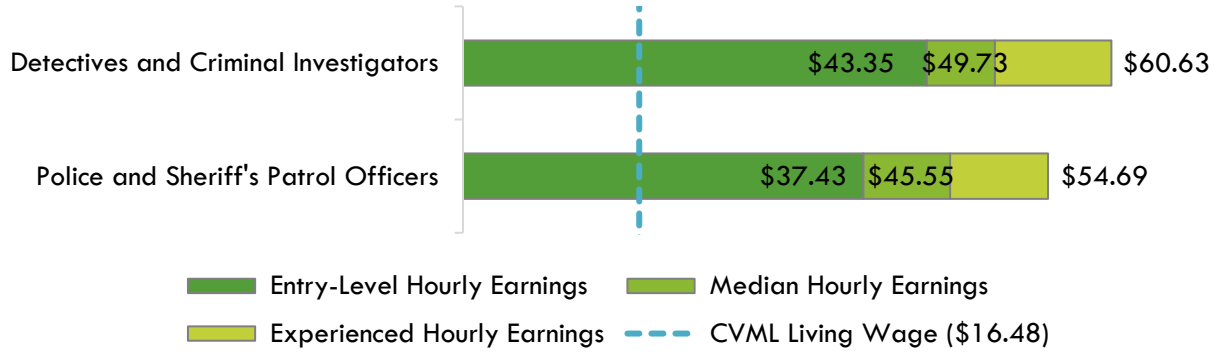
All two *law enforcement workers*-related occupations have an entry-level hourly wage above the living wage for one adult in the SCV/SML subregion (\$16.08). The SCV/SML subregion average wage for these occupations is \$47.65, which is below the average statewide wage of \$54.32. Exhibit 4b shows the wage range for *law enforcement workers*-related occupations and how they compare to the SCV/SML subregion's living wage.

Exhibit 4b: Wages by Occupation in SCV/SML



All two *law enforcement workers*-related occupations have an entry-level hourly wage above the living wage for one adult in the CVML region (\$16.48). The CVML region average wage for these occupations is \$48.10, which is below the average statewide wage of \$54.32. Exhibit 5 shows the wage range for *law enforcement workers*-related occupations and how they compare to the CVML region's living wage.

Exhibit 5: Wages by Occupation in CVML



Job Postings:

Important Online Job Postings Data Note: Online job postings data is sourced from Lightcast, a labor market analytics firm that scrapes, collects, and organizes data from online job boards such as LinkedIn, Indeed, Glassdoor, Monster, GovernmentJobs.com, and thousands more. Lightcast uses natural language processing (NLP) to determine the related company, industry, occupation, and other information for each job posting. However, NLP has limitations that include understanding contextual words of phrases; determining differences in words that can be used as nouns, verbs, and/or adjectives; and misspellings or grammatical errors.² For these reasons, job postings could be assigned to the wrong employer, industry, or occupation within Lightcast's database.

Additionally, there are several limitations when analyzing job postings. A single job posting may not represent a single job opening, as employers may be creating a pool of candidates for future openings or hiring for multiple positions with a single posting. Additionally, not all jobs are posted online, and jobs may be filled through other methods such as internal promotion, word-of-mouth advertising, physical job boards, or a variety of other channels.

There were 398 online job postings related to law enforcement workers-related occupations listed in the past 12 months (Exhibit 6).

Exhibit 6: Number of Job Postings by Occupation (n=398)

Occupations	Job Postings	Percentage of Job Postings
Police and Sheriff's Patrol Officers	367	92%
Detectives and Criminal Investigators	31	8%

The top employers in the region for law enforcement workers-related occupations, by number of job postings, are shown in Exhibit 7.

Exhibit 7: Top Employers by Number of Job Postings (n=398)

Employer	Job Postings	Percentage of Job Postings
United States Department of Homeland Security	114	29%
City & County of San Francisco	49	12%
State of California	18	5%
City of Madera	14	4%
City of Fresno	11	3%
United States Secret Service	8	2%
G4S Secure Solutions	8	2%

²K. R. Chowdhary, Fundamentals of Artificial Intelligence (Basingstoke: Springer Nature, 2020), <https://link.springer.com/book/10.1007/978-81-322-3972-7>

Employer	Job Postings	Percentage of Job Postings
State Center Community College District	6	2%
Kern Community College District	6	2%
City of Clovis	6	2%

The top specialized, common, and software skills for *law enforcement workers*-related occupations are listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 8.

Exhibit 8: Top Skills by Number of Job Postings (n=398)

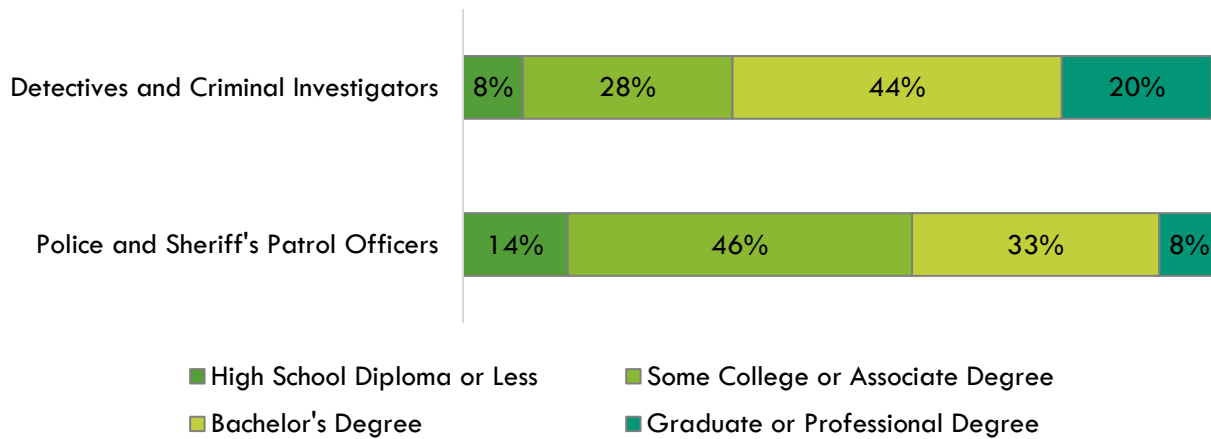
Top Specialized Skills	Top Soft Skills	Top Computer Skills
Law Enforcement (131)	Investigation (193)	Spreadsheets (13)
Contraband Detection and Control (115)	Operations (113)	Operating Systems (9)
Crime Prevention (59)	Report Writing (103)	Calendaring Software (8)
Agriculture (52)	Communication (86)	Productivity Software (8)
Law Enforcement Practices (51)	Problem Solving (79)	Database Application (6)
Patrolling (46)	Administrative Functions (59)	Microsoft Office (6)
International Laws (42)	Writing (59)	Presentation Software (6)
All-Terrain Vehicles (41)	Interpersonal Communications (53)	Microsoft Access (5)
Motorcycles (37)	Cooperation (48)	Microsoft Excel (4)
Immigration Law (34)	English Language (48)	Microsoft Outlook (3)

Educational Attainment:

The Bureau of Labor Statistics (BLS) lists a high school diploma or equivalent as the typical entry-level education for the two *law enforcement workers*-related occupations. National-level educational attainment data indicates that between 28% and 46% of workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 9 shows the educational attainment for *law enforcement workers*-related occupations.

Of the 398 online job postings, 66% (equivalent to 261 postings) of cumulative job postings for the two *law enforcement workers*-related occupations listed a minimum education requirement in the SCV/SML subregion. Of the 261 postings, 55% (144) requested a high school or GED.

Exhibit 9: National-level Educational Attainment for Law Enforcement Workers-Related Occupations



Educational Supply

Community College Supply:

Exhibits 10a and 10b show the annual and three-year average number of awards conferred by community colleges in the programs that have historically trained for the occupations included in this report. The colleges with the most completions are Bakersfield (South) and Fresno City (South).

Exhibit 10a: NCV/NML Community College Awards (Certificates and Degrees) 2021-22 through 2023-24

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
2105.00	Administration of Justice	Merced	83	74	61	73
		Modesto	117	86	88	97
		San Joaquin Delta	100	99	87	95
Subtotal/Average			300	259	236	265
2105.10	Corrections	San Joaquin Delta	5	12	8	8
Subtotal/Average			5	12	8	8
2105.50	Police Academy	San Joaquin Delta	53	49	14	39
Subtotal/Average			53	49	14	39
NCV/NML Supply Grand Total			358	320	258	312

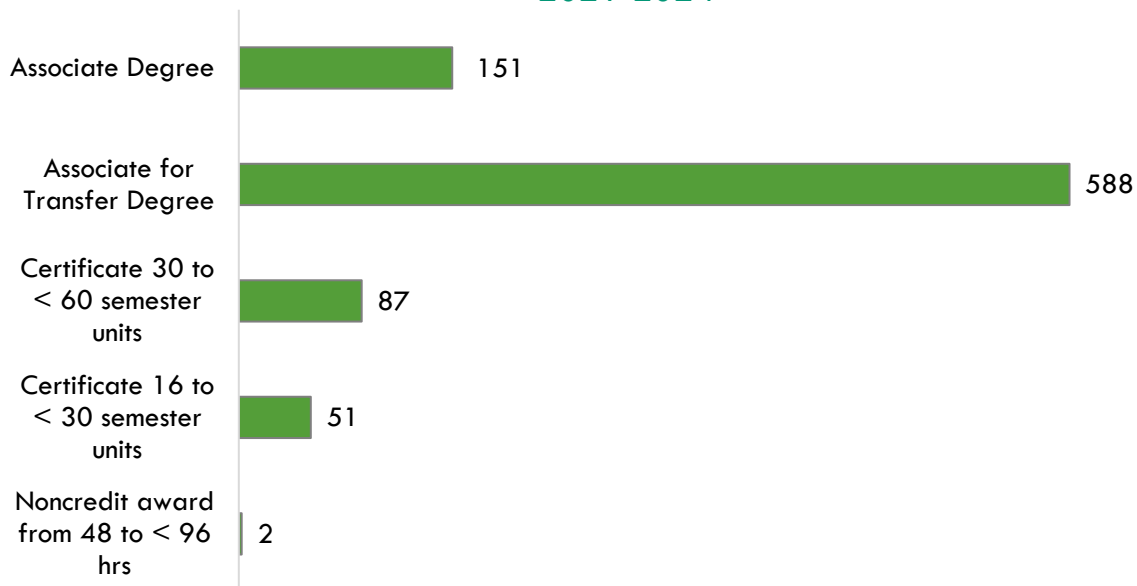
Exhibit 10b: SCV/SML Community College Awards (Certificates and Degrees) 2021-22 through 2023-24

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
2105.00	Administration of Justice	Bakersfield	234	172	141	182
		Cerro Coso	34	31	19	28
		Clovis	46	51	53	50
		Coalinga	28	18	18	21

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
		Fresno City	152	129	152	144
		Lemoore	53	56	55	55
		Madera	32	31	30	31
		Porterville	43	26	39	36
		Reedley	55	60	58	58
		Sequoias	116	85	108	103
		Taft	27	40	33	33
Subtotal/Average			820	699	706	742
2105.10	Corrections	Bakersfield	3	2	1	2
		Clovis	1	-	3	1
		Coalinga	6	4	4	5
		Fresno City	4	16	9	10
		Lemoore	11	13	8	11
		Madera	4	2	1	2
		Reedley	11	11	9	10
		Sequoias	8	8	5	7
		Taft	-	1	-	-
Subtotal/Average			48	57	40	48
2105.40	Forensics, Evidence, and Investigation	Fresno City	2	3	-	2
Subtotal/Average			2	3	-	2
2105.50	Police Academy	Fresno City	13	21	27	20
		Porterville	-	-	33	11
		Sequoias	56	68	47	57
Subtotal/Average			69	89	107	88
SCV/SML Supply Grand Total			939	848	853	880

Exhibit 11 shows the annual average community college awards by type from 2021-22 through 2023-24. Of the 879 awards conferred in the SCV/SML subregion, 84% (739) of these awards were for an associate degree.

Exhibit 11: Annual Average Community College Awards (SCV/SML) by Type, 2021-2024



Community College Student Outcomes:

Exhibit 12 shows the Strong Workforce Program (SWP) metrics for programs related to Law Enforcement Workers in West Kern Community College District (WKCCD), the SCV/SML subregion, the CVML region, and California.

