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

Memorandum

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

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

DATE: September 26, 2025

SUBJECT: Next Meeting's Agenda

The next meeting of the **Curriculum and General Education Committee** will be held on **Friday, September 26 from 10:30 a.m. to 12:30 p.m. in the Cougar Room**

AGENDA

I. CALL TO ORDER

II. PUBLIC COMMENTARY

III. APPROVAL OF MINUTES: From August 21, 2025, Curriculum & General Education meeting (5)

IV. ACTION ITEMS
A. Charter Update (8)

V. NEW BUSINESS

A. Allied Health/Applied Tech Division – New Program
1. Environmental Health and Safety Degree (12)

B. Business, Arts, & Humanities Division – New Courses
1. ASL 1500 American Sign Language I (37)
2. SLP 1050 Introduction to Speech and Language Pathology (50)
3. SLP 1500 Introduction to Communication Disorders (62)
4. SLP 1550 Speech and Language Development (76)
5. SLP 2000 Introduction to Phonetics (89)
6. SLP 2100 Childhood Disorders and Treatment (96)
7. SLP 2200 Introduction to Augmentative and Alternative Communication (107)
8. SLP 2300 Adult Disorders and Treatment (114)
9. SLP 2500 Fieldwork Experience (121)

C. Learning Support Division – New Courses
1. DS 9250 Self Determination Program Orientation and Foundations (131)
2. DS 9260 Person-Centered Planning Foundations (135)

3. DS 9280 Self Determination Program Independent Facilitator Level I (139)

VI. 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 Revisions

1. Welding Program Electric and Magnetic Fields Warning (143)
2. Court Reporting Certificate of Achievement (145)

B. Allied Health/Applied Tech Division – Course Revisions

1. ENER 1620 Fundamentals of Instrumentation (152)
2. ENER 1630 Energy Analytics (158)
3. ENER 2900 Energy Technology Capstone (163)
4. HLED 1510 Principles of Healthy Living (167)
5. OSH 0555 Excavation, Trenching, and Soil Mechanics (179)
6. OSH 0601 Basic Employee Safety for General Industry (184)
7. OSH 0604 Supervisor Safety Training (188)
8. OSH 0606 Hazardous Material (HAZMAT) First Responder Awareness (192)
9. OSH 0607 Medic First Aid Training/CPR (195)
10. OSH 0608 Hazardous Waste Operations Emergency Response (HAZWOPER) Annual Refresher (199)
11. OSH 0609 Emergency Response Technician Training (203)
12. OSH 0612 Forklift Training for Operators (206)
13. OSH 0613 California Commercial Driver License Permit Preparation (210)
14. OSH 0614 Confined Space Entrant, Attendant, Supervisor Awareness and Rescue (214)
15. OSH 0615 California Oil Producers Confined Space Entry Training (217)
16. OSH 0616 Hazardous Waste Operations and Emergency Response (HAZWOPER) Training (221)
17. OSH 0619 Defensive Driving Course (228)
18. OSH 0625 Passport and Medic First Aid Refresher (231)

C. Allied Health/Applied Tech Division – Inactivations

1. CTRP 1513 Work Experience in Court Reporting (237)
2. DNTL 2241 Practice and Financial Management (239)
3. DNTL 2245 Ethics and Jurisprudence (239)
4. IES 1513 Work Experience in Industrial Health and Safety (241)

D. Business, Arts, & Humanities Division – Course Revisions

1. ECON 2120 Principles of Economics – Micro (CCN ECON C2001) (245)
2. ECON 2210 Principles of Economics – Macro (CCN ECON C2002) (256)

E. English Division – Course Revision

1. ENGL 1600 Critical Thinking and Writing through Literature (CCN ENGL C1003) (267)

F. Math and Science Division – Course Revisions

1. BIOL 2201 Introductory Biology – Cells (278)
2. BIOL 2202 General Zoology (285)
3. BIOL 2203 General Botany (294)
4. BIOL 2258 Human Anatomy & Physiology I (304)
5. BIOL 2259 Human Anatomy & Physiology II (312)

G. DL Approvals – General (320-371)

1. MEDA 1101 Introduction to Health Careers
2. MEDA 1102 Communication in Healthcare
3. MEDA 1103 Medical Law, Ethics, and IT Security
4. MEDA 1104 Electronic Health Record
5. MEDA 1105 Medical Office Procedures
6. MEDA 1106 Basic Medical Insurance and Billing
7. MEDA 1107 Basic ICD and CPT Coding
8. DS 9250 Self Determination Program Orientation and Foundations
9. DS 9260 Person-Centered Planning Foundations
10. DS 9280 Self Determination Program Independent Facilitator Level I

VII. DISCUSSION ITEMS

A. Common Course Numbering Phase III (372)
B. Course Outline of Record Data Elements (375)
C. New COR Template (376)
D. Programs and Courses for Inactivation

VIII. NEXT MEETING: October 24, 2025, from 10:30-12:30pm in the Cougar Room

IX. PROGRAM STATUS: See the table below

Program	Tech Review Approved	C & GE Approved	Board Approved	Status
Psychology ADT	March 14, 2024	March 22, 2024	April 10, 2024	Submitted
Communication Studies 2.0 ADT	February 11, 2025	February 21, 2025	March 12, 2025	Submitted
Mathematics 2.0 ADT	March 10, 2025	May 2, 2025	May 14, 2025	Under Review

*** New Program**

X. ADJOURNMENT

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

Memorandum

PRESENT:	K. Bandy, M. Mayfield, T. Mendoza, J. Rangel-Escobedo, C. Duron, D. Garza, B. Devine, A. Bledsoe, D. Rodenhauser, K. Webster, J. Lopez, V. Jacobi, L. Minor, G. Bormann, A. Garcia, L. Golling, L. Travis
ABSENT:	T. Payne
DATE:	August 21, 2025

MINUTES

I. **CALL TO ORDER** at 1:11pm

II. **PUBLIC COMMENTARY**
No public commentary.

III. **APPROVAL OF MINUTES:** From May 15, 2025, Curriculum & General Education meeting
After reviewing the previous minutes, they were approved on a motion by B. Devine and seconded by M. Mayfield and unanimously approved by all.

IV. **UPDATE:** All that we accomplished last academic year
It was shared that last academic year, the Curriculum and General Education Committee reviewed 113 courses and 10 programs.

V. **TRAINING**
V. Jacobi talked about required training once a year and discussed the Annual Curriculum Approval Certification. She went on to discuss everything that was learned at the Curriculum Institute. There are many changes coming to Title 5 and Ed Code.

a. Changes in Title 5 language
    i. 1.55001 (b), (c), 55002, 55001.5 (b), 55100, 54221
    More items will be required on the Course Outline of Record and there is a requirement to have diverse learning in mind when creating/revising a course or program.
    ii. Ed code 66275.5
    Changes regarding Bachelor's degree programs. V. Jacobi will get with Dental and discuss those changes with them.
    iii. Cal-GETC Standards 1.3
    New Cal-GETC standards are out. The CCN templates do not include Cal-GETC standards. All CCNs need to be resubmitted to Cal-GETC.
    iv. COR template form from Chancellor's Office
b. Changes to the Course Outline of Record
    i. New memo form

The new course memo and course approval application have been added to the website.

ii. Timeline for submissions
V. Jacobi shared a timeline for the curriculum process from idea inception to catalog.

VI. NEW BUSINESS

A. Allied Health/Applied Tech Division – New Program

a. Environmental Health and Safety Degree
   i. Pending Regional Consortium approval

This item was pulled because it is still pending Regional Consortium Approval.

B. Learning Support Division

a. Person-Centered Planning – Certificate of Completion (noncredit)
b. Independent Facilitator – Certificate of Completion (noncredit)

Both noncredit programs were approved on a motion by M. Mayfield and seconded by B. Devine and unanimously approved by all.

VII. CONSENT

Distance Learning Approval Items B. a.-j. have been pulled and tabled. All other Items (A. a.-h. and B. k.-l. were approved on a motion by J. Rangel-Escobedo and seconded by K. Bandy and unanimously approved by all.