Of the 87,044 administration of justice program students statewide in the 2023-2024 academic year, 11% (9,526) attended a CVML Institution. WKCCD students that exited administration of justice programs in the 2022-2023 academic year had greater median annual earnings (\$32,596) compared to all administration of justice students in SCV/SML subregion (\$31,988). Additionally, 45% of CVML region administration of justice students attained a living wage, which is lower than the percentage of students who attained a living wage statewide (59%).

Exhibit 12: Administration of Justice (2105.00) Strong Workforce Program Metrics

SWP Metric	WKCCD	SCV/SML Subregion	CVML Region	California
SWP Students	175	6,321	9,526	87,044
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	19%	25%	24%	16%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	N/A	92%	88%	52%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	14%	10%	9%	6%
SWP Students Who Transferred to a Four-Year Postsecondary Institution	14%	6%	6%	4%
SWP Students with a Job Closely Related to Their Field of Study	N/A	59%	61%	54%
Median Annual Earnings for SWP Exiting Students	\$32,596 (\$15.67)	\$31,988 (\$15.38)	\$32,516 (\$15.63)	\$60,560 (\$29.12)
Median Change in Earnings for SWP Exiting Students	37%	37%	43%	26%
SWP Exiting Students Who Attained the Living Wage	52%	46%	45%	59%



2023-2024



2022-2023



2021-2022



N/A

Non-Community College Supply:

For a comprehensive regional supply analysis, it is also important to consider the supply from other institutions in the region that provide training programs for the occupations studied in this report. Exhibit 13 shows the annual and three-year average number of awards conferred by non-community college institutions in programs that have historically trained for the occupations of interest.

Between 2020 and 2023, non-community college institutions in the SCV/SML subregion conferred an average of 22 awards annually in related programs. No awards were conferred in the NCV/NML subregion.

Exhibit 13: SCV/SML Subregional Non-Community College Awards, 2020-2023

CIP Code	Program	Institution	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Award Average
43.0107	Criminal Justice/Police Science	Fresno Pacific University	-	-	-	-
		Institute of Technology	28	20	19	22
Subtotal/Average			28	20	19	22
SCV/SML Supply Grand Total			28	20	19	22

Appendix A: Methodology

The CVML COE prepared this report by analyzing data from occupations and education programs.

Occupational data is derived from Lightcast, a labor market analytics firm that consolidates data from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS) and other government agencies. Program supply data is drawn from two systems: Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP).

Using a TOP-SOC crosswalk, the CVML COE identified middle-skill jobs for which programs within these TOP codes train. Middle-skill jobs include:

- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

The CVML COE determined labor market supply for an occupation or SOC code by analyzing the number of program completers or awards in a related TOP or CIP code. The COE developed a “supply table” with this information, which is the source of the program supply data for this report. TOP code data comes from the California Community Colleges Chancellor's Office MIS Data Mart (datamart.cccco.edu) and CIP code data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data), also known as IPEDS. TOP is a system of numerical codes used at the state level to collect and report information on California community college programs and courses throughout the state that have similar outcomes. CIP codes are a taxonomy of academic disciplines at institutions of higher education in the United States and Canada. Institutions outside of the California Community College system do not use TOP codes in their reporting systems.

Data included in this analysis represent the labor market demand for relevant positions most closely related to the proposed program as expressed by the requesting college in consultation with the CVML COE. Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges. Real-time labor market information captures job post advertisements for occupations relevant to the field of study which can signal demand and show what employers are looking for in potential employees but is not a perfect measure of the quantity of open positions.

All representations have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. The most recent data available at the time of the analysis was examined; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	Traditional labor market information data is sourced from Lightcast, a labor market analytics firm. Lightcast occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics and the American Community Survey. For more information, see https://lightcast.io/
Living Wage	The living wage is derived from the Insight Center's California Family Needs Calculator, which measures the income necessary for an individual of family to afford basic expenses. The data assesses the cost of housing, food, childcare, health care, transportation, and taxes. For more information, see: https://selfsufficiencystandard.org/California/ Wage figures are used by the CCCCCO to calculate the percentage of students that attained the regional living wage.
Typical Education and Training Requirements, and Educational Attainment	The Bureau of Labor Statistics (BLS) provides information about education and training requirements for hundreds of occupations. BLS uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which BLS publishes projections data. For more information, see https://www.bls.gov/emp/documentation/education/tech.htm
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations. For more information, see https://www.onetonline.org/help/online/
Educational Supply	The CCCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. For more information, see: https://datamart.cccco.edu The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data on the number of postsecondary awards earned (completions). For more information, see https://nces.ed.gov/ipeds/use-the-data/survey-components/7/completions
Student Metrics and Demographics	DataVista, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. For more information, see: https://datavista.cccco.edu/
Population and Occupation Demographics	The Census Bureau's American Community Survey (ACS) is the premier source for detailed population and housing information. For more information, see: https://www.census.gov/programs-surveys/acs Data is sourced from IPUMS USA, a database providing access to ACS and other Census Bureau data products. For more information, see: https://usa.ipums.org/usa/about.shtml

For more information, please contact the Central Valley/Mother Lode Center of Excellence:

Patricia Salinas, District Director

patricia.salinas@sccd.edu

Ignacio Faria, Senior Research and Planning Analyst

ignacio.faria@sccd.edu

Angela Steitz, Program Specialist

angela.steitz@sccd.edu

January 2026



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

From: Kanoe Bandy

Division: Applied Technologies

Date: 12/15/2025

Re: PHED 1605 and 1615

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): Updating the disciplines list. These courses are activity courses and therefore can fall under a discipline requiring any degree and professional experience. Based on this justification, the division would like to add Coaching and Athletic Training to the disciplines list.

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.

ADT Kinesiology, Kinesiology

☐ **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: J. Page
Reviewed by: K. Bandy
Reviewed: Fall 2025
Textbook update: Fall 2022
C & GE approval: ~~December 15, 2022~~
Board approved: ~~January 11, 2023~~
Semester effective: ~~Fall 2023~~

Physical Education (PHED) 1605 Beginning Social Dance (1 Unit) CSU

Hours and Unit Calculations:

48 lab hours (48 Total Student Learning Hours) 1 Unit

Catalog Description: This course is an introduction to social dance. Students will explore the fundamental dance skills found in a social dance environment (i.e. Bachata, Salsa, Tango, Waltz, Swing, etc) varying by semester. This includes partnering techniques, posture, leading, following, spatial awareness, musical timing, and rhythm timing.

Type of Class/Course: Degree Applicable

Course Objectives:

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

1. Demonstrate fundamentals of basic movements and dance patterns individually and with a partner,
2. Differentiate appropriate music and step patterns for each dance style,
3. Apply understanding of musical timing individually and with a partner,
4. Collaborate with partners of all backgrounds and ability levels,
5. Experience the benefits of social dance such as body awareness, fitness, creativity, self-expression, social interaction, stress reduction, and self-confidence.

Course Level Student Learning Outcomes:

1. Students will be able to analyze and demonstrate basic musical rhythms for each dance style.
2. Students will be able to physically demonstrate basic dance patterns of selected dances.
3. Students will demonstrate basic dance partnership skills of leading and following.

Course Scope and Content: Laboratory

Unit I	Music Theory
	A. Music timing: 4/4 and/or 3/4
	B. Measure
	C. Phrase
	D. Structure
Unit II	Rhythm Units
	A. Beats
	B. Rests

Unit III Fundamental Movement Concepts: Individual

- A. Center point of balance
- B. Posture and frame
- C. Transfer of weight
- D. Foot positions
- E. Turns

Unit IV Fundamental Movement Concepts: Partner

- A. Posture and frame
- B. Leverage and compression
- C. Leading and following
- D. Spatial awareness including line of dance
- E. Positions
- F. Patterns
- G. Etiquette

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 1 hour per week outside of the regular class time doing the following:

- 1. Skill practice
- 2. Listening to music
- 3. Watching instructional and performance videos

Methods of Instruction

- 1. Verbal instruction
- 2. Demonstrations
- 3. Multimedia

Methods of Evaluation

- 1. Skill demonstrations
 - a. Skill improvement
 - b. Movement execution
 - c. Choreographed performance
- 2. Participation

Supplemental Data:

T.O.P. Code:	0835.00 Physical Education
Sam Priority Code:	E: Non-Occupational

Funding Agency:	Y: Not Applicable (funds not used)
Distance Learning:	Not Applicable
Program Status:	Program Applicable
Noncredit Category:	N: 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: No Applicable
Cooperative Work Experience:	N: Is not a part of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	Yes
Discipline:	Dance, or Physical Education, or Health Ed., or Kinesiology or <u>Coaching or Athletic Training</u>

Prepared by: J. Page
Reviewed by: K. Bandy
Textbook update: Fall 2022
C & GE approval: December 15, 2022
Board approved: January 11, 2023
Semester effective: Fall 2023

Physical Education (PHED) 1615 Intermediate Social Dance (1 Unit) CSU

Prerequisite: Successful completion of PHED 1605 with a grade of “C” or better

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

1. Demonstrate fundamentals of basic movements and dance patterns individually and with a partner,
2. Differentiate appropriate music and step patterns for each dance style,
3. Apply understanding of musical timing individually and with a partner,
4. Collaborate with partners of all backgrounds and ability levels,
5. Experience the benefits of social dance such as body awareness, fitness, creativity, self-expression, social interaction, stress reduction, and self-confidence.

Hours and Unit Calculations:

48 lab hours (48 Total Student Learning Hours) 1 Unit

Catalog Description: This course continues the practice of social dance at the intermediate level. Students will explore more complicated dance skills found in a social dance environment (i.e. Bachata, Salsa, Tango, Waltz, Swing, etc) varying by semester. This course emphasizes the development of intermediate individual and partner techniques, patterns, styling, and rhythm timing.

Type of Class/Course: Degree Applicable

Course Objectives:

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

1. Demonstrate intermediate movements and dance patterns individually and with a partner,
2. Execute seamless transition when moving from one dance style to another,
3. Apply creative interpretation of musical timing individually and with a partner,
4. Collaborate with partners of all backgrounds and ability levels,
5. Experience the benefits of social dance such as body awareness, fitness, creativity, self-expression, social interaction, stress reduction, and self-confidence.

Course Level Student Learning Outcomes:

1. Students will be able to analyze and demonstrate basic musical rhythms for each dance style.
2. Students will be able to physically demonstrate fundamental dance movements and patterns individually and with a partner.
3. Students will demonstrate basic dance partnership skills of leading and following.

Course Scope and Content: Laboratory

- | | |
|----------|--|
| Unit I | Rhythm and Musicality |
| | A. Beats |
| | B. Rests |
| | C. Musical interpretation |
| Unit II | Intermediate Movement Concepts: Individual |
| | A. Hip and torso movement |
| | B. Turns |
| | C. Creativity and styling |
| Unit III | Intermediate Movement Concepts: Partner |
| | A. Leverage and compression |
| | B. Positions |
| | C. Patterns |
| | D. Creativity and styling |
| Unit IV | History and Culture |
| | A. History of select dance style(s) |
| | B. Cultural significance |

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 1 hour per week outside of the regular class time doing the following:

1. Skill practice
2. Listening to music
3. Watching instructional and performance videos

Methods of Instruction

1. Verbal instruction
2. Demonstrations
3. Multimedia

Methods of Evaluation

1. Skill demonstrations
 - a. Skill improvement
 - b. Movement execution
 - c. Choreographed performance

2. Participation

Supplemental Data:

T.O.P. Code:	0835.00 Physical Education
Sam Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable (funds not used)
Distance Learning:	Not Applicable
Program Status:	Program Applicable
Noncredit Category:	N: 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: No Applicable
Cooperative Work Experience:	N: Is not a part of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	Yes
Discipline:	Dance, or Physical Education, or Health Education, or Kinesiology or Coaching or Athletic Training

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

From: Debora Rodenhauser

Division: Liberal Arts

Date: 01/22/2026

Re: Communications (COMM) ~~1530-C1004~~ Interpersonal Communication

Type of Curriculum Change:

- | | |
|--|---|
| ☐ New Course* | ☐ Substantial Course Change* |
| ☒ Non-substantial 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): Common Core Numbering

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 _____

All courses need to have examples of Reading, Writing, and Critical Thinking assignments whether in class or outside of class.

For New Courses, please enter a justification for the request through the Course Approval Application:

Course Approval Application attached? Yes () No X

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.

Liberal Arts Area of Emphasis: Communication; GE & Communication Studies Degree

☐ Addition to Taft College General Education:

- | | | |
|---|--|--|
| ☐ Natural Science | ☐ Social & Behavioral Science | ☐ English Composition |
| ☐ Arts & Humanities | ☐ Communication & Analytical Thinking | |
| ☐ Ethnic Studies | | ☐ Lifelong Learning |
| ☐ Mathematical Concepts & Quantitative Reasoning | | ☐ American History & Ideals |

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
Date Prepared: ~~Spring 2022~~
Textbook: Fall 2025
C & GE Approved: ~~March 17, 2022~~
Board approved: ~~May 11, 2022~~
Semester effective: ~~Fall 2025~~

Communications (COMM) **C1004** Interpersonal Communication (3 Units) CSU/UC
[formerly COMM 1530]

Advisory: Eligibility for English **C1000, C1000E, or 1502**

Hours and Unit Calculations:

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

Catalog/Course Description:

Part 1:

This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional, and social situations.

Part 2:

Principles of verbal and nonverbal transactions that occur in relationships. Study of theory and research findings and their application to ethical communication in interpersonal relationships and its social responsibility to diversity, equity, and inclusion in personal and professional contexts.

Type of Class/Course: Degree Credit

Representative Texts, Manuals, OER, Other Support Materials:

Part 1:

Texts and course materials will be in accessible format. Priority will be given to OER or low-cost materials where possible. Examples of texts include, but are not limited to:

- Department of Communication Studies, Austin Community College. (2021). Communication to Connect: Interpersonal Communication for Today. OER: Department of Communication Studies, Austin Community College.
- Leonard. (2019). Interpersonal Communication Textbook. OER: College of the Canyons.
- Adler, R., & Proctor II, R. (2022). Looking Out, Looking In. 16th ed.: Wadsworth Publishing.
- Wood, J. (2020). Interpersonal Communication: Everyday Encounters. 9th ed.: Wadsworth Publishing.
- Guerrero, Anderson & Afifi. (2020). Close Encounters: Communication in Relationships. 6th ed.: Sage Publications, Inc.
- Wrench, Punyanunt-Carter, & Thweatt. (2023). Interpersonal Communication: A Mindful Approach to Relationships. OER: State University of New York.
- Adler, R., & Proctor II, R. (2023). Interplay: The Process of Interpersonal Communication. 16th ed.: Oxford University Press.

Textbook choice is at the discretion of faculty.

Part 2:

McCornack, S., & Morrison, K. (2022). *Reflect & Relate: An Introduction to Interpersonal Communication*. (6th edition). London, UK: MacMillan Publishers

Additional Required Materials: None

Course Objectives/ Outcomes:

Part 1:

At the conclusion of this course, the student should be able to (Identical and Required):

1. Evaluate and apply research methods and theories of interpersonal communication.
2. Analyze the ways that communication can create, develop and shape perceptions of personal and social identities including variables such as but not limited to culture, gender, ethnicity, race, age, and orientation.
3. Evaluate the influences of culture, gender, ethnicity, race, age, accessibility, and orientation on the development, maintenance, and dissolution of interpersonal relationships.
4. Critically assess and utilize ethical communication practices within interpersonal relationships as part of interpersonal communication competency.
5. Critically assess sources of conflict in interpersonal relationships and implement appropriate conflict management strategies.

Part 2

Course Level Student Learning Outcomes:

- Demonstrate effective interpersonal communication skills in various contexts.
- Analyze personal relationships using theories and concepts of interpersonal communication.

General Education Student Learning Outcomes:

- GE/C&A – 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 Content:

Part 1

1. Foundational theories, models, and research in interpersonal communication.
2. Influences on identity development, and the impact of culture, race, ethnicity, gender, orientation, etc. on interpersonal communication.
3. The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory.
4. Symbolic and linguistic attributes with respect to language in interpersonal communication.
5. The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories.
6. Nonverbal communication; may include principles and theories such as Expectancy Violation Theory.
7. Listening; processes, styles, types, challenges, and responses.
8. Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust.
9. Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication.

10. Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory.

11. Development, maintenance, and dissolution of various types of relationships; may include Social Penetration Theory, Attachment Theory, and Knapp's Relational Model.

Part 2:

Unit I Interpersonal Process

- A. Why We Communicate
- B. The Communication Process
- C. What Makes Communication Interpersonal?
- D. Communication Competence

Unit II Mediated Interpersonal Communication

- A. Mediated Communication: Pros and Cons (How Technology and Trends in Popular Media Influence Others)
- B. Mediated Interpersonal versus Mass Personal Communication
- C. Competence in Mediated Communication

Unit III Cultural and Interpersonal Communication

- A. Culture and Communication
- B. Culture Values and Norms: Shaping the Issues
- C. Co-Cultures and Communication
- D. Codes and Culture
- E. Developing Intercultural Communication Competence

Unit IV Interpersonal Communication and the Self

- A. Communication and the Self-Concept
- B. Presenting the Self
- C. Disclosing the Self

Unit V Perceiving Others

- A. The Perception Process
- B. Influences on Perception
- C. Common Tendencies in Perception
- D. Synchronizing Our Perceptions

Unit VI Language

- A. The Nature of Language
- B. The Impact of Language on Our Values and Beliefs
- C. The Language of Responsibility to Become Inclusive, Equitable, and Diverse
- D. Gender Stereotypes and Language and How it Influences Society and Their Behaviors

Unit VII Nonverbal Communication

- A. Nonverbal Communication Defined
- B. Characteristics of Nonverbal Communication



- C. Functions of Nonverbal Communication
- D. Types of Nonverbal Communication

Unit VIII Listening: Receiving and Responding

- A. The Nature of Listening
- B. The Challenge of Listening
- C. Components of Listening
- D. Types of Listening Responses

Unit XI Emotions

- A. What are Emotions?
- B. Influences on Emotional Expression
- C. Expressing Emotions Effectively
- D. Managing Emotions

Unit X Dynamics of Interpersonal Relationships

- A. Why We Form Relationships
- B. Models of Relational Dynamics
- C. Communicating About Relationships

Unit XI Communication in Close Relationships: Friends, Family, and Romantic Partners

- A. Communication in Friendships
- B. Communication in Family
- C. Communication in Romantic Relationships

Unit XII Managing Conflict

- A. What is Conflict?
- B. Conflict Styles
- C. Conflict in Relational Systems
- D. Conflict Management in Practice

Unit XIII Communication Climate

- A. What is a Communication Climate?
- B. How Communication Climates Develop
- C. Creating Supportive Climates
- D. Conversation: From Monologue to Dialogue

Learning Activities Required Outside of Class:

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

1. Studying
2. Answering questions

3. Completing required reading
4. Written work
5. Observing or participating in an activity related to course content

Methods of Instruction:

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

Methods of Evaluation:

Part 1:

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, written assignments, journals, projects, research, oral presentations, etc.
Methods of evaluation are at the discretion of local faculty.

Part 2:

Examples of Reading Assignments:

- **Perception and Interpretation:**
Recall an interpersonal exchange where you and your relational partner perceived events differently. Explain how you selected, organized, and interpreted the other person's behavior, how your partner perceived it differently, and how physiological, psychological, social, and cultural influences shaped these perceptions. Discuss how perceptual tendencies or errors affected the interaction and how the outcome might have differed with greater perceptual awareness.
- **Perception Checking and Communication Skills:**
Construct a perception-checking statement you could use to clarify understanding in an important relationship. Explain how using perception checking and more mindful communication strategies might affect the relationship and help negotiate shared meaning.

Examples of Writing Assignments:

- This assessment combines a reflective writing activity and an objective quiz to evaluate students' understanding and application of interpersonal communication concepts.
- Students complete a writing activity focused on identifying blaming "you" messages and revising them using constructive "I" and "we" language, analyzing how communication choices influence relational outcomes.
- Students also complete a quiz consisting of true/false, multiple-choice, and short-answer questions assessing perception, language, nonverbal communication, symbolic meaning, conflict, and interpretation of interpersonal exchanges.

Supplemental Data:



T.O.P. Code: CIP Code:	0601.00 Media and Communications, General 09.0100 Communication, General
Sam Priority Code:	D: Possibly Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	No
Pass/No Pass	Yes
Discipline:	Communication Studies

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

From: Kyle Webster

Division: Math & Science

Date: 2/6/2026

Re: Math 2100S

Type of Curriculum Change:

- ☐ New Course* ☐ Substantial Course Change*
- ☒ Non-substantial 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): Match support class number to Common Course number by changing from Math 2100 to Math 2211S

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 _____

All courses need to have examples of Reading, Writing, and Critical Thinking assignments whether in class or outside of class.

For New Courses, please enter a justification for the request through the Course Approval Application:

Course Approval Application attached? Yes () No (X)

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.

Click here to enter text.

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

- ☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition
- ☐ Arts & Humanities ☐ Communication & Analytical Thinking
- ☐ Ethnic Studies ☐ Lifelong Learning
- ☐ Mathematical Concepts & Quantitative Reasoning ☐ American History & Ideals

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

Prepared by:
Reviewed by:
Reviewed by:
Date Prepared: February 6, 2026
C&GE Approval Date:
Board Approval Date:
Semester Effective:

Mathematics (Math) 2211S Support for Calculus I: Late Transcendentals (2 units) CSU

Prerequisite: None

Corequisite: Math C2211 (Calculus I: Late Transcendentals) must be taken concurrently

Advisory: None

Hours and Unit Calculations:

32 hours lecture. (64 Outside-of-class Hours); (96 Total Student Learning Hours) 2 Unit

Catalog Description: Co-requisite support for Math C2211 Calculus I: Late Transcendentals. This 2-unit course is intended to provide additional support for students who are concurrently enrolled in Math C2211. Emphasis will be placed on prerequisite math skills embedded in Calculus I topics, as well as study skills, appropriate use of technology, and just-in-time review and remediation. Students who earn an A, B, or C will earn credit in this class.

Type of Class/Course: Degree Credit

Texts: This course will utilize the same textbook/access code that is being used with Math C2211.

Additional Required Materials: Calculator or any other technology/materials required in Math C2211.

Course Objectives:

By the end of the course, a successful student will:

1. Take limits of functions after learning factoring polynomials, simplifying rational expressions, working with radicals, reading graphs, tables with technology
2. Take derivatives of functions after learning simplifying polynomial and rational expressions, exponent and radical expressions, identifying parts of expressions, writing linear equations, graphs of parent functions
3. Take integrals of functions after learning simplifying polynomial and rational expressions, exponent and radical expressions, identifying parts of expressions, unit circle and trigonometric identities

Course Level Student Learning Outcomes:

1. Demonstrate mathematical concepts and skills needed for evaluating limits, determining derivatives, and calculating areas under the curve
2. Develop a successful student plan utilizing TC resources

Course Scope and Content:

Course Topics

- A. Take Limits of Functions
 - a. Factoring Polynomials
 - b. Simplifying Rational Expressions
 - c. Working with Radicals
 - d. Graph Reading
 - e. Using Technology Appropriately
- B. Take Derivatives of Functions
 - a. Simplifying Polynomials
 - b. Identifying Composite Functions
 - c. Simplifying Rational Expressions
 - d. Working with Power and Radical Expressions
 - e. Identifying Parts of Expressions
 - f. Writing Linear Equations
 - g. Graphing basics for Parent Functions
 - h. Using Common Geometric Formulas
 - i. Using the Unit Circle and Trig Functions
- C. Take Integrals of Functions
 - a. Simplifying Polynomials
 - b. Identifying Composite Functions
 - c. Simplifying Rational Expressions
 - d. Working with Power and Radical Expressions
 - e. Identifying Parts of Expressions
 - f. Using the Unit Circle and Trig Identities
 - g. Using Technology Appropriately
- D. Study Skills

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

1. Completing assigned reading from the textbook
2. Completing assigned homework problems and study activities
3. Watching instructional videos
4. Watching videos related to growth mindset and study skills
5. Review how to use technology to solve problems
6. Work on course-related topics in math lab/learning center or office hours

Examples of Reading and Writing?