A. Allied Health/Applied Tech Division – Course Revisions

a. ENER 1503 Environmental Awareness & Regulatory Compliance
b. ENER 1510 Introduction to Energy
c. ENER 1025 Oil and Gas Laws and Regulations
d. ENER 1515 Fundamentals of Instrumentation for Energy Industries
e. ENER 1520 Introduction to Petroleum Technology
f. ENER 1530 Electricity and Basic Electronics
g. ENER 1540 Fundamentals of Programmable Logic Controllers
h. ENER 1610 Mechanical Systems

B. DL Approvals – General (documentation to be provided separately, pending approval)

~~a. ECEF 1561 Literature and Storytelling in the Early Childhood Environment~~
~~b. ECEF 1583 Using Infant Cues~~
~~c. ECEF 1584 Field Experience: Infant and Toddler Care and Education~~
~~d. ECEF 1611 Introduction to Children with Special Needs Birth to Age Eight~~
~~e. ECEF 1612 Curriculum and Intervention for Children with Special Needs~~
~~f. ECEF 1621 Administration I: Planning and Administering an Early Care and Education Program~~
~~g. ECEF 1653 Discipline Techniques for Preschool Children~~
~~h. ECEF 2021 Introduction to the Primary Grade Classroom~~
~~i. ECEF 2041 Administration II: Personnel and Leadership in Early Care and Education Programs~~
~~j. ECEF 2051 Adult Supervision: Mentoring in a Collaborative Learning Setting~~
k. ENER 1503 Environmental Awareness & Regulatory Compliance
l. ENER 1510 Introduction to Energy

VIII. DISCUSSION ITEMS

A. List of OER courses
It was shared that J. Altenhofel is the new OER liaison. It was also discussed how to make things more cost effective for the student.

B. CCN AB 1111
Phase I is complete. Phase II A is the next priority. These courses must be submitted by October 2025 at the latest.

a. Phase II A Fall 2026: ARTH 1510, 1520, ECON 2110, 2210, ENGL 1650, 1600—Due October 2025
b. Phase II B Fall 2027: ASTR 1511, MATH 2100, 2120, COMM 1530, PSYC 2003, BIOL 1500, BIOL 1510, SOC 1510
c. Waiting for Chemistry, Anatomy, and Physiology
d. Phase III Fall 2027

C. AB 928 deadlines
V. Jacobi stated that we are doing well with forward-facing info to students regarding CCNs.

D. AB 1705 impact of Calculus I (MATH 2100)

E. Standardized Attendance Accounting
More information is to come. It was mentioned that there may be unit issues with CCN not matching C-ID. They see the extra units as embedded support. The term "unit creep" was used. About 10 courses will be affected. The new method goes into effect Fall '27.

F. Course Dog status
Course dog was talked upon briefly. It is being discussed in Academic Senate.

G. Program sheets-Program Mapper Program
This software is coming soon. It will show a road map of courses and the order of classes that should be taken.

H. Credit for Prior Learning procedures
4235 make sure which schools accept CPL. We will revisit this later in the year.

I. AI in Canvas
Features include an Opt-in discussion summary and "Smart Search."

J. Non-credit certificates
V. Jacobi stated we will skip this and discuss it another time due to time constraints.

K. Environmental Justice Green Leaf
There can be courses with a green leaf visual on them to note that they are courses with environmental subject matter. Mt. SAC has information on how to set this up and implement it.

L. ACCJC Standards
V. Jacobi handed out standards and rubrics and asked for faculty to score where we think we are and return them back to her.

M. Competency Based Education
This item was not discussed due to time constraints.

N. Charter Update
The charter for the committee was looked at and revisions were requested. This item will be an action item on the next meeting.

a. Equity Compliance
b. Add Co-Chair of distance learning education committee to membership

O. Division update

a. Courses with 5-year updates
The 5 year list was shared with the committee, and members were encouraged to update their courses.

IX. NEXT MEETING: TBD September 2025 from 1:10-2:30pm in the Cougar Room
The next Curriculum and General Education Committee meeting will be held on Friday, September 26, 2025, from 10:30am-12:30pm.

X. PROGRAM STATUS: See the table below

Program	Tech Review Approved	C & GE Approved	Board Approved	Status
Psychology ADT	March 14, 2024	March 22, 2024	June 12, 2024	Being Revised
***Political Science ADT**	March 14, 2024	March 22, 2024	June 12, 2024	Approved
Mathematics 2.0 ADT	March 10, 2025	March 22, 2025	May 14, 2025	Under Review

*** New Program**

X. ADJOURNMENT at 3:05pm

TAFTCOLLEGE

Curriculum and General Education Committee Charter

Mission of Taft College

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through Career Technical Education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

In supporting the mission of Taft College, the Curriculum and General Education Committee is charged with overseeing the academic quality and content of the curriculum. To fulfill this assignment, the committee will initiate specific strategies to promote academic breadth, depth and integrity, and to facilitate innovation in the programs offered to students.

Role of the Curriculum and General Education Committee:

The Curriculum and General Education Committee, a standing committee of the Academic Senate and Taft College, makes recommendations to the West Kern Community College District Board regarding:
_ New credit and non-credit courses and programs
_ Modifications to existing credit and noncredit courses and programs
_ Graduation requirements including general education requirements

The Curriculum and General Education Committee charge also includes these academic and professional matters as identified in Education Code 53200(c):
*Curriculum, including establishing prerequisites, co-requisites, and advisories and placing courses within disciplines
* Degree and certificate requirements
* Education program development
* Distance Education
* Standards on student preparation

SPECIFIC RESPONSIBILITIES:

1. Review and evaluate proposals to initiate or change courses and programs;
2. Assure that curriculum is well developed, clear and complete, and that its supporting documents adequately supplement the proposal;
3. Make recommendations to assist individuals to strengthen their course or program proposals;
4. Evaluate the impact of a curriculum proposal on the resources and other curricula of the college;
5. Provide guidelines and criteria for the development of new courses and programs;
6. Review and revise procedures associated with curriculum development;
7. Encourage and facilitate innovation in the curriculum;
8. Assure that assessment is built into the curriculum proposal;
9. Ensure student learning outcomes align with program and institutional outcomes;
10. Assure that the curriculum offered is complementary and integrated; and
11. Vice President of Instruction sends recommendations to the Board of Trustees upon passage of curriculum items.

TAFTCOLLEGE

MEMBERSHIP REPRESENTATION:
The Curriculum and General Education Committee consists of
Co-chairs:
Vice President of Instruction(non-voting)
Vice President of the Academic Senate

The following shall be voting members of the Curriculum committee:
Division Chairs (6) or designee
Counseling Representative
Articulation Officer
Director of Admissions and Records or designee
Student Learning Outcomes Coordinator

The following shall be non-voting members of the Curriculum committee:
Vice President of Student Services
Associate Student Representative & PTK Representative
Executive Assistant - Instruction
Senior Research Assistant
Instructional Technician- Curriculum (Ex-Officio member)
Director of Distance Education
Dean of Instruction and C.T.E (Career Technical Education)

Total: 19

MEMBERSHIP AND MEETING POLICIES:
Quorum is based on 50% + 1 of voting membership.
It is the responsibility of each member of the Curriculum and General Education Committee to attend each meeting and adhere to the College Code of Conduct.

MEETING SCHEDULE
Regular, monthly meetings during the academic year for a length of time will be determined by the committee with additional meetings during in-service.

Relationship with Other Committees

The Curriculum and General Education Committee reports to the Academic Senate. The Right to Appeal the recommendations of the committee can be made directly to the Academic Senate.

The Curriculum and General Education Committee relies on two committees to focus on specific tasks or issues.

The Distance Learning & Education Committee reviews and makes recommendations regarding whether to offer courses in an ~~hybrid or online modality.~~ distance education modality.

The Student Learning Outcomes Assessment Steering Committee (SLOASC) reviews all SLOs for clarity and measurability, including Program and Course level learning outcomes.

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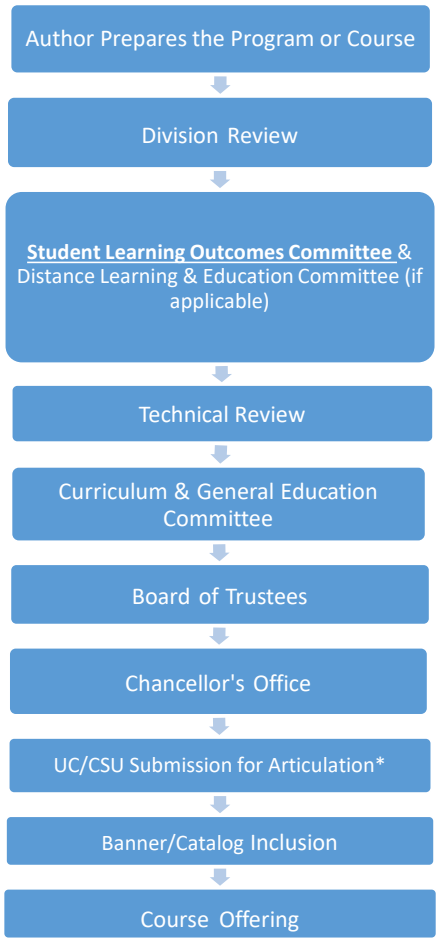
Self-Evaluation:
The Curriculum and General Education Committee shall:

- Review/evaluate their performance at the end of each academic year
- Review/evaluate the Committee Charter at the beginning of each academic year

District Curriculum Approval Process:
The following chart designates the responsibility, review, and approval process that has been approved by the Board of Trustees (new flow chart not yet approved by the Board) and is in Taft College's Administrative Procedure (AP 4020):



MEMO

To:	Greg Bormann, Vice President of Instruction Vicki Jacobi, Curriculum Co-Chair
From:	Kanoe Bandy
Division:	Applied Technologies
Date:	6/23/2025
Re:	Environment Health and Safety Associate in Science (A.S.) Degree

Program Title: ___Associate of Science in Environmental Health and Safety_____

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 Tech department is interested in providing a more accessible program to our Energy and Occupational Health and Safety students. This program is designed for our students to be successful within the environmental safety field as professionals. This will be a completely online program and if successful, will replace the Energy Tech program.

Program Learning SLO's:

*Program SLOs are required

- Students will be able to use critical thinking and analysis to solve problems in the environmental health and safety field, including issues involving various aspects of Environmental law (State and Federal) and Endangered species. (K- Knowledge)
- Students will be able to demonstrate technical competencies and safe practices through applied tasks including scenarios where students are asked to apply course knowledge and develop compliance paths for Environmental Health and Safety projects. (S- Skills)
- Students will be able to apply and reflect on their ethics and professional practices in various settings including a social responsibility to protect people and the environment for future generations. (A-Affective)

*Program SLOs are required

TAFTCOLLEGE

NARRATIVE for Environmental Health and Safety Associate in Science (A.S,) Degree

Item 1. Program Goals and Objectives

Program Goals:

1. Ensure students complete appropriate curricula and required hours of instruction to work in the field of environmental health and safety.
2. Improve the communities through compliance with environmental and safety laws.
3. Prepare students with entry level skills for this growing profession.
4. Support industry needs of a high-quality environmental health and safety program that includes knowledge of various compliance laws.

Program Objectives:

1. Be able to perform entry level functions as an environmental health and safety professional.
2. Exhibit foundation skills and knowledge necessary for technicians (Air Permitting and Enforcement Aide, Compliance Investigator Aide, Environmental Compliance Inspector Aide, Environmental Protection Specialist, Environmental Quality Analyst Aide, Toxics Program Technician, Waste Management Specialist Aide).

Program Learning Outcomes:

1. Use critical thinking and analysis to solve problems in the environmental health and safety field, including issues involving various aspects of Environmental law (State and Federal) and Endangered species.
2. Demonstrate technical competencies and safe practices through applying course knowledge and skills in fire prevention, regulatory compliance and the endangered species act.
3. Apply ethical and professional practices in various settings including a social responsibility to protect people and the environment for future generations.

Item 2. Catalog Description

The Associate in Science in Environmental Health and Safety is geared towards providing training and education in various aspects within environmental health and safety for companies and agencies in both the public and private sector. This degree is ideal for those wishing to learn more about California Occupational Safety and Health (Cal OSHA) policies, expectations, and requirements. The program also provides courses in environmental law, natural science, and endangered species. The program is ideal for environmental health and safety officers at governmental agencies, places of business and industry, safety trainers, ~~and teachers~~, environmental specialists, inspectors, operations managers and supervisors, and field staff. Students earn an associate in science degree in Environmental Health and Safety upon the successful completion of program requirements.

TAFTCOLLEGE

Item 3. Program Requirements

ASSOCIATE IN SCIENCE DEGREE – Environmental Health and Safety

Requirements	Dept. Name/#	Name	Units	Local	Sequence
Required Core (24 units)	ENER 1503	Environmental Awareness and Regulatory Compliance	3		Yr. 1, Spring
	OSH 1500	Occupational Safety and Health Compliance	3		Yr. 1, Fall
	OSH 1532	Industrial Hygiene	3		Yr. 1, Fall
	~~OSH 2900~~	~~OSH Capstone~~			Yr. 2, Spring
	EHS 1560	Fire Prevention	3		Yr. 2, Spring
	EHS 1550	Endangered Species	3		Yr. 1, Spring
	BIOL 1500	Fundamentals of Bio	3		Yr. 2, Fall
	BIOL 1513	Into Environmental	4		Yr.1, Summer Yr. 2, Fall
Elective courses	ENER 1510	Intro to Energy	3		Yr. 2, Fall

Required Major Total	22	~~24~~ units
Completion of local pattern	27	~~37-39~~ units
Transferable electives	11	
TOTAL UNITS		60 units

Proposed sequence of courses:

Proposed Sequence:
Year 1, Fall = 15 units
Year 1, Spring = 13-15 units
Year 1, Summer = 3 units
Year 2, Fall = 15 units
Year 2, Spring = 16 units
TOTAL UNITS: 60 units

Item 4. Master Planning

Taft College has had a long-standing relationship with the oil and gas industry and concern for environmental compliance within these industries. The new degree allows for greater employability, expanding the types of employers who hire environmental specialists. With the new degree, students will be able to secure employment directly upon completion of the degree and still be able to transfer to a bachelor's degree program.

Item 5. Enrollment and Completer Projections

1. The number of sections of core courses to be offered annually = 8
2. The headcount student annual enrollment = 30
3. The number of estimated program completers per year at the end of the first year of program operation = 15
4. The number of estimated program completers per year at the end of the third year of program operation = 30

Item 6. Place of Program in Curriculum/Similar Programs

This program is intended to replace Taft College's Occupational Safety and Health degree.

Item 7. Similar Programs at Other Colleges in Service Area

There are no similar programs at the other colleges within our service area.

Item 8. Labor Market Information & Analysis (CTE only)

Item 9. Employer Survey (CTE only)

A specific survey was not conducted, however, based on the analysis of the information provided under the Labor Market, there is a need for this profession. Employment outlook is favorable as it is expected to grow faster than average. According to O*NET Online, environmental compliance inspectors have an expected 10% growth trend. For Occupational Health and Safety Specialist the outlook is bright. Updated 2025.

Item 10. Explanation of Employer Relationship (CTE only)

The Taft College Environmental Health and Safety professors work closely with firms and agencies working in the field to provide support to the students, the college, and the industry. The college will work with industry firms and professionals to ensure ~~that~~ the courses and activities are aligned with industry standards. Taft College has been developing relationships with industry partners.

Item 11. List of Advisory Committee members (CTE only)

Terry Davis	**Consultant**	
Chad Sicari	**Community Representative**	
Devin Daughty	**Dean**	Instruction and CTE Taft College
Darcy Bogle	**Faculty**	Professor/Counselor-Taft College
Kristi Richards	**Faculty**	CTE Counselor -Taft College
Vicki Jacobi	**Faculty**	Counselor/Articulation
Kanoe Bandy	**Faculty**	Division Chair Taft College
Leslie Minor	**Vice President Instruction**	Taft College
Daniel Kerr	**Community Representative**	
Bryan Payne	**Community Representative**	

Item 12. Recommendation of Advisory Committee (CTE only)

An Advisory Committee was created in the spring of 2022. In the September 2023 meeting, members agreed that the name change more accurately describes the program for potential students and employees. The College will investigate whether there are the resources to expand the program with Certificate of Achievement with specialization in the field.

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

Program Title: Environmental Health and Safety Associate in Science

Program TOP Code: 0956-70 Industrial and Occupational Safety and Health
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 1st year, 30 per year after the 3 year
Number of students estimated to receive the degree or certificate each year after the program is fully established.

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

Net Annual Labor Demand (CTE only): 200
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: 1
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: $1,000
Provide the estimated cost (in dollars) of library and learning resources materials

Program Review Date: Annual, per TC Program Review Schedule
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)" or "Career Technical Education (CTE) and Transfer," 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 Not at this time
For programs with a selected program goal of CTE or CTE and Transfer, by selecting "Yes" the college certifies that the certificate was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.

September 19th, 2025
Steering Committee Meeting
zoom- https://kccd-edu.zoom.us/my/cvml.zoom

Summary Agenda:

- 10:30am Welcome
  - Meeting call to order
  - Attendees, Proxies noted
  - Additions to Agenda
- 10:35am CCCCO Updates- Sabrina Lopez
- 10:40am News from COE- Patricia Salinas
- 10:45am Approval for 8/29 Meeting Minutes
- 10:50am Approval for Program Recommendations
- 10:55am SWP 10 Plan Review
- 11:15am CVML Team Updates
  - Budget
  - Employer Engagement
  - Apprenticeships
  - K14 Pathway Coordination
  - Marketing & Outreach
- 11:45am Open Discussion
  - CCCAOE Oct 21st-24th @ Omni Resort in Palm Springs
  - Vision 2030 Regional Convening Nov 5th-6th @Bakersfield Marriott
- 12:00pm Adjournment

1. **Call to Order**
   The meeting was called to order at xx:xx a.m.