Methods of Instruction

1. Lecture and sample problems created or curated by the instructor
2. Videos that demonstrate how to utilize technology to solve select problems
3. Individual work with appropriate technology
4. Student presentations
5. Small group work

Methods of Evaluation

1. Student Presentations
2. Problem-solving assignments or activities
3. Quizzes
4. Project
5. Discussions
6. Written summaries
7. Time spent in Math lab, Learning Center, or using TC tutoring services

Supplemental Data:

T.O.P. Code: CIP Code:	170100: Mathematics, General 27.0101 Mathematics, General
Sam Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable(funds not used)
Distance Learning:	Yes
Program Status:	Stand alone
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
Discipline:	Mathematics

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

From: Tina Mendoza

Division: Social Science

Date: 11/10/2025
Resubmission: 2/2/26

Re: Common Course Numbering SOCI C1000
Introduction to Sociology

Type of Curriculum Change:

- ☐ New Course* ☐ Substantial Course Change*
- ☒ Non-substantial 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): ___ Common Course Numbering and update of SLOs _____

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 _____ October 2025 _____

Date COR went to Distance Learning Education Committee _____ Not Needed _____

All courses need to have examples of Reading, Writing, and Critical Thinking assignments whether in class or outside of class.

For New Courses, please enter a justification for the request through the Course Approval Application:

Course Approval Application attached? Yes () No (x)

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.

Soc ADT and GE patterns

☒ Addition to Taft College General Education:

- ☐ Natural Science ☒ Social & Behavioral Science ☐ English Composition
- ☐ Arts & Humanities ☐ Communication & Analytical Thinking
- ☐ Ethnic Studies ☐ Lifelong Learning
- ☐ Mathematical Concepts & Quantitative Reasoning ☐ American History & Ideals

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

1. Analyze the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
2. Apply research methodologies employed in social scientific inquiry.
3. Demonstrate the principles, concepts, models of value systems, and ethnic framework employed in social scientific inquiry.

Revised: S. Murguía
Date Reviewed: **11/10/2025** ~~M. Oja~~
Date Reviewed: **T. Mendoza** ~~S. Eveland~~
Textbook update: Spring 2022
C & GE approved: ~~February 10, 2022~~
Board approved: ~~May 11, 2022~~
Semester Effective:

Sociology (SOCI) C1000 Introduction to Sociology (3 Units) CSU: UC
[formerly Sociology 1, Sociology 1510]

Advisory: Eligibility for English C1000, C1000E or 1502 strongly recommended

Hours and Units Calculations:

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

Catalog/Course Description:

This course introduces students to Sociology: the study of people, groups, and institutions that shape people's lives. Through a mix of theory, research, and real-world examples, students explore key sociological concepts like culture, inequality, power, collective action, and social change. With content reflecting diverse histories and lived experiences, students make connections between their lives and the social forces that influence individual opportunities and choices. Students in this course will develop a critical lens that allows them to better understand and transform themselves and society.

Part 2:

C-ID: SOCI 110

Type of Class/Course: Degree Credit

Part 1

Representative Texts, Manuals, OER, and Other Support Materials Part 1 (Identical and Required):

Textbook choice is at the discretion of faculty. Texts and course materials will be in accessible format. Priority will be given to OER or low-cost materials where possible.

Examples of texts include, but are not limited to:

- Conerly, T., Holmes, K., Tamang, A., et al. (2024). Introduction to Sociology 3e. OER: OpenStax.
- Khan, S., Sharkey, P., & Sharp, G. (2024). A Sociology Experiment. 3rd ed.: CritReview.
- Henslin, J. (2024). Sociology: A Down-to-Earth Approach. 15th ed.: Pearson.
- Wade, L. (2025). Terrible Magnificent Sociology. 2nd ed.: Norton. May also include supplementary materials such as primary sources or readers.

Additional Materials: None

Course Objectives/Outcomes:

Part 1

At the conclusion of this course, the student should be able to:

1. Define and apply the sociological imagination to everyday life.

2. Compare a variety of major sociological theories and concepts and apply them to socially constructed dynamics.
3. Explain what makes sociology a social/behavioral science and the methods sociologists use to ethically conduct research.
4. Analyze the origins and processes of social inequality, systemic oppression, and social change using an intersectional approach.
5. Identify and evaluate the social forces and structures that shape, guide, and influence individual and group behaviors in society.

Part 2

Course Learning Outcomes:

1. Analyze and explain human interaction in relation to social institutions through the combination of sociological theory and multiple methodologies.
2. Demonstrate an understanding of the dimensions of power, conflict, and symbolic capital through the dynamics of the presence or absence of equality, equity, diversity, and inclusion.

GE-Social and Behavioral Science

1. Analyze the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
2. Apply research methodologies employed in social scientific inquiry.
3. Demonstrate the principles, concepts, models of value systems, and ethnic framework employed in social scientific inquiry.

Course Content

Part 1: Required Topics (Identical):

1. The Sociological Imagination
2. Sociological Theories and Paradigms
 - a. Classical Theories including Structural Functionalism, Conflict Theory, and Symbolic Interactionism
 - b. Contemporary Theories (such as Feminist Theory, Intersectionality, Queer Theory, Racial Formation Theory, and Social Exchange Theory)
3. Sociological Research
 - a. Qualitative Methods
 - b. Quantitative Methods
 - c. Ethical Considerations
4. Society and Culture
5. Socialization and the Self
6. Social Structure: Groups and Organizations
7. Conformity, Deviance, and Social Control
8. Stratification, such as:
 - a. Class and Socioeconomic Status
 - b. Race and Ethnicity
 - c. Sex, Gender, and Sexuality
 - d. Age

e. Disability

f. Global

9. Social Institutions, such as:

- a. Family
- b. Education
- c. Mass Media
- d. Religion
- e. Health and Medicine
- f. Economy and Work
- g. Politics and Government
- h. Criminal Justice System

10. Social Dynamics, such as:

- a. Population
- b. Urbanization
- c. Globalization
- d. Environment
- e. Science and Technology

11. Social Movements and Change

Learning Activities Required Outside of Class:

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

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

Examples of Reading Assignments:

- Students will complete assigned readings from *Introduction to Sociology 3e* (OpenStax) and *Sociology: A Down-to-Earth Approach* (Henslin) to develop understanding of sociological concepts, theories, and research methods. (Supports CLO 1, 2, 3)
- Scholarly articles and current data sources will be analyzed to explore social issues such as inequality, race, gender, and globalization. (Supports CLO 4, 5)
- Students will engage with qualitative and quantitative research readings to understand methodology and ethical considerations in sociology. (Supports CLO 3)

Examples of Writing Assignments:

- Reflective journals connecting personal experience to sociological concepts and theoretical frameworks. (Supports CLO 1, 4)
- Analytical essays applying sociological theories (Functionalism, Conflict Theory, Symbolic Interactionism) to social issues. (Supports CLO 2, 5)
- A research paper or field report utilizing sociological methods to analyze real-world communities or institutions. (Supports CLO 3, 4, 5)

Examples of Critical Thinking Assignments:

- Comparative analysis of major theoretical perspectives applied to contemporary social phenomena. (Supports CLO 2, 3)
- Ethical case study evaluations on sociological research methods and human subjects. (Supports CLO 3)
- Group discussions, debates, or presentations that critically examine systemic inequality, social change,

These assignments are designed to cultivate comprehension, analysis, synthesis, and application skills central to sociological inquiry, while reinforcing the core learning outcomes of the course.

Methods of Instruction:

1. Lectures
2. Class discussions
3. Audiovisual presentations
4. Use of online resources
5. Instructor guided research project(s)

Methods of Evaluation:

Part 1

Methods of formative and summative evaluation used to assess course outcomes and objectives may include, but are not limited to, academic writing and analysis, reflections, participation and discussion, service learning, project-based learning, research, presentations, field journals, quizzes, and/or exams.

Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

Part 2

Other examinations

- A. Objective exams
- B. Application exercises
- C. Research project
- D. Field journal
- E. Oral presentations
- F. Reflection and discussion
- G. Small group activities

Supplemental Data:

TOP Code: CIP Code:	2208.00: Sociology 45.1101: Sociology, General
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable

Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSD: CSU Area D IG4J: IGETC Area 4J LSBS: Local GE Social/Behavioral Sci
Discipline:	Sociology

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: PHED 1622

Course Title: Advanced Yoga

Submitted by: Kanoe Bandy

Date of First Submission: January 22, 2026

Date of Resubmission:

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

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

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

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

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

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

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

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

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

☐ A Substantive Change has been submitted to ACCJC.

☐ A Substantive Change has not yet been submitted to ACCJC.

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

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

☐ Educational materials

☐ Field trips

☐ Labs

☐ Models

☐ Presentations

☐ Requirements to attend a live performance

☐ Requirements to present in front of live audience

☐ Other:

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

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

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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



Distance Learning and Education Committee Comments:

The Top codes on the COR/DE form need to be modified so there is no discrepancy.

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: PHED 1642

Course Title: Elite Yoga

Submitted by: Kanoe Bandy

Date of First Submission: January 22, 2026

Date of Resubmission:

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

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

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

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

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

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

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

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

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

☐ A Substantive Change has been submitted to ACCJC.

☐ A Substantive Change has not yet been submitted to ACCJC.

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

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

☐ Educational materials

☐ Field trips

☐ Labs

☐ Models

☐ Presentations

☐ Requirements to attend a live performance

☐ Requirements to present in front of live audience

☐ Other:

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

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

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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

Distance Learning and Education Committee Comments:

The Top codes on the COR/DE form need to be modified so there is no discrepancy.

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: SLP 2500

Course Title: Childhood Disorders and Treatment

Date: 05/20/2025

Date of Resubmission: 12/15/2025

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

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

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

☒ No

☐ Other (please explain):

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

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

☐ Course is not appropriate for online delivery:

☒ Course is not appropriate for offline delivery:

☐ Course is not appropriate for hybrid delivery:

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

This course is part of a new program that will be established with greater than 50% of courses to be offered through Distance Education.

- ☐ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
 - ☐ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
 - ☒ This course will push the percentage of Distance Learning courses offered in the program over 50% and a Substantive Change has been submitted to ACCJC.
4. All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.
- ☐ Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

Potential challenges to meeting course outcomes:

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

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

Attendance will be taken on a weekly basis based on submission of weekly lab assignments through the CMS; if the class is meeting via videoconferencing, the instructor will take attendance for that week based on their participation in the videoconference class meeting.

The equipment necessary for this course is a standard computer with an internet connection, microphone, audio recorder, and speakers. The student may also use the audio recorder on their phone to record audio samples if one is not available on their computer. The instructor can also be available to help record sessions using video conferencing technology through the CMS.

Specific pairings/groupings of students may be created for small group projects and/or study group/review purposes.

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

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

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
- b. Audio files are transcribed.
- c. Objects (including images, tables, and charts) have alternative text.
- d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
- e. Hyperlink text is meaningful.
- f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

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

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

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

Recommended:

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

Required:

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

a. Orientation materials	g. Face-to-face formal meetings	m. Personalized feedback for student work
b. Weekly announcements in the CMS	h. Feedback for student work	n. Voicemail and telephone

- | | | |
|---|--|--|
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



DE Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: SLP 2700

Course Title: Adult Disorders and Treatment

Date: 05/20/2025

Date of Resubmission: 12/15/2025

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

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

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

☒ No

☐ Other (please explain):

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

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

☐ Course is not appropriate for online delivery:

☒ Course is not appropriate for offline delivery:

☐ Course is not appropriate for hybrid delivery:

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

This course is part of a new program that will be established with greater than 50% of courses to be offered through Distance Education.

- ☐ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
 - ☐ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
 - ☒ This course will push the percentage of Distance Learning courses offered in the program over 50% and a Substantive Change has been submitted to ACCJC.
4. All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.
- ☐ Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

Potential challenges to meeting course outcomes:

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

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

Students will submit assignments and projects that will fulfill the lab requirement based on specific deadlines throughout the semester. Attendance will be taken on a weekly basis based on submission of weekly lab assignments through the CMS; if the

class is meeting via videoconferencing, the instructor will take attendance for that week based on their participation in the videoconference class meeting. Students will be placed in a lab setting with a California licensed SLP located at an approved educational site, or agency with an MOU with TC. Faculty stay in close contact with the SLP and conduct site visits if necessary.

The equipment necessary for this course is a standard computer with an internet connection, microphone, audio recorder, and speakers. The student may also use the audio recorder on their phone to record audio samples if one is not available on their computer. The instructor can also be available to help record sessions using video conferencing technology through the CMS.

Specific pairings/groupings of students may be created for small group projects and/or study group/review purposes.