   Attendees:
   (Quorum**: x** of 15 voting members)

Steering Committee:
David Clark (Reedley), Osvaldo Del Valle (Porterville), Grant Ermis (Lemoore), Joe Gonzales (San Joaquin Delta), Nicole Griffin (Cerro Coso), Rozanne Hernandez (Bakersfield), Laura Hill (Clovis), Cody Jacobsen (Merced), Jaime Lopez (Taft), Bobbi Mahfood (Coalinga), Brandon Price (Columbia), Liliana Pulido (Modesto), Jonna Schengel (College of the Sequoias), Wei Zhou (Madera)

Proxies:
Tim Woods (Fresno City)

Regional Staff/Key Talent:
Heather Ostash (KCCD), Lora Larkin (Regional Chair), Beatrice Licon (Director), Domenica Trinidad (Director), Cynthia Bryan (Program Director), Gary Potter (Regional Director), Adia Smith (Regional Director), Noah Morales (Acct Coordinator), Jessica Venegas (Acct Technician), Tanisha Gonzales (Dept Asst), Sabrina Lopez (CCCCO), Autumn Gardia (Merced), Nick Griffith (Porterville), Michelle Castanon (San Joaquin Delta), Sokun Somsack (San Joaquin Delta), Amani Crosshabeyah (KCCD), Amy Baker (Lemoore), Anna Melby (Bakersfield), Patricia Salinas (COE Director), Ignacio Farias (COE), Angela Steitz (COE), Chelsea Cushing (COS), Adriana Fonseca (Launch), Justin Susi (Launch), Tahler Caldera (Reedley), Ashley Land (COS)

Absentees:

2. Additions to the Agenda

3. Action Items

3.1 Approval of Prior Meeting Minutes: Regular Meeting on August 29th, 2025

Motion: Recommend for Approval
Moved by:
Seconded by:
Objections:
Abstentions:
Final Resolution:

3.2 Program Approvals: Program Recommendations for Approval

Program Name	College	Submitter	Status	Date Submitted
Professional Practices in Music II	Modesto Junior College	Heather Townsend	Under Review	9/10/2025 11:35
Professional Practices in Music I	Modesto Junior College	Heather Townsend	Under Review	9/9/2025 11:15
Basic Police Academy COA	Bakersfield College	Christian Zoller	Under Review	9/2/2025 16:46
Wildland Firefighter Technician	Cerro Coso Community College	Nicole Griffin	Under Review	8/25/2025 14:08
AS in Environmental Health and Safety	Taft College	Jaime Lopez	Under Review	7/30/2025 13:01

Motion: Recommend for Approval
Moved by:

Seconded by:
Objections:
Abstentions:
Final Resolution:

3.3 Approval for SWP Round 10 [College Leads and NOVA plan submitter(s)]

Project Title: Strengthening Sectors (CTE)

Project Plans: North (Lead?), Central (Lead?), & South (Lead?)

Objective #1: Expansion or Enhancement of CTE Programs

Activities: Professional Development, Equipment, Curriculum, CPL (Credit), OER, AI, Automation

Objective #2: WBL & Career Development Support for CTE

Activities: Internships, Apprenticeships

Objective #3: CTE Program Pathway Coordination & Project Management

Activities: Marketing, K12 & Pathway Work, Dual Enrollment, CPL (NC)

Motion: Recommend proposed for approval
Moved by:
Seconded by:
Objections:
Abstentions:
Final Resolution:

4. Informational Items

4.1 CCCCO Updates

4.2 Center of Excellence Updates

4.3 Fiscal dashboard

4.4 Regional Director Reports

- Report Guide

4.5 Apprenticeship Updates

4.6 K14 Partnership and Pathway Coordination

4.7 CVML Marketing and Outreach

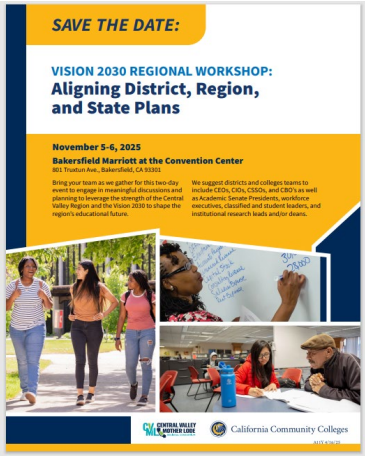
- 2025 CTE Summit 9/16 @ Visalia Convention Center
- Request for newsletter content
- Shared microsite information https://bit.ly/m/CVML

4.8 CCCAOE Oct 21st-24th Omni Resort Palm Springs

- Fall Conference - 2025 - California Community College Association for Occupational Education

4.9 Vision 2030 Regional Convening November 5th & 6th at the Bakersfield Marriott

- Registration Link



5. Adjournment:

NEXT SCHEDULED MEETING: October 21st 5-8pm, CCCAOE Conference in Palm Springs

February 2024

Labor Market Analysis

Environmental Health and Safety

Prepared by Central Valley/Mother Lode Center of Excellence

C·O·E
CENTERS OF EXCELLENCE
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California Community Colleges

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If for any reason this document is not accessible or if you have specific needs for readability, please contact us and we will do our utmost to accommodate you with a modified version. To make a request, contact Juan Madrigal by email at juan@coeccc.net.

Summary

The Central Valley/Mother Lode Center of Excellence developed this report for Taft College to determine whether there is demand in the local labor market that is not being met by the supply from postsecondary programs. This report summarizes labor market demand, wages, skills, and postsecondary supply for Environmental Health and Safety:

- Environmental Science and Protection Technicians, Including Health (SOC 19-4042)
- Occupational Health and Safety Specialists (SOC 19-5011)
- Occupational Health and Safety Technicians (SOC 19-5012)

Key Findings

- **Occupational Demand —** Environmental Health and Safety occupations have a labor market demand of 201 annual job openings in the South Central Valley/Southern Mother Lode (SCV/SML) subregion. Between 2022 and 2027, *Occupational Health and Safety Specialists* are projected to have the most demand, with 97 annual job openings.

- **Wages —** The average entry-level wage for the occupations of interest is $19.20/hour, which is above the living wage in the SCV/SML subregion – $11.91/hour for a single adult.[1] Of the three occupations, *Occupational Health and Safety Specialists* earn the highest entry-level wage, $31.66/hour.

- **Employers and Job Titles —** Employers in the SCV/SML subregion include Randstad, State of California, and Clean Harbors.

- **Skills and Certifications —** The top baseline skill is management; the top specialized skill is Occupational Safety and Health Administration (OSHA); and the top software skill is Microsoft Office. The most in-demand certification is Cardiopulmonary Resuscitation (CPR).

- **Education —** A high school diploma or equivalent is typically required for *Occupational Health and Safety Technicians*. An associate degree is typically required for *Environmental Science and Protection Technicians, Including Health* and a bachelor's degree is typically required for *Occupational Health and Safety Specialists*.

- **Supply and Demand Analysis —** Based on 201 annual openings (i.e., demand) and 10 postsecondary degrees awarded (i.e., supply), an analysis of supply and demand suggests there is an undersupply of 191 workers in the SCV/SML subregion. In the CVML region, 10 awards were conferred suggesting an undersupply of 284 workers (based on 294 annual openings in the CVML region).

Recommendation

Based on a comparison of demand and supply, there is an undersupply of trained workers in the SCV/SML subregion and the CVML region. The Center of Excellence recommends that Taft College work with the regional directors, the college's advisory board, and local industry in the development of programs to address the shortage of Environmental Health and Safety workers.

[1] The term "living wage" in Center of Excellence reports is calculated by averaging the self-sufficiency wages from the Insight Center's California Family Needs Calculator for each county in the subregion: https://insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california/.

Introduction

The Central Valley/Mother Lode Center of Excellence developed this report to provide Taft College with labor market information for Environmental Health and Safety. The geographical focus for this report is the South Central Valley/Southern Mother Lode (SCV/SML) subregion, but regional demand and supply data has been included for broader applicability and use. Analysis of the program and occupational data related to Environmental Health and Safety is included in this report. The Standard Occupational Classification (SOC) System codes and occupational titles used in this report are from the Bureau of Labor Statistics and O*NET OnLine:

Environmental Science and Protection Technicians, Including Health (SOC 19-4042)

- **Job Description:** Perform laboratory and field tests to monitor the environment and investigate sources of pollution, including those that affect health, under the direction of an environmental scientist, engineer, or other specialist. May collect samples of gases, soil, water, and other materials for testing.
- **Knowledge:** Customer and Personal Service, Chemistry, English Language, Biology, Law and Government
- **Skills:** Reading Comprehension, Active Listening, Speaking, Writing, Critical Thinking

Occupational Health and Safety Specialists (SOC 19-5011)

- **Job Description:** Review, evaluate, and analyze work environments and design programs and procedures to control, eliminate, and prevent disease or injury caused by chemical, physical, and biological agents or ergonomic factors. May conduct inspections and enforce adherence to laws and regulations governing the health and safety of individuals. May be employed in the public or private sector.
- **Knowledge:** Education and Training, English Language, Chemistry, Public Safety and Security, Law and Government
- **Skills:** Speaking, Active Listening, Complex Problem Solving, Critical Thinking, Reading Comprehension

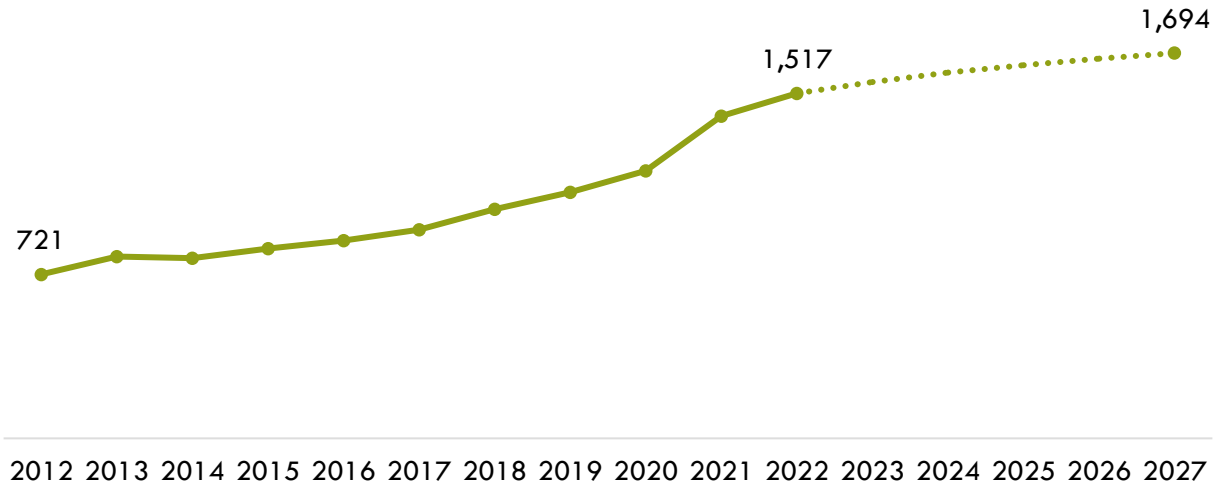
Occupational Health and Safety Technicians (SOC 19-5012)

- **Job Description:** Collect data on work environments for analysis by occupational health and safety specialists. Implement and conduct evaluation of programs designed to limit chemical, physical, biological, and ergonomic risks to workers.
- **Knowledge:** Education and Training, English Language, Customer and Personal Service, Public Safety and Security, Chemistry
- **Skills:** Active Listening, Critical Thinking, Reading Comprehension, Speaking, Writing

Employment

Exhibit 1a shows the employment trends for Environmental Health and Safety occupations in the SCV/SML subregion. Between 2022 to 2027, the number of jobs for the three occupations studied in this report is projected to increase by 177, growing by 12%.

Exhibit 1a. Historical employment and projected occupational demand for Environmental Health and Safety occupations in the SCV/SML subregion, 2012-2027



Environmental Health and Safety occupations in the SCV/SML subregion employed 1,517 workers in 2022 (Exhibit 1b). *Occupational Health and Safety Technicians* are projected to have the largest growth, 15%. There will be approximately 201 openings per year for the three occupations studied in this report.

Exhibit 1b. Current employment and projected occupational demand for Environmental Health and Safety occupations in the SCV/SML subregion, 2022-2027

Occupation	2022 Jobs	2027 Jobs	5-Year Change	5-Year % Change	Annual Openings
Environmental Science and Protection Technicians, Including Health	588	635	47	8%	71
Occupational Health and Safety Specialists	701	796	95	14%	97
Occupational Health and Safety Technicians	228	263	35	15%	33
TOTAL	**1,517**	**1,694**	**177**	**12%**	**201**

Wages

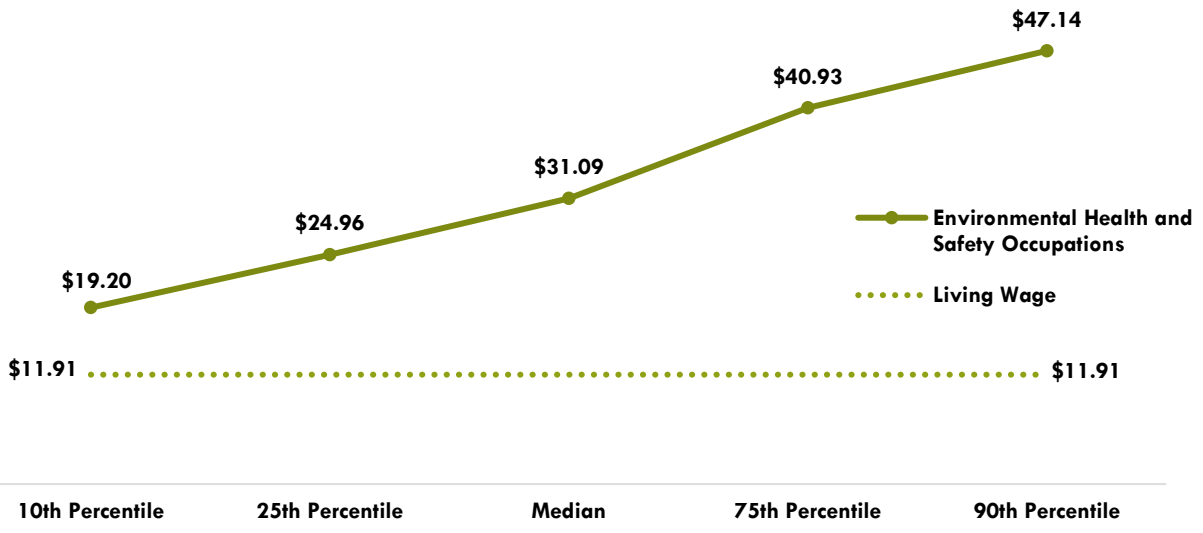
The average living wage for a single adult in the SCV/SML subregion is $11.91/hour.[2] Exhibit 2a shows the average entry-level hourly wages for the three occupations of interest. *Occupational Health and Safety Specialists* are paid the highest entry-level wage, which is $31.66/hour.[3]

Exhibit 2a. Hourly wages for Environmental Health and Safety occupations in the SCV/SML subregion

Occupation	25th Percentile Hourly Earnings	Median Hourly Earnings	75th Percentile Hourly Earnings
Environmental Science and Protection Technicians, Including Health	$22.19	$29.45	$44.03
Occupational Health and Safety Specialists	$31.66	$38.74	$48.90
Occupational Health and Safety Technicians	$21.05	$25.07	$29.86

Exhibit 2b shows the average hourly wages for the three Environmental Health and Safety occupations; all five wages are above the living wage for the SCV/SML subregion.

Exhibit 2b. Average hourly wages for Environmental Health and Safety occupations in the SCV/SML subregion



[2] The term "living wage" in Center of Excellence reports is calculated by averaging the self-sufficiency wages from the Insight Center's California Family Needs Calculator for each county in the subregion: https://insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california/.

[3] Note: 10th and 25th percentiles are considered entry-level wages while 75th and 90th are considered experienced wages, which may be obtained through long-term employment or extra training, etc.

Job Postings

There were 895 unique job postings for Environmental Health and Safety occupations in the SCV/SML subregion from January to December 2023.[4]

Top Employers

The employers with the most job postings are listed in Exhibit 3. The top employers in online job postings were Randstad, State of California, and Clean Harbors.

Exhibit 3. Top Environmental Health and Safety employers

Employer
Randstad
State of California
Clean Harbors
Montrose Environmental Group
Rosendin Electric
HPC Industrial
Dragados
California State University
United States Navy
CalPortland

Top Job Titles

Exhibit 4 shows the most common job titles in the SCV/SML subregion.