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

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

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
- b. Audio files are transcribed.
- c. Objects (including images, tables, and charts) have alternative text.
- d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
- e. Hyperlink text is meaningful.
- f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

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

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

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

Recommended:

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

Required:

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

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



DE Committee Comments:

Reviewed and approved on October 27, 2025.

Date forwarded to the Curriculum Committee: 10/28/2025 (JL)

Curriculum Committee Comments:

Course Approved or Disapproved

Final Revisions to Title 5, California Code of Regulations Relating to Course Outline of Record

NEW SECTION 55001 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED TO READ:

§ 55001. Curriculum Committee.

(a) Districts shall establish curriculum committees by mutual agreement between administrators and academic senates. Curriculum committees shall be either a committee of the academic senate or a separate committee that includes faculty.

(b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

(c) Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.

Authority cited: Sections 70901 and 70901.5, Education Code. Reference: Sections 66700 and 70901, Education Code.

NEW SECTION 55001.5 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS ADDED TO READ:

§ 55001.5. Course Outlines of Record.

(a) Course outlines of record document course content as approved by faculty curriculum committees and district governing boards. Course outlines of record shall be maintained in the official records of the college and made publicly available. Course outlines of record shall include the following required elements for each course:

(1) the specifications related to the unit value (for credit courses only), the expected number of contact hours, any outside-of-class hours, and the total student learning hours for the course as a whole; the total units of credit for the course as a whole calculated pursuant to section 55002.5; and if applicable, separately specify the total units of lecture, lab, or similar academic activities for attendance accounting reporting purposes pursuant to section 58003.2;

(2) the prerequisites, corequisites, or advisories on recommended preparation, if any, for the course;

(3) the title, catalog description, outcomes, objectives, content in terms of a specific body of knowledge, and representative textbooks including open educational resources that meet universal design course standards;

(4) explanations or examples of required outside-of-class assignments, including reading and writing assignments, instructional methodology, and methods of evaluation; and

(5) the discipline or disciplines placement established pursuant to section 53407 assigned to the course.

(b) Course outlines of record shall also include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

Authority cited: Sections 70901 and 70901.5, Education Code. Reference: Sections 66700 and 70901, Education Code.

SECTION 55002 OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55002. Standards and Criteria for Courses.

~~(a) Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.~~

(a) Credit Courses. Courses recommended by curriculum committees and approved by district governing boards as meeting the criteria described in this subdivision shall be designated either as degree-applicable credit courses or nondegree-applicable credit courses as appropriate.

~~(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.~~

~~(1)(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets~~ Credit courses shall meet the following standards:

(A) Difficulty, Level, and Intensity. Courses require critical thinking, learning skills, vocabulary, and allocation of concepts at college level as determined by the curriculum committee. Courses treat subject matter with a scope and intensity that requires students to study independently outside-of-class.

~~(B)(A) Grading Policy. The course provides~~ Courses provide for measurement of student performance in terms of the stated course objectives and ~~culminates~~ culminate in a formal,

~~permanently recorded grades based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by consistent with the provisions of article 2 of subchapter 1 of Chapter 6 (commencing with section 55020). Proficiency may be demonstrated through written assignments, problem solving exercises or skills demonstrations by students, or other means as deemed appropriate by the curriculum committee.~~

~~(BC) Units. The course grants~~Courses grant units of credit in a manner consistent with the provisions of section 55002.5. ~~The course outline~~ Course outlines of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

~~(C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.~~

~~(D) Prerequisites and Corequisites. Except as provided in section 55522, when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article.~~

~~(E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.~~

~~(F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.~~

~~(G) Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.~~

~~(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.~~

~~(4) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.~~

~~(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

(D) Enrollment Requirements. Includes prerequisites, corequisites, or limitations on enrollment established in accordance with the requirements that are authorized, reviewed, and applied pursuant to sections 55003 and 58106.

(2) Conduct of Courses. Course sections must be taught by qualified instructors in accordance with the elements specified in the course outline of record.

~~(b) Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.~~

(3) Nondegree-Applicable Credit Courses. Nondegree applicable credit courses are courses recommended by curriculum committees and approved by governing boards in one of the following categories:

~~(1) Types of Courses. Nondegree-applicable credit courses are:~~

~~(A) nondegree-applicable basic skills courses as defined in subdivision (u) of section 55000;~~

~~(B) courses designed to enable students to succeed in degree-applicable credit courses; (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;~~

~~(C) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;~~

~~(D) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.~~

(4) In nondegree-applicable credit courses, the assignments shall be sufficiently rigorous that students successfully completing a course or a sequence of required courses will have acquired the skills necessary to complete degree-applicable work.

~~(2) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow.~~

~~(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.~~

~~(B) Units. The course grants units of credit in a manner consistent with the provisions of section 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.~~

~~(C) Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.~~

~~(D) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites (credit or noncredit) for the course that are established, reviewed, and applied in accordance with this article.~~

~~(3) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.~~

~~(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.~~

~~(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

(b) Noncredit Courses. Noncredit courses are recommended by the curriculum committee and approved by the district governing board as a course meeting the needs of enrolled students.

~~(c) Noncredit Course. A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.~~

(1) Standards for Approval. The college and/or district curriculum committeeCurriculum committees shall recommend approval of the course if the course treatscourses that treat subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems curriculum committees deem appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to article 2 (commencing with section 55150) of

subchapter 2 of this chapter and satisfy the requirements of section 58160 and other applicable provisions of chapter 9 (commencing with section 58000) of this division.

~~(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.~~

~~(2)(3) Conduct of Course. All course sections of the course are to must be taught by a qualified instructors, and taught in accordance with the set of objectives and other specifications defined elements specified in the course outline of record.~~

~~(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of article 4 of subchapter 1 of chapter 6 (commencing with section 54040), and section 58161.~~

~~(5) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, a noncredit course may serve as a prerequisite or corequisite for a credit course as established, reviewed, and applied in accordance with this article.~~

~~(c)(d) Community Services Offerings. A Community services offerings must; meet the following minimum requirements:~~

~~(1) is be approved by the district governing boards;~~

~~(2) is be designed for the physical, mental, moral, economic, or civic development of persons enrolled students; therein;~~

~~(3) provides provide subject matter content, resource materials, and teaching methods which the district governing boards deems appropriate for the enrolled students;~~

~~(4) is conducted in accordance with a predetermined strategy or plan;~~

~~(4)(5) is be open to all members of the community willing to pay fees to cover the cost of the offering; and~~

~~(5)(6) may not be claimed for apportionment purposes.~~

Authority cited: Sections 66700, ~~and~~ 70901, and 78300, Education Code. Reference: Section 70901, ~~and~~ 78300, Education Code.

SECTION 55100 OF ARTICLE 1, OF SUBCHAPTER 2, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55100. Credit Course Approval.

~~(a) The governing board of each community college district.~~ (a) Governing boards shall establish policies for, and may approve credit courses pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor ~~consistent with~~ pursuant to section 55000.5~~(a)~~.

(b) ~~The~~ Chief executive officers, chief instructional officers, college academic senate presidents, and college curriculum committee chairs of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of credit courses within their college or district:

(1) the curriculum committee and district governing board have approved each credit course pursuant to section 55002, section 55002.5, and the Chancellor's Office Program and Course Approval Handbook ~~prepared, distributed, and maintained~~ authorized by the Chancellor ~~consistent with section 55000.5(a);~~

~~(2) the college and/or district promptly reported~~ (2) all credit courses approved by the district governing board ~~pursuant to this section~~ were promptly reported to the Chancellor's Office Curriculum Inventory and Management Information Systems;

(3) college ~~and/or~~ district personnel involved in the credit course approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of credit courses, including, but not limited to, the provisions of sections 55001, 55002, section and 55002.5, and the Chancellor's Office Program and Course Approval Handbook ~~prepared, distributed, and maintained~~ authorized by the Chancellor ~~consistent with section 55000.5(a);~~

(4) the district governing board has established local policy or procedures specifying the relationship between contact hours, and outside-of-class hours, and the calculation of credit hours, ~~consistent with section 55002.5.~~

(c) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.

(d) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer credit courses if ~~he or she~~ the Chancellor determines that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a college and/or district demonstrates compliance with the certification requirements in this section.

Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

XXX

AP 4235 Credit for Prior Learning

Reference:

*Education Code Section 79500;
Title 5 Section 55050 and 55052*

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.
- 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.

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:

- The student must be currently registered in the college and in good standing,
- The course is listed in the college catalog,
- Credits acquired by assessment are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits.

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

- The student's academic record clearly indicates that the credit was earned by assessment of prior learning.

- Limits on the number of units that may be applied to the Associate degree; the maximum number of units that may be earned in Credit by Exam is 12.

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 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.

Course Deactivation Sunset Policy

1. Office of Instruction produces list of courses that have not been taught in two years and presents the list to the Curriculum and General Education Committee during the first meeting in August.

2. Division chairs review the list of courses that have not been taught in two or more years with their faculty during fall in-service or during their first division meeting.

3. By Spring semester, Faculty act to either:

a) deactivate the course(s), or

b) in collaboration with the curriculum co-chairs develop a detailed plan to offer the nonactive course within three years

4. If at the end of three years the course has not run, it must be deactivated. (maximum time frame including prior two years, is five years). Deactivated courses must also be removed from degrees and certificates. Divisions may appeal to the Curriculum Co-Chairs to extend this time frame with an explanation of when the course will be offered.

It is important to note that if a course is to be deactivated, did that course support any program student learning outcomes that is now not part of the degree or certificate and how will the PSLO now be supported?

5. Deactivated courses must be removed from Degrees and Certificates, and those programs shall to go through the Student Learning and Outcomes Assessment Committee for PSLO review and then the Curriculum and General Education Committee by the following semester.

BIOL	1520
BUSN	1053
BUSN	1056
BUSN	1536
DS	1503
ECEF	1511
ECEF	1582
ECEF	1584
ECEF	1653
ECEF	1654
ECEF	2021
ENER	1515
ENER	1520
ENER	1630
ENGL	2650
HIST	2212
LRSK	0910
LRSK	0911
PHED	1520
PHED	1532
PHED	1632
PHED	1732
PHIL	1531
PHIL	1620
PHOT	1510
PSYC	1501
RECR	1510
STSU	1530
TUTR	0260



California Community Colleges

February 2, 2026

Dear Colleagues,

This message provides a brief update on Common Course Numbering (CCN) Phase III.

First, **thank you** for the significant CCN work completed by colleges, intersegmental faculty, staff, and administration. To date, more than 1,900 CCN-aligned course outlines have been approved and activated for Fall 2026 and 2027, representing a substantial statewide investment of time and expertise.

Since December 2024, we have met regularly with CSU and UC partners to share CCN designs recommended by the [CCN Task Force \(December 2023\)](#). While CCN standardizes course numbers and core elements through statewide, faculty-developed templates, there is currently no binding intersegmental commitment to use CCN templates as a transfer and articulation mechanism. As a result, CSU and UC articulation continues to occur through campus-by-campus review of CCN-aligned courses from all physical 115 colleges. Without a statewide, template-level articulation framework:

- the same CCN course number may result in different transfer outcomes;
- students face continued uncertainty and impacted credit mobility;
- colleges experience duplicative review and capacity strain; and,
- state investments in CCN yield diminished returns.

Although Phase III template development is complete, and informal feedback has been received, we will not release the templates for local alignment without systemwide articulation assurance. Absent this process, CCN may unintentionally undermine student expectations of consistent transfer outcomes.

The path forward and next step remains clear: we will continue to work with our UC and CSU partners to collaboratively **initiate an intersegmental articulation pilot using Phase III CCN Templates that would establish UCTCA and Cal-GETC approval**. We must continue to focus on system-to-system articulation solutions that fulfill the intent of AB 1111.

Please hold the date for an upcoming CCN Update Webinar on Monday, March 2, 2026, from 1:00 to 3:00 p.m. Registration information is coming soon.

Thank you for your continued leadership and partnership.

Warm regards,

James

James E. Todd, Ph.D.

Vice Chancellor of Academic Affairs

Educational Services and Support Division

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California Community Colleges Chancellor's Office

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Updating Course Outline of Record with Common Course Numbering.

The purpose of this guide is to assist faculty in completing the Course Record of Outline (COR) for courses that have an assigned Common Course Number (CCN). An example of a successful COR with CCN, HIST C1002, is provided. **The COR document is presented first, and the instructions are written below the original content.**

Step 1:

Contact the Curriculum Technician in the Office of Instruction (OoI), instruction@taftcollege.edu, or ext. 7981, to request the most recent COR. The COR is a MS Word document. The document will be emailed to you as an attachment with **Track Changes enabled**.