Exhibit 4. Top job titles in job postings

Occupational Title
Safety Coordinators
Safety Managers
Environmental Technicians
Safety Specialists
Health and Safety Specialists
Environmental Field Technicians
Environmental Health Specialists
Safety Technicians

[4] Other than occupational titles and job titles, the categories below can be counted one or multiple times per job posting, and across several areas in a single posting. For example, a skill can be counted in two different skill types, and an employer can indicate more than one education level.

Salaries

Exhibit 5 shows the "Market Salaries" for the three occupations of interest. These are calculated by Lightcast using a machine learning model built from millions of job postings every year. This accounts for adjustments based on location, industry, skills, experience, education, among other variables.

Exhibit 5. Market salaries in Environmental Health and Safety job postings

Market Salary	Job Postings
$30,000-$41,999	102
$42,000-$53,999	112
$54,000-$65,999	99
$66,000-$77,999	82
$78,000-$89,999	64
$90,000+	118

Education

Of the 895 unique job postings, 697 listed a preferred or minimum educational requirement for the position being filled. Among those, 33% requested a high school diploma or GED, 13% requested an associate degree, and 45% requested a bachelor's degree (Exhibit 6).

Exhibit 6. Education levels requested in Environmental Health and Safety job postings

Education Level	Job Postings	% of Job Postings
High school or GED	230	33%
Associate degree	89	13%
Bachelor's degree	316	45%
Masters or higher	62	9%

Baseline, Specialized, and Software Skills

Exhibit 7 depicts the top baseline, specialized, and software skills in job postings. The most common baseline skill is management. The most common specialized skill is Occupational Safety and Health Administration (OSHA). The most important software skill is Microsoft Office.

Exhibit 7. In-demand baseline, specialized, and software skills in Environmental Health and Safety job postings

Baseline Skills	Specialized Skills	Software Skills
Management	Occupational Safety and Health Administration (OSHA)	Microsoft Office
Communication	Auditing	Microsoft Excel
Operations	Safety Training	Microsoft PowerPoint
Investigation	Occupational Safety and Health	Microsoft Outlook
Leadership	Environment Health and Safety	Active Server Pages (ASP)

Certifications

Of the job postings listing a desired certification, 22% indicated a need for Cardiopulmonary Resuscitation (CPR) (Exhibit 8).

Exhibit 8. Top certifications in Environmental Health and Safety job postings

Certifications	% of Job Postings
Cardiopulmonary Resuscitation (CPR) Certification	22%
First Aid Certification	19%
Certified Safety Professional	19%
30-Hour OSHA General Industry Card	10%
Construction Health and Safety Technician	10%

Education, Work Experience, & Training

A high school diploma or equivalent is typically required for *Occupational Health and Safety Technicians*. An associate degree is typically required for *Environmental Science and Protection Technicians, Including Health* and a bachelor's degree is typically required for *Occupational Health and Safety Specialists* (Exhibit 9).

Exhibit 9. Education, work experience, training, and Current Population Survey results for Environmental Health and Safety occupations[5]

Occupation	Typical Entry-level Education	Work Experience Required	Typical On-The-Job Training	CPS
Environmental Science and Protection Technicians, Including Health	Associate degree	None	None	34%
Occupational Health and Safety Specialists	Bachelor's degree	None	None	31%
Occupational Health and Safety Technicians	High school diploma or equivalent	None	Moderate-term	31%

[5] "Labor Force Statistics from the Current Population Survey," Bureau of Labor Statistics, https://www.bls.gov/cps/.

Supply

An analysis of program data from the Integrated Postsecondary Education Data System (IPEDS) for the last three program years shows that, on average, 10 awards were conferred in the SCV/SML subregion (Exhibits 10 and 11).

Exhibit 10. TOP and CIP codes for Industrial/Occupational Safety and Health and related programs

TOP Titles	CIP Titles
0956.70 – Industrial and Occupational Safety and Health	15.0507 – Environmental/Environmental Engineering Technology/Technician 15.0508 – Hazardous Materials Management and Waste Technology/Technician 15.0703 – Industrial Safety Technology/Technician 15.0705 – Process Safety Technology/Technician

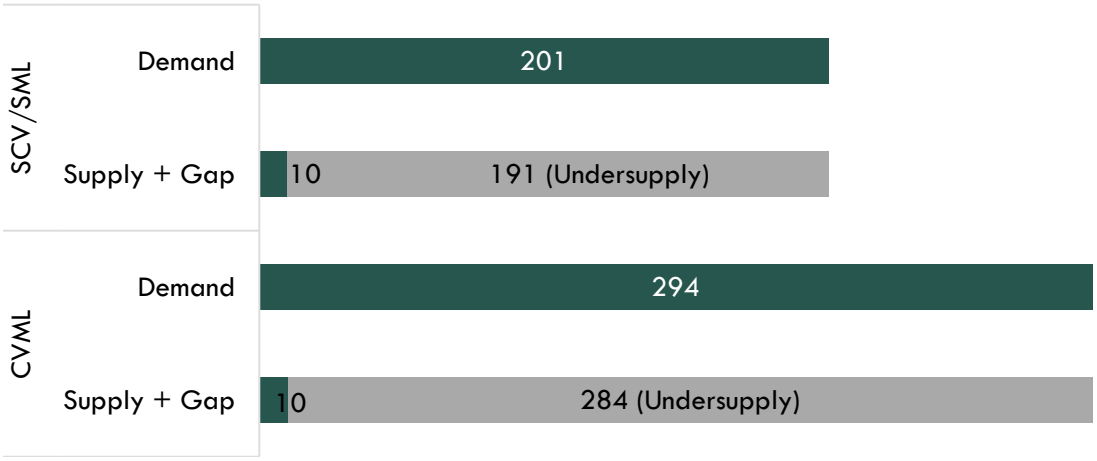
Exhibit 11. Postsecondary supply for Industrial and Occupational Safety and Health, Program Years 2019-20 through 2021-22

TOP/CIP Code- Title	College	Associate Degree	Certificate 60+ semester units	Certificate 30 < 60 semester units	Certificate 16 < 30 semester units	Certificate 8 < 16 semester units	Certificate 6 < 18 semester units	Total
0956.70 – Industrial and Occupational Safety and Health	Bakersfield*	3						3*
	Taft*	5					2	7*
SCV/SML TOTAL		**8**					**2**	**10**
CVML TOTAL		**8**					**2**	**10**

*SCV/SML awards

There is an undersupply of 191 workers in the SCV/SML subregion and an undersupply of 284 workers in the CVML region (Exhibit 12).

Exhibit 12. Workforce demand (annual job openings), postsecondary awards (supply), and additional students needed to fill gap in the SCV/SML subregion and CVML region



Recommendation

This report suggests there is a shortage of 191 Environmental Health and Safety workers in the SCV/SML subregion and a shortage of 284 workers in the CVML region. Based on these findings, it is recommended that Taft College work with the regional directors, the college's advisory board, and local industry in the development of programs to address the shortage of Environmental Health and Safety workers in the region.

Appendix: Methodology & Data Sources

Data Sources

Labor market and educational supply data compiled in this report derive from a variety of sources. Data were drawn from external sources, including the Economic Modeling Specialists, Inc., the California Community Colleges Chancellor's Office Management Information Systems Data Mart and the National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS). Below is the summary of the data sources found in this study.

Data Type	Source
Labor Market Information/Population Estimates and Projections/Educational Attainment	Economic Modeling Specialists, Intl. (LIGHTCAST). LIGHTCAST occupational employment data are based on final LIGHTCAST industry data and final LIGHTCAST staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level LIGHTCAST earnings by industry: economicmodeling.com.
Typical Education Level and On-the-job Training	Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education and typical on-the-job training to each occupation for which BLS publishes projections data: https://www.bls.gov/emp/tables/educational-attainment.htm.
LaunchBoard	Chancellor's LaunchBoard. https://www.calpassplus.org/LaunchBoard/SWP.aspx
Labor Force, Employment and Unemployment Estimates	California Employment Development Department, Labor Market Information Division: labormarketinfo.edd.ca.gov.
Job Posting and Skills Data	Lightcast: https://lightcast.io/.
Additional Education Requirements/ Employer Preferences	The O*NET Job Zone database includes over 900 as well as information on skills, abilities, knowledge, work activities and interests associated with specific occupations: onetonline.org.

Key Terms and Concepts

Annual Job Openings: Annual openings are calculated by dividing the number of years in the projection period by total job openings.

Education Attainment Level: The highest education attainment level of workers age 25 years or older.

Employment Estimate: The total number of workers currently employed.

Employment Projections: Projections of employment are calculated by a proprietary Economic Modeling Specialists, Intl. (LIGHTCAST) formula that includes historical employment and economic indicators along with national, state and local trends.

LaunchBoard (Attained the Living Wage): Among SWP students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

LaunchBoard (Median Annual Earnings): Among SWP students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit.

LaunchBoard (Median Change in Earnings): Among SWP students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry and the second quarter after the end of the academic year of exit from the last college attended.

LaunchBoard (Job Closely Related to Field of Study): Among SWP students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

Living Wage: The cost of living in a specific community or region for one adult and no children. The cost increases with the addition of children.

Occupation: An occupation is a grouping of job titles that have a similar set of activities or tasks that employees perform.

Percent Change: Rate of growth or decline in the occupation for the projected period; this does not factor in replacement openings.

Replacements: Estimate of job openings resulting from workers retiring or otherwise permanently leaving an occupation. Workers entering an occupation often need training. These replacement needs, added to job openings due to growth, may be used to assess the minimum number of workers who will need to be trained for an occupation.

Total Job Openings (New + Replacements): Sum of projected growth (new jobs) and replacement needs. When an occupation is expected to lose jobs, or retain the current employment level, number of openings will equal replacements.

Typical Education Requirement: represents the typical education level most workers need to enter an occupation.

Typical On-The-Job Training: indicates the typical on-the-job training needed to attain competency in the skills needed in the occupation.

TAFTCOLLEGE

Course Development Memo

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

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 4/24/2025

Re: ASL 1500 American Sign Language I

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):_____

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 __4/24/25_____

Date COR went to Distance Learning Education Committee ___4/24/25_____

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:

We are looking to create a new CTE certificate for a Speech-Language Pathology Aide and this course would be part of the required core.

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.

Speech-Language Pathology Aide Certificate of Achievement

*SLOs are required

☐ **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:

1. 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.

*SLOs are required

TAFTCOLLEGE

Prepared by: A. Bledsoe
Reviewed by: J. Reynolds
Date Prepared: 11-18-24

American Sign Language (ASL) American Sign Language I ~~ASL~~ 1500 (4 Units) CSU:~~UC~~

Prerequisites: None

Advisory: None

Total Hours: 64 Hours Lecture. 128 Outside of Class Hours. (192 Total Student Learning Hours)

Catalog Description: This beginning course is designed for students who wish to develop technical and grammatical knowledge of American Sign Language (ASL). This course is taught within the context of Deaf culture, and students will increase their ability to communicate in ASL. This course focuses on ASL structure and grammatical features as used by native signers. The goal is to take students with little or no knowledge of ASL and Deaf culture and provide them with the skills needed to communicate comfortably in a wide variety of situations in the Deaf community.

Type of Class/Course: Degree Credit

Representative Text: Smith, Cheri, et al. Signing Naturally: Student Workbook Units 1 - 6. Workbook ed., Dawn Sign Press, 2008.~~Lentz, Mikos, Smith. *Signing Naturally: Student Workbook Set, Units 1 - 6.* Dawn Sign Press, 2008.~~

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

1. **Formulate and generate ASL during interactive activities;**
2. **Produce and utilize ASL short stories using cardinal and ordinal numbers;**
3. **Compare and contrast ASL grammatical features;**
4. **Recognize and express complex sentences and various questions forms in ASL;**
5. **Analyze the developmental of the deaf culture in the United States and the impact of sign language on the community;**
6. **Identify and apply appropriate sign vocabulary and grammatical structure;**
7. **Prepare and utilize ASL in dialogues;**
8. **Compare and contrast ASL grammar to English grammar;**
9. **Examine various forms of electronic communication used by deaf people;**
10. **Understand conversations based on material studied;**
11. **Respond to formal and informal greetings;**
12. **Carrying on brief conversations based on assigned topics;**
13. **Sign sentences clearly;**
14. **Translate signed sentences into English and English sentences into conceptually accurate American Sign Language;**
15. **Use newly acquired grammatical structures to communicate;**
16. **Identify and discuss the basic characteristics that distinguish Deaf culture from hearing culture;**
17. **Use of ASL idioms;**
18. **Differentiate between ASL and Signing Exact English (SEE) and compare and contrast the languages and their cultural importance;**
19. **Apply the principles of conceptual accuracy when signing.**

TAFTCOLLEGE

Course Level Student Learning Outcomes

1. ~~SLO 1~~ **Use American Sign Language vocabulary in context, including dialogues and readings on basic conversational skills, such as introductions, exchanging personal information, surroundings, numbers, home, family, and describing activities.**

2. ~~SLO 2~~ **Prepare and present an individual presentation incorporating the linguistic structures of American Sign Language at a beginning level.**

3. ~~SLO 3~~ **Articulate a broad awareness of cultures, social behaviors, and contemporary issues of the Deaf community.**

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Course Scope and Content:

1. **Introduction to American Sign Language (ASL) and deaf culture**
   - A. **Getting to know you**
     1. **How to ask/give name**
     2. **Counting cardinal numbers**
     3. **Fingerspell names**
     4. **Introducing oneself**
     5. **Giving/following instructions,**
     6. **Culture: Getting a deaf person's attention.**
   - B. **Exchanging personal information**
     1. **Giving information about yourself**
     2. **Identifying locations**
     3. **Narrating experiences with languages**
     4. **Talking about leisure activities**
     5. **Describing shapes**
     6. **Identifying people**
     7. **Asking what is the sign**
     8. **Culture: Negotiating a signing environment**
   - C. **Discussing living situations**
     1. **Giving commands: locations**
     2. **Communicating with the face**
     3. **Discussing one's residence**
     4. **Giving basic directions**
     5. **Talking about roommates and pets**
     6. **Telling how long**
     7. **Traveling to/from work/school**
   - D. **Talking about family**
     1. **Talking about immediate family**
     2. **Have, like, want, and need**
     3. **Talking about siblings**
     4. **Telling how old**
     5. **Talking about extended family**
     6. **Telling how family members are related**
     7. **Discussing family variations**
     8. **Getting the message across**
     9. **Commenting on family members**
     10. **Culture: Maintaining a clear sight line**

E. Talking about activities
   1. Talking about everyday activities
   2. Agreeing verbs
   3. Talking about chores
   4. Talking about errands
   5. Telling how often
   6. Talking about activities with others
   7. Talking about what one does for a living
F. Storytelling
   1. Narrating stories
   2. Retelling stories

2. Vocabulary in context, including dialogs and readings on the following subjects
A. Introducing oneself
   1. Greetings
   2. Confirming information
   3. Correcting information/negative headshake
   4. Yes/no questions
   5. "What" questions
   6. Personal pronouns
   7. Spatial referencing
B. Exchanging personal information
   1. Asking questions related to deafness
   2. Responding to information: Oh-I-See
   3. Agent marker
   4. "Where" questions
   5. Negation: Not
C. Surroundings
   1. Asking/telling where
   2. Expressing wants
   3. Correcting information: "Wave-no"
   4. Real-world orientation
   5. Non-manual markers: Facial expressions
   6. Classifier showing distance
D. Numbers 1-100
E. Home: Where you live
   1. Asking/telling where
   2. Asking/telling directions from home/work to class
   3. "Where" and "How" questions
F. Family
   1. Asking/telling information
   2. Expressing how many
   3. Possessive pronouns
   4. Yes/no questions
   5. Negative responses
   6. Contrastive structure
G. Telling about activities
   1. Apologizing
   2. Giving reasons
   3. Giving opinions
   4. Suggesting activities
   5. Time

6. **Two-handed sign representing "What to do," "What are you doing" and other conceptually similar English phrases**
7. **Dual pronouns – us-two h. Phrasing – listing activities**

3. **Structure**
   - **A. Verbs**
     1. **Present tense of regular verbs**
     2. **Past-tense or regular verbs**
     3. **Future tense of regular verbs**
     4. **Non-directional verbs**
     5. **Directional verbs f. Active verbs (verbs that move)**
     6. **Passive verbs (non-moving verbs)**
   - **B. Other grammatical forms**
     1. **Correcting information/negative headshake**
     2. **Yes/no questions**
     3. **"What" questions**
     4. **Spatial referencing**
     5. **Agent marker**
     6. **Negation – not**
     7. **Non-manual markers: Facial expressions and head movements that affect meanings of signs**
     8. **Noun-verb pairs**
     9. **Possessive pronouns**
     10. **Negative responses: #no, not, none**
     11. **Contrastive structure**
   - **C. Wh-question (2h) do++ (2 handed sign "do to") m. Phrasing – listing activities**
     1. **Emphasizing group and pair work**
     2. **Interactive practice on what students learned from lecture**
     3. **ASL and fingerspelling Activities and games**
     4. **Practice conversational skills with other students**