Save the COR to your device. Use strike through to remove old information, and use **red font** for all new information.

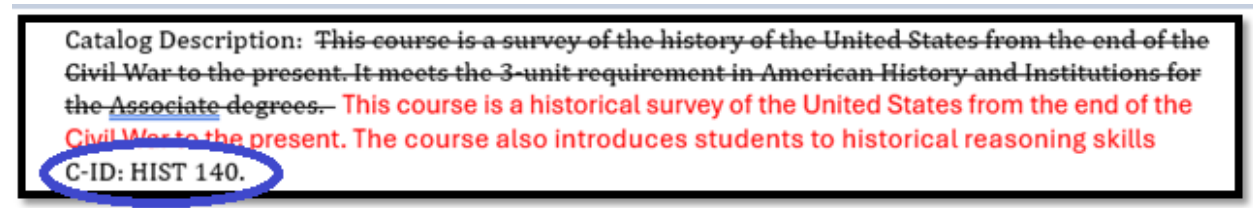
Suggested tutorials on using Track Changes:

[Track Changes in Word](#)

[Track Changes in Word: A Step-by-Step tutorial](#)

[How to Use Track Changes](#)

Review the COR, paying attention to the listed C-ID number noted at the end of the Catalog Description.



Catalog Description: ~~This course is a survey of the history of the United States from the end of the Civil War to the present. It meets the 3-unit requirement in American History and Institutions for the Associate degrees.~~ **This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills**

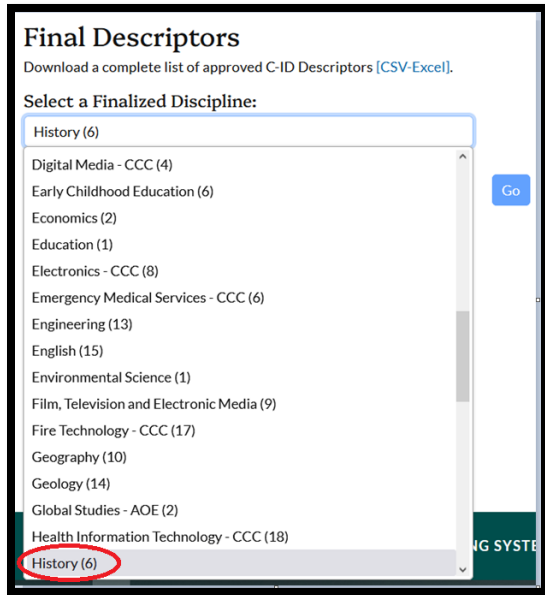
C-ID: HIST 140.

Updating Course Outline of Record with Common Course Numbering.

Step 2:

Go to Course Identification Numbering System [C-ID](#) website.

On the C-ID page, use the drop-down menu to select the appropriate discipline. Example is History, which has 6 individual courses.



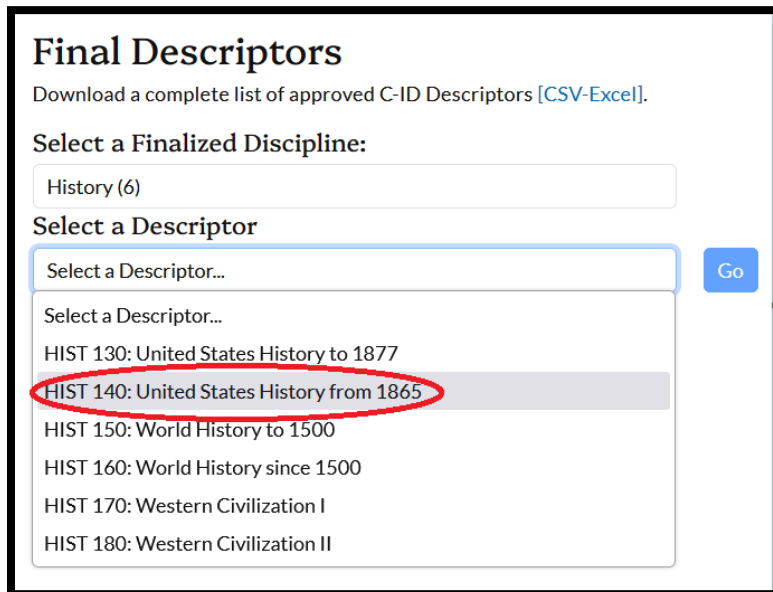
Final Descriptors
Download a complete list of approved C-ID Descriptors [\[CSV-Excel\]](#).

Select a Finalized Discipline:

- History (6)
- Digital Media - CCC (4)
- Early Childhood Education (6)
- Economics (2)
- Education (1)
- Electronics - CCC (8)
- Emergency Medical Services - CCC (6)
- Engineering (13)
- English (15)
- Environmental Science (1)
- Film, Television and Electronic Media (9)
- Fire Technology - CCC (17)
- Geography (10)
- Geology (14)
- Global Studies - AOE (2)
- Health Information Technology - CCC (18)
- History (6)

Go

Select the Descriptor that matches the C-ID listed in the Catalog Description, click Go. Example shows HIST 140: United States History from 1865.



Final Descriptors
Download a complete list of approved C-ID Descriptors [\[CSV-Excel\]](#).

Select a Finalized Discipline:

History (6)

Select a Descriptor

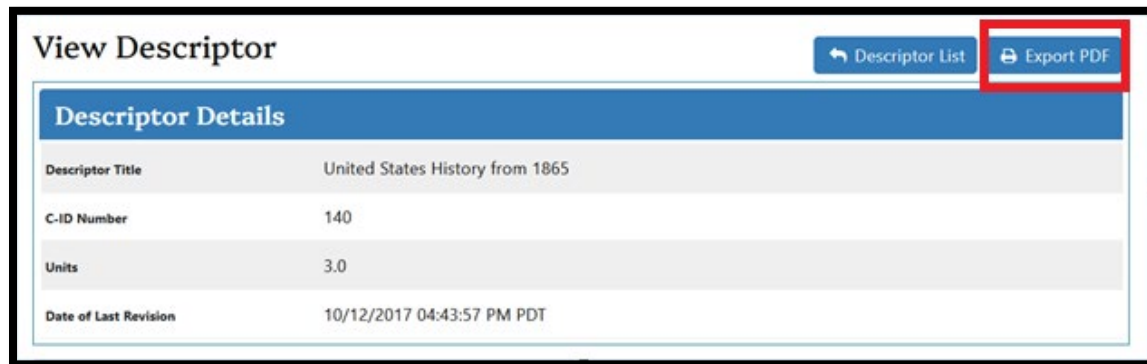
Select a Descriptor...

- Select a Descriptor...
- HIST 130: United States History to 1877
- HIST 140: United States History from 1865
- HIST 150: World History to 1500
- HIST 160: World History since 1500
- HIST 170: Western Civilization I
- HIST 180: Western Civilization II

Go

Updating Course Outline of Record with Common Course Numbering.

On the View Descriptor page, choose Export PDF:



Open the file > Verify the course information.

C-ID Descriptor

United States History from 1865

Descriptor Details

- **Descriptor Title:** United States History from 1865
- **C-ID Number:** 140
- **Units:** 3.0
- **Date of Last Revision:** 10/12/2017 04:43:57 PM PDT

General Description

Historical survey of the United States from the end of the Civil War to the present.

Prerequisites

No information provided

Corequisites

No information provided

Advisories

No information provided

Content

1. Reconstruction.
2. Expansion, immigration, industrialization, and urbanization.
3. Reform: Populism, Progressivism and others.
4. Imperialist expansion and emergence of the United States as a world power.
5. World War I
6. 1920s
7. The Great Depression and the New Deal

Refer to this information as you work through changing the COR. Look for information that is NOT on the CCN.

Updating Course Outline of Record with Common Course Numbering.

Step 3:

Go to [Course Outline of Records Submission](#) to access the Common Course Numbering Templates.

We are currently in Phase II (B). Select Standard Templates.

Standard Templates	+
Embedded Support Templates	+
Honors Templates	+

Locate the appropriate course. Click the title to open the document.

Standard Templates	—
Phase II CCN Template Survey of Art from Prehistory to the Medieval Era ARTH C1100 (PDF)	
Phase II CCN Template Survey of Art from the Renaissance to Contemporary ARTH C1200 (PDF)	
Phase II CCN Template Principles of Microeconomics ECON C2001 (PDF)	
Phase II CCN Template Principles of Macroeconomics ECON C2002 (PDF)	
Phase II CCN Template Introduction to Literature ENGL C1002 (PDF)	
Phase II CCN Template Critical Thinking and Writing through Literature ENGL C1003 (PDF)	
Phase II CCN Template United States History to 1877 HIST C1001 (PDF)	
Phase II CCN Template United States History since 1865 HIST C1002 (PDF)	

Updating Course Outline of Record with Common Course Numbering.

Phase II CCN TEMPLATE	
Background	
• This CCN Course Template was developed by History discipline faculty representatives from the California Community Colleges, California State University, University of California and independent colleges and universities during October-December 2024, using C-ID HIST 140 as a starting point. • Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts. • Submitted to the Chancellor's Office: January 2025	
Subject: History	Subject Code: HIST
Proposed Course Number (Identical): C1002	
Course Title (Identical): United States History since 1865	
Catalog/Course Description (Identical):	
Part 1 (Identical and Required): This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills.	
Part 2 (Optional Expanded Description, Local College Discretion):	

You have three documents open:

COR (MS Word)

C-ID (PDF)

CCN template (PDF)

TIPS:

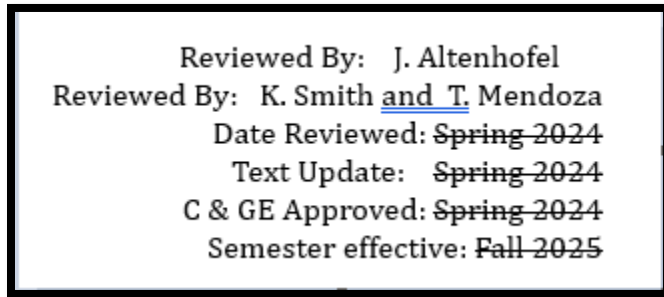
If possible, have the COR on one screen and the CCN template on another screen so you can navigate each document accordingly. The two documents have the same information on them, but the section titles are different, and the sections are not in the same order. Use the COR format as your primary document and scroll the CCN template.

The CCN includes Part 1 and Part 2 for each section. Part 1 is (Required and Identical). Part 2 is (Optional Expanded Description). Copy and Paste CCN Part 1 content into the COR document. Look on the C-ID document for additional information that is not included in the CCN. Add information from the C-ID to Part 2 ONLY if it is not included in Part 1. Do NOT duplicate Part 1 in Part 2.

Updating Course Outline of Record with Common Course Numbering.

Step 4:

Below is a recent COR (HIST C1002) as an example. The document is broken down by each line/section. Instructions are in **blue font** directly below the original content. Begin editing in the upper right corner.



Reviewed By:

List all faculty who participate in reviewing, updating, and editing the document using first initial and last name.

In the example above, there are three reviewers listed on two lines. It is *preferred* that each reviewer be listed on a separate line. This example was accepted as correct; however, listing each faculty member on separate lines is preferred:

Reviewed By: J. Altenhofel

Reviewed By: K. Smith

Reviewed By: T. Mendoza

Date Reviewed: Spring 2026

Date Reviewed:

Enter the date COR is reviewed

Date Reviewed: Spring 2026

Do NOT complete the other dates. The Curriculum Technician will enter the dates as the COR is processed.

Updating Course Outline of Record with Common Course Numbering.

Step 5:

History (HIST)-2232 **C1002** History of the United States Since-1865-1877 (3 Units) CSU:
UC
[formerly History 17B, **History 2232**]

Course Name and Number:

On the COR

Edit the information to match the CCN document.

Strike through the old information.

Use **red font** to add new information.

Include all 'formerly' courses including the most recent TC course name and number.

Advisory: Successful completion of ~~English 1500~~, **ENGL C1000, C1000E, and 1502** strongly recommended

Advisory:

Confirm name and course information recommended on the CCN, e.g. ENGL C1000

Add courses as appropriate using new and/or old course names and numbers

Strike through old information

Use **red font** for new information

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

Total Hours:

Do NOT enter information—Curriculum technician enters this information.

Updating Course Outline of Record with Common Course Numbering.

Catalog Description: ~~This course is a survey of the history of the United States from the end of the Civil War to the present. It meets the 3-unit requirement in American History and Institutions for the Associate degrees.~~ **This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills**
C-ID: HIST 140.

Catalog Description:

On the COR, it is titled **Catalog Description**.
On the CCN, it is titled **Catalog/Course Description**.
There is Part 1 and Part 2.
Part 1 (Identical and Required):

Subject: History	Subject Code: HIST
Proposed Course Number (Identical): C1002	
Course Title (Identical): United States History since 1865	
Catalog/Course Description (Identical):	
Part 1 (Identical and Required): This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills.	
Part 2 (Optional Expanded Description, Local College Discretion):	

Add the words /Course to Catalog Description using **red font**, e.g.,
Add Part 1: using **red font** below the title.

Catalog/**Course** Description

Part 1:

Strike through all old content.
Copy and paste the text from Part 1 on the CCN into the Catalog/Course Description on the COR.

Updating Course Outline of Record with Common Course Numbering.

Part 2 (Optional Expanded Description, Local College Discretion):

There is no template for Part 2.

Part 2 (Optional Expanded Description, Local College Discretion):

Add the words Part 2 to the COR using **red font**.

Add the C-ID number under Part 2 **IF** the C-ID is on the exiting COR. If it is not listed on the COR, do **NOT** add it.

Add information from the C-ID if it is not included in Part 1.

Add further information describing the course content that a student would use to determine whether the course meets their needs. Be clear and concise.

Leave it **BLANK** if there is no additional information.

Part 2:

C-ID: HIST 140

Type of Class/Course: Degree Credit

Type of Class/Course:

Do not add information: leave as is on the existing template.

Representative Texts: ~~Corbett, Scott P., et al. *U.S. History*. OpenStax, 2024, *U.S. History*, <https://openstax.org/details/books/us-history>.~~

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.

Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Representative Texts:

- Carnes, Mark C. and John A. Garraty. 2021. *The American Nation*. Pearson.
- Corbett, P. Scott, Janssen Volker, John Lund "U.S. History. OpenStax Free Textbooks Online." (OER). 2024.
- Faragher, John Mack, Mari Jo Buhle, et al. 2021. *Out of Many: A History of the American People*. Pearson.
- Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. *Give Me Liberty!* W.W. Norton Company.
- Goldfield, David, Carol Abbott, et al. 2021. *The American Journey*. Pearson.
- Kamensky, Jane, Carol Sheriff, et al. 2017. *A People and a Nation: A History of the United States*. Cengage.

Updating Course Outline of Record with Common Course Numbering.

- Kennedy, David M. and Lizabeth Cohen. 2024. *The American Pageant*. Cengage Learning.
- Locke, John and Ben Wright. *American Yawp (OER)*. Stanford University Press.
- Murrin, John, Pekka Hämäläinen, et al. 2019. *Liberty, Equality, Power*. Cengage Learning.
- Nash, Gary, Julie Roy, et al. 2023. *The American People: Creating a Nation and a Society*. Pearson.
- Roark, James L., Michael P. Johnson , et al. 2022. *The American Promise*. Bedford/St. Martin's.
- Tindall, George Brown and David E. Shi 2022. *America: A Narrative History*. W.W. Norton & Company.
- U.S. History Open Stax.

Supplemental Options:

- Calloway, Colin G. 2024. *First Peoples: A Documentary Survey of Native American History*. Bedford/St. Martin's.
- Brown, Leslie, Jacqueline Castledine, et al. 2017. *U.S. Women's History: Untangling the Threads of Sisterhood*. Rutgers University Press.

DuBois, Ellen and Lynn Dumenil. 2024. *Through Women's Eyes, Combined Volume: An American History with Documents*. Macmillan Learning.

- White, Deborah Gray, Mia Bay, et al. 2020. *Freedom on My Mind: A History of African Americans, with Documents*. Macmillan Learning.
- Kendi, Ibram X. Christopher Dontrell Piper, et al. 2017. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Bold Type Books.
- Choy, Catherine Ceniza, Cindy Kay, et al. 2023. *Asian American Histories of the United States*. Beacon Press.
- Ling, Huping. 2023. *Asian American History*. Rutgers University Press.
- Gonzales, Manuel G. 2019. *Mexicanos, Third Edition: A History of Mexicans in the United States*. Indiana University Press.

Representative Texts:

On the COR, the next section is titled **Representative Texts**.

Scroll through the CCN Template to the section titled **Representative Texts, Manuals, OER, and Other Support Materials**.

There is Part 1 and Part 2.

Updating Course Outline of Record with Common Course Numbering.

Representative Texts, Manuals, OER, and Other Support Materials:

Part 1 (Identical and Required):

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.

Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Representative Texts:

- Carnes, Mark C. and John A. Garraty. 2021. *The American Nation*. Pearson.
- Corbett, P. Scott, Janssen Volker, John Lund "U.S. History. OpenStax Free Textbooks Online." (OER). 2024.
- Faragher, John Mack, Mari Jo Buhle, et al. 2021. *Out of Many: A History of the American People*. Pearson.
- Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. *Give Me Liberty!* W.W. Norton Company.
- Goldfield, David, Carol Abbott, et al. 2021. *The American Journey*. Pearson.
- Kamensky, Jane, Carol Sheriff, et al. 2017. *A People and a Nation: A History of the United States*. Cengage.
- Kennedy, David M. and Lizabeth Cohen. 2024. *The American Pageant*. Cengage Learning.
- Locke, John and Ben Wright. *American Yawp* (OER). Stanford University Press.
- Murrin, John, Pekka Hämäläinen, et al. 2019. *Liberty, Equality, Power*. Cengage Learning.
- Nash, Gary, Julie Roy, et al. 2023. *The American People: Creating a Nation and a Society*. Pearson.
- Roark, James L., Michael P. Johnson, et al. 2022. *The American Promise*. Bedford/St. Martin's.
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- Brown, Leslie, Jacqueline Castledine, et al. 2017. *U.S. Women's History: Untangling the Threads of Sisterhood*. Rutgers University Press.
- DuBois, Ellen and Lynn Dumenil. 2024. *Through Women's Eyes, Combined Volume: An American History with Documents*. Macmillan Learning.

Part 1: Representative Texts, Manuals, OER, and Other Support Materials

Add the words Part 1: Representative Texts, Manuals, OER, and Other Support Materials to the COR Template using **red font**, e.g.,

Part 1: Representative Texts, Manuals, OER, and Other Support Materials

Strike through all old texts.

Copy and Paste from CCN Part 1 beginning with the narrative to the COR. Be sure to copy and paste ALL texts including the Supplemental Options.

NOTE: The list of texts may be on two pages.

Updating Course Outline of Record with Common Course Numbering.

Representative Texts, Manuals, OER, and Other Support Materials:

Part 1 (Identical and Required):

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.

Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Representative Texts:

- Carnes, Mark C. and John A. Garraty. 2021. *The American Nation*. Pearson.
- Corbett, P. Scott, Janssen Volker, John Lund "U.S. History. OpenStax Free Textbooks Online." (OER). 2024.
- Faragher, John Mack, Mari Jo Buhle, et al. 2021. *Out of Many: A History of the American People*. Pearson.
- Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. *Give Me Liberty!* W.W. Norton Company.
- Goldfield, David, Carol Abbott, et al. 2021. *The American Journey*. Pearson.
- Kamensky, Jane, Carol Sheriff, et al. 2017. *A People and a Nation: A History of the United States*. Cengage.
- Kennedy, David M. and Lizabeth Cohen. 2024. *The American Pageant*. Cengage Learning.
- Locke, John and Ben Wright. *American Yawp* (OER). Stanford University Press.
- Murrin, John, Pekka Hämäläinen, et al. 2019. *Liberty, Equality, Power*. Cengage Learning.
- Nash, Gary, Julie Roy, et al. 2023. *The American People: Creating a Nation and a Society*. Pearson.
- Roark, James L., Michael P. Johnson, et al. 2022. *The American Promise*. Bedford/St. Martin's.
- Tindall, George Brown and David E. Shi. 2022. *America: A Narrative History*. W.W. Norton & Company.
- U.S. History Open Stax.

Supplemental Options:

- Calloway, Colin G. 2024. *First Peoples: A Documentary Survey of Native American History*. Bedford/St. Martin's.
- Brown, Leslie, Jacqueline Castledine, et al. 2017. *U.S. Women's History: Untangling the Threads of Sisterhood*. Rutgers University Press.
- DuBois, Ellen and Lynn Dumenil. 2024. *Through Women's Eyes, Combined Volume: An American History with Documents*. Macmillan Learning.

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- Kendi, Ibram X. Christopher Dontrell Piper, et al. 2017. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Bold Type Books.
- Choy, Catherine Ceniza, Cindy Kay, et al. 2023. *Asian American Histories of the United States*. Beacon Press.
- Ling, Huping. 2023. *Asian American History*. Rutgers University Press.
- Gonzales, Manuel G. 2019. *Mexicanos, Third Edition: A History of Mexicans in the United States*. Indiana University Press.

Part 2 List Sample Textbooks, Manuals, or Other Support Materials (optional):

Additional Instructional Materials: None

On the COR, the section is titled **Additional Instructional Materials**.

On the CCN, the section is titled **Part 2: List Sample Textbooks, Manuals, or Other Support Materials (Optional)**:

Scroll through the CCN Template to Part 2.

On the COR:

Strike through Additional Instructional Materials: None

Add to the COR in **red font** Part 2: List Sample Textbooks, Manuals, or Other Support Materials (Optional);, e.g.,

Updating Course Outline of Record with Common Course Numbering.

~~Additional Instructional Materials: None~~

Part 2: List Sample Textbooks, Manuals, or Other Support Materials (Optional):

Add additional **required** texts as a citation in MLA format in **red font**. For assistance with MLA format, see the [TC Library Guide MLA Style > Works Cited Examples](#)

Add additional required materials, such as paintbrushes, calculators, kits, etc., in **red font**. Be specific.

Leave this **BLANK** if there are no additional materials.

Do **NOT** duplicate texts that are included in Part 1.

Course Objectives:

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

- ~~1. demonstrate a general but clear understanding of the genesis and development of our~~
~~—— cultural, social, and economic heritage,~~
- ~~2. demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support,~~
- ~~3. demonstrate an understanding of U.S. History through multiple analytical categories such as race, class, gender, and ethnicity,~~
- ~~4. demonstrate an understanding of America's growth in a global context,~~
- ~~5. explain the major political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance,~~
- ~~6. explain the major social and cultural developments, their causes and effects, and their historical significance,~~
- ~~7. explain the major economic, technological and scientific developments; and their historical significance, and~~
- ~~8. analyze the relevancy of history in today's world.~~

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance
4. Analyze the relevance of Modern American History to the present day.
- 5.

Course Objectives

On the COR, the section is titled **Course Objectives**.

On the CCN template, the section is titled **Course Objectives/Outcomes**. There is Part 1 and Part 2.

Updating Course Outline of Record with Common Course Numbering.

Course Objectives/Outcomes (Identical and Required):

Part 1 (Identical and Required):

At the conclusion of this course, the student should be able to (Identical and Required):

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance
4. Analyze the relevance of Modern American History to the present day.

Part 2 Optional objectives/outcomes (optional):

At the conclusion of this course, the student should be able to:

Part 1:

Scroll to Course Objectives/Outcomes on the CCN.

Add /Outcomes in **red font** to the COR if it is not there.

Strike through the statement, 'By the end of the course, a successful student will be able to' if it is on the COR.

Add the statement from the CCN as written in the CCN using **red font**.

NOTE: Delete unnecessary characters, such as the number 5 from the COR. Review the document for typos and other errors and clean up the issues.

Course Objectives/**Outcomes**

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

At the conclusion of this course, the student should be able to

Strike through all old course objectives on the COR.

Copy and paste all of **PART 1: (Identical and Required)** from the CCN template to the COR.

Updating Course Outline of Record with Common Course Numbering.

Course Objectives/Outcomes (Identical and Required):

Part 1 (Identical and Required):

At the conclusion of this course, the student should be able to (Identical and Required):

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance
4. Analyze the relevance of Modern American History to the present day.

Part 2 Optional objectives/outcomes (optional):

At the conclusion of this course, the student should be able to:

Part 2 Optional objectives/outcomes (optional):

Part 2 Optional objectives/outcomes (optional):

At the conclusion of this course, the student should be able to:

On the COR

Add the words Part 2 to the COR using **red font**.

Add the approved CSLOs using **red font**.

Strike through old CSLOs

Do **NOT** add PSLOs

Part 2

Course Level Student Learning Outcomes

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which explains their historical significance in reference to any of the following: race, class, gender, and ethnicity; America's growth in a global context; economic, technological and scientific developments; political trends, attitudes, conflicts, and events; and, social and cultural developments from 1865 to the present.

~~Demonstrate an understanding of America's growth in a global context through major economic, technological, and scientific developments and their historical significance since 1865~~

NOTE:

Updating Course Outline of Record with Common Course Numbering.

If you are changing your CSLOs, your Division Chair must submit a copy of this completed COR to the SLO Coordinator (Adam Bledsoe) via email **PRIOR to submission to Tech Review**. The SLO Committee will review the new SLOs and the coordinator will contact your Division Chair regarding the status of the change request. If approved, the Division Chair will forward the COR to the Curriculum Technician.

Local Level General Education Learning Outcomes

1. Demonstrate an understanding of the rights and obligations of individual citizens in the political system established under the U.S. Constitution
2. Analyze the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
3. Apply research methodologies employed in social scientific inquiry.
4. Demonstrate the principles, concepts, models of value systems, and ethics framework employed in social scientific inquiry.

Local Level General Education Learning Outcomes:

(NOTE: this is part of Part 2)

On the COR, if applicable

Add GESLOs.

Course Scope and Content:

Unit I ~~_____ The Era of Reconstruction, 1865-1877~~

- ~~A. Restoring the Union~~
- ~~B. Congress and the Remaking of the South, 1865-1866~~
- ~~C. Radical Reconstruction, 1867-1872~~
- ~~D. The Collapse of Reconstruction~~

Unit II ~~_____ Go West Young Man! Westward Expansion, 1840-1900~~

- ~~A. The Westward Spirit~~
- ~~B. Homesteading: Dreams and Realities~~
- ~~C. Making a Living in Gold and Cattle~~
- ~~D. The Loss of American Indian Life and Culture~~
- ~~E. The Impact of Expansion on Chinese Immigrants and Hispanic Citizens~~

Unit III ~~_____ Industrialization and the Rise of Big Business, 1870-1900~~

- ~~A. Inventors of the Age~~
- ~~B. From Invention to Industrial Growth~~
- ~~C. Building Industrial America on the Backs of Labor~~
- ~~D. A New American Consumer Culture~~

Updating Course Outline of Record with Common Course Numbering.

Unit IV ~~—— The Growing Pains of Urbanization, 1870–1900~~

- A. ~~Urbanization and Its Challenges~~
- B. ~~The African American "Great Migration" and New European Immigration~~
- C. ~~Relief from the Chaos of Urban Life~~
- D. ~~Change Reflected in Thought and Writing~~

Unit V ~~—— Politics in the Gilded Age, 1870–1900~~

- A. ~~Political Corruption in Postbellum America~~
- B. ~~The Key Political Issues: Patronage, Tariffs, and Gold~~
- C. ~~Farmers Revolt in the Populist Era~~
- D. ~~Social and Labor Unrest in the 1890s~~

Unit VI ~~—— Leading the Way: The Progressive Movement, 1890–1920~~

- A. ~~The Origins of the Progressive Spirit in America~~
- B. ~~Progressivism at the Grassroots Level~~
- C. ~~New Voices for Women and African Americans~~
- D. ~~Progressivism in the White House~~

Unit VII ~~—— Age of Empire: American Foreign Policy, 1890–1914~~

- A. ~~Turner, Mahan, and the Roots of Empire~~
- B. ~~The Spanish-American War and Overseas Empire~~
- C. ~~Economic Imperialism in East Asia~~
- D. ~~Roosevelt's "Big Stick" Foreign Policy~~
- E. ~~Taft's "Dollar Diplomacy"~~

Unit VIII ~~—— Americans and the Great War, 1914–1919~~

- A. ~~American Isolationism and the European Origins of War~~
- B. ~~The United States Prepares for War~~
- C. ~~A New Home Front~~
- D. ~~From War to Peace~~
- E. ~~Demobilization and Its Difficult Aftermath~~

Unit IX ~~—— The Jazz Age: Redefining the Nation, 1919–1929~~

- A. ~~Prosperity and the Production of Popular Entertainment~~
- B. ~~Transformation and Backlash~~
- C. ~~A New Generation~~
- D. ~~Republican Ascendancy: Politics in the 1920s~~

Unit X ~~—— Brother, Can You Spare a Dime? The Great Depression, 1929–1932~~

- A. ~~The Stock Market Crash of 1929~~
- B. ~~President Hoover's Response~~
- C. ~~The Depths of the Great Depression~~
- D. ~~Assessing the Hoover Years on the Eve of the New Deal~~

Updating Course Outline of Record with Common Course Numbering.

Unit XI — ~~Franklin Roosevelt and the New Deal, 1932-1941~~

- ~~A. The Rise of Franklin Roosevelt~~
- ~~B. The First New Deal~~
- ~~C. The Second New Deal~~

Unit XII — ~~Fighting the Good Fight in World War II, 1941-1945~~

- ~~A. The Origins of War: Europe, Asia, and the United States~~
- ~~B. The Home Front~~
- ~~C. Victory in the European Theater~~
- ~~D. The Pacific Theater and the Atomic Bomb~~

Unit XIII — ~~Post-War Prosperity and Cold War Fears, 1945-1960~~

- ~~A. The Challenges of Peacetime~~
- ~~B. The Cold War~~
- ~~C. The American Dream~~
- ~~D. Popular Culture and Mass Media~~
- ~~E. The African American Struggle for Civil Rights~~

Unit IX — ~~Contesting Futures: America in the 1960s~~

- ~~A. The Kennedy Promise~~
- ~~B. Lyndon Johnson and the Great Society~~
- ~~C. The Civil Rights Movement Marches On~~
- ~~D. Challenging the Status Quo~~

Unit X — ~~Political Storms at Home and Abroad, 1968-1980~~

- ~~A. Identity Politics in a Fractured Society~~
- ~~B. Coming Apart, Coming Together~~
- ~~C. Vietnam: The Downward Spiral~~
- ~~D. Watergate: Nixon's Domestic Nightmare~~
- ~~E. Jimmy Carter in the Aftermath of the Storm~~

Unit XI — ~~From Cold War to Culture Wars, 1980-2000~~

- ~~A. The Reagan Revolution~~
- ~~B. Political and Cultural Fusions~~
- ~~C. A New World Order~~
- ~~D. Bill Clinton and the New Economy~~

Unit XII — ~~The Challenges of the Twenty-First Century~~

- ~~A. The War on Terror~~
- ~~B. The Domestic Mission~~
- ~~C. New Century, Old Disputes~~
- ~~D. Hope and Change~~

Course Scope and Content:

Updating Course Outline of Record with Common Course Numbering.

On COR this is titled **Course Scope and Content**:

On the CCN Template, this is titled **Course Content** with Part 1 and Part 2.

Scroll to Course Content: Part 1: Required Topics (Identical) on CCN Template

Course Content:

Part 1: Required Topics (Identical):

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South.
3. Immigration, industrialization, and urbanization in the Gilded Age.
4. Closing of the frontier and Resistance of Indigenous Peoples.
5. Progressive Era Reform Movements.
6. Imperialist expansion and emergence of the United States as a world power.
7. World War I.
8. Post-War America and the 1920s.
9. The Great Depression and the New Deal.
10. World War II and Its Aftermath.
11. Cold War Era.
12. Civil Rights Movements.
13. Vietnam, the Great Society, and the Transformation of America.
14. From Nixon to Reagan.
15. Entering the New Millennium.
16. Twenty-first century and the recent past.

Part 2: Optional Expanded or Additional Topics (optional):

Laboratory Activities: (If applicable) N/A

Strike through ~~Scope and~~ on the COR

Strike through all old content on the COR

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Course Scope and Content:

Unit I — The Era of Reconstruction, 1865-1877

- A. Restoring the Union
- B. Congress and the Remaking of the South, 1865-1866
- C. Radical Reconstruction, 1867-1872
- D. The Collapse of Reconstruction

Unit II — Go West Young Man! Westward Expansion, 1840-1900

- A. The Westward Spirit
- B. Homesteading: Dreams and Realities
- C. Making a Living in Gold and Cattle
- D. The Loss of American Indian Life and Culture
- E. The Impact of Expansion on Chinese Immigrants and Hispanic Citizens

Copy and paste all content from the CCN Template Part 1: Required Topics (Identical): to COR Course Scope and Content using **red font**.

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South.
3. Immigration, industrialization, and urbanization in the Gilded Age.
4. Closing of the frontier and Resistance of Indigenous Peoples.
5. Progressive Era Reform Movements.
6. Imperialist expansion and emergence of the United States as a world power.
7. World War I.
8. Post-War America and the 1920s.
9. The Great Depression and the New Deal.
10. World War II and Its Aftermath.
11. Cold War Era.
12. Civil Rights Movements.
13. Vietnam, the Great Society, and the Transformation of America.
14. From Nixon to Reagan.
15. Entering the New Millennium.
16. Twenty-first century and the recent past.

Part 2: Optional Expanded or Additional Topics (optional):

Add topics not included in Part 1.

Add any content that is included in the C-ID descriptor to Part 2. For example, The Frontier

Updating Course Outline of Record with Common Course Numbering.

Movement 1865-1900 is added to Part 2.

17. The Frontier Movement 1865-1900

NOTE: Check the document for any unnecessary lines, characters, punctuation, etc. Use strike through as needed.

Learning Activities Required Outside of Class:

There is no equivalent section on the CCN.
On the COR, edit, modify, or add to this section.
Do **NOT** delete all the content.

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. Completing required reading
3. Written work

ADD the words Example of Reading Assignment to the COR and provide a description of a reading assignment using **red font**. Keep the description under 250 words, e.g.,

Example of Reading Assignment:

Carefully read the text and supplemental readings and practice the analysis of primary source materials to discuss cultural and historical readings and videos, including a wide variety of United States cultures.

Add the words Example of Writing Assignment to the COR and provide a description of a writing assignment using **red font**. Keep the description under 250 words, e.g.,

Example of Writing Assignment:

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

Methods of Instruction:

On the COR, the section is titled **Methods of Instruction**.
On the CCN, there is no equivalent section.
Do **NOT** delete or leave this section **BLANK**.

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Add methods not included on existing COR if appropriate.

1. Assigned readings from text and collateral reading
2. Current reading from news magazines and newspapers
3. Discussion of current problems
4. A research paper on a theme suggested by the instructor
5. Lectures and presentations

Methods of Evaluation will include:

On the COR, this section titled **Methods of Evaluation will include:**

On the CCN, this section is titled **Methods of Evaluation: (Identical and Required)** and includes Part 1 and Part 2.

Methods of Evaluation: (Identical and Required)

Part 1 (Identical and Required):

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives *must include academic writing and research.*

Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Part 2 List Additional Methods of Evaluation (Optional):

Strike through will include: on the COR.

Add Part 1: using **red font**.

Strike through all old content.

Copy and paste from the CCN template to the COR all content using **red font**.

Methods of Evaluation ~~will include:~~ **Part 1:**

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives *must include academic writing and research.*

Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations

- ~~1. Substantial writing assignments, including:~~
 - ~~a. reading reports~~
 - ~~b. written essays and/or research projects~~

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~~_____c. essay exams~~

2. ~~_____Other evaluation can include:~~

~~_____a. multiple choice exams~~

~~_____b. classroom discussions that include primary and secondary sources~~

~~_____c. classroom projects and presentations~~

On the COR,

Add the words Part 2 using **red font**.

Part 2

Add additional methods of evaluation is appropriate.

Leave **BLANK** if no new methods are appropriate.

Supplemental Data:

TOP Code:	220500: History
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online, Offline
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

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Cooperative Work Experience:	N: Is not part of a cooperative
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSC2: CSU Area C2 IG3B: IGETC Area 3B IG4F: IGETC Area 4F LAHI: Local Course American History LES: Local Ethnic Studies LSBS: Local GE Social/Behavioral Sci CSU Area D6 Cal-GETC Areas 3B, 4
Discipline	History