Learning Activities Required Outside of Class:

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

1. **Studying,**
2. **Answering questions,**
3. **Skill practice,**
4. **Completing required reading**

Methods of Instruction:

1. **Lecture/PowerPoint presentations**
2. **Class discussions and assignments in ASL**
3. **Instructional videos**

Methods of Evaluation:

1. **Examinations and quizzes**
2. **Homework assignments**

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3. **Class assignments**
4. **Presentation**

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Supplemental Data:

TOP Code:	0850.00: Sign Language
SAM Priority Code:	E: Non-Occupational
Distance Learning:	Y: Online, Hybrid
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	~~CSU Area C2 - Humanities (Literature, Philosophy, and Foreign Language)~~ ~~IGETC Area 6A Language Other Than English~~ Local GE Area C2 - Humanities
Discipline	~~Foreign Languages;~~ Sign Language, American

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: ASL 1500

Course Title: American Sign Language

Submitted by: J. Reynolds

Date: 03/19/2025

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

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

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

   ☒ No

   ☐ Other (please explain):

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

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

   ☐ Course is not appropriate for online delivery:

   ☒ 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:

Explain how each identified challenge can be met in a distance learning environment: Required Instructional Videos will have accurate captions. PowerPoint Presentations will have appropriate headings and alt text. Presentations by students can be recorded using Canvas Studio or similar technology.

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.
   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.
   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: 05/14/2025 (JL)

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Course Development Memo

To:	Vice President of Instruction Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Adam Bledsoe
Division:	Business, Arts and Humanities
Date:	4/24/2025
Re:	SLP 1050 Introduction to Speech and Language Pathology

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):_____

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 __4/24/25_____

Date COR went to Distance Learning Education Committee ___4/24/25_____

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:

We are looking to create a new CTE certificate for a Speech-Language Pathology Aide and this course would be part of the required core.

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.

*SLOs are required

Speech-Language Pathology Aide Certificate of Achievement

☐ **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:

*SLOs are required

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Prepared by: A. Bledsoe
Reviewed by: K. Kulzer-Reyes
Date Prepared: 11-25-24

Speech Language Pathology (SLP) 1050~~1000~~ Introduction to Speech and Language Pathology (1 Unit) CSU

Total Hours: 16 Hours Lecture. 3~~2~~6 Outside of Class Hours. (~~52~~ 48 Total Student learning hours)

Catalog Description: This course is designed to provide students with an orientation to the field of communication disorders. Students will learn about the career pathways and scope of practice for occupations within the field. Concepts of disability, ethical principles, evidence-based practice, and professional conduct will be discussed. Students will also be introduced to the American Psychological Association (APA) style of writing and learning strategies to prepare them for success in the Speech-Language Pathology Assistant (SLPA) Program.

Type of Class/Course: Degree Credit

Representative Text: Tanner, Dennis C. Handbook for the Speech Language Pathology Assistant. 2nd., ed., Academic Communication Associates, 1997.~~Tanner, Dennis C. Handbook for the Speech Language Pathology Assistant. 2nd., ed. Oceanside: Academic Communication Associates, 1997~~

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

1. **Compare and contrast the educational and credential requirements of a speech-language pathology assistant (SLPA) and a speech-language pathologist (SLP).**
2. **Explain roles and responsibilities for a SLPA according to the California Speech-Language Pathology, Audiology, and Hearing Aid Dispensers (SLPAHAD) Board and the American Speech-Language-Hearing Association (ASHA)**
3. **List requirements for licensure as a SLPA in the state of California according to the SLPAHAD Board.**
4. **Describe principles of effective and professional communication between team members**
5. **Understand and explain ethical behavior relative to the profession based on the SLPA Code of Ethics as outlined by the American Speech-Language-Hearing Association (ASHA)**
6. **Apply principles of professional communication to case scenarios**
7. **Describe the concepts of disability and impairment as defined by ASHA, the World Health Organization (WHO), and other relevant governing bodies**
8. **Develop a plan of personal/professional growth as it relates to the field of speech-language pathology**
9. **Describe how cultural and linguistic factors affect assessment and intervention in the field of speech-language pathology**
10. **Define professional terms relating to assessment and intervention in the field of SLP.**
11. **Apply correct use of American Psychology Association (APA) writing guidelines to a research paper.**
12. **Identify the difference between a speech disorder and a language disorder**
13. **Explain relevant learning strategies to acquire new vocabulary from a professional article**
14. **Summarize content from a professional SLP article using clear topic sentences and supporting details.**
15. **Identify settings and professionals of those who work with individuals with communication disorders**

Course Level Student Learning Outcomes

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1. ~~SLO 1~~ Explain the roles and responsibilities of a Speech-Language Pathology Assistant according to the California state licensing board.

2. ~~SLO 2~~ Understand and explain ethical behavior relative to the profession based on the SLPA Code of Ethics as outlined by the American Speech-Language-Hearing Association (ASHA).

Course Scope and Content:

1. Orientation to the speech-language pathology profession
    a. Course overview
    b. Occupations in the field of communication disorders
        (1) audiologist
        (2) speech-language pathologist
        (3) audiology assistant
        (4) speech-language pathology assistant
        (5) speech-language pathology aide
    c. Professional organizations and credentialing bodies
        (1) American Speech-Language-Hearing Association (ASHA)
        (2) California Speech-Language Pathology, Audiology, and Hearing Aid Dispensers (SLPAHAD) Board
        (3) California Speech-Language-Hearing Association (CSHA)
    d. Educational requirements
        (1) Educational requirements to become a SLPA
            i. CA SLPAHAD requirements
            ii. ASHA requirements
        (2) Educational requirements to become a SLP
            i. CA SLPAHAD requirements
            ii. ASHA requirements
    e. Licensing and certification requirements
        (1) CA SLPAHAD Board & ASHA requirements for SLPA
        (2) CA SLPAHAD Board & ASHA requirements for SLPs
2. Professional requirements in clinical settings
    a. Technical Standards/Essential Functions for SLPA
    b. Service delivery models and settings
        (1) home health
        (2) outpatient clinics
        (3) medical centers/hospitals
        (4) educational settings
        (5) skilled nursing facilities
        (6) rehabilitation centers
    c. Scope of practice for SLPs (ASHA & SLPAHAD Board)
    d. Scope of practice for SLPAs (ASHA & SLPAHAD Board)
    e. Supervision requirements for SLPAs
    f. Professional behavior in speech-language pathology
        (1) ASHA Code of Ethics for SLPAs
        (2) Verbal and written communication in a professional setting
3. Supervision
    a. The supervisory process
    b. Supervisory relationships
4. Concept of disability and impairment

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a. Defining disability and impairment
(1) World Health Organization's definition
(2) ASHA's statement on disability and impairment in communication disorders
(3) Individuals with Disabilities Education Act (IDEA)
(4) 504 Plans
(5) Diagnostic determination
a. International Classification of Diseases (ICD) codes
b. Diagnostic and Statistical Manual (DSM) of Mental Disorders
b. Types of communication disorders
(1) Language disorders
(2) Speech disorders
(3) Swallowing disorders
(4) Cognitive disorders
c. Interdisciplinary collaboration
(1) Professionals who consult and treat individuals with communication disorders (e.g., allied health professionals, dentists, otolaryngologists, educational psychologists, educators)

5. Preparing for a degree in SLP Assisting
a. Evidence-based practice
b. Researching topics in the communication disorders
(1) peer-reviewed journals
(2) identifying valid resources
c. Writing a paper for SLP
(1) American Psychological Association's (APA's) guidelines for writing research papers
i. References and citations
(2) Constructing paragraphs with topic sentences and supporting details
d. Learning and using professional terms
(1) strategies for acquiring new vocabulary (e.g., context clues)
(2) strategies for reading a SLP textbook (e.g., chunking, highlighting language)
(3) notetaking strategies
e. Educational plan for career choice

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 2 hours per week outside of the regular class time doing the following:

1. Reading
a) Selected readings from professional journals and organizational websites
b) Writing or problem solving or skill attainment
2. Assignments requiring summary or analysis of information derived from lectures, required reading and handouts
a) Application of APA guidelines to a writing prompt using cohesive paragraphs with topic sentences and supporting details
b) Demonstration of professional and effective written and verbal communication
3. Critical thinking
a) Apply professional and ethical principles and procedures to hypothetical situations
b) Demonstrate learning strategies appropriate to the learning task

Methods of Instruction:

1. **Lecture/PowerPoint presentations**
2. **Class discussions**
3. **Collaborative learning**
4. **Instructional videos**
5. **Guest speakers**

Methods of Evaluation:

1. **Examinations and quizzes**
2. **Homework assignments**
3. **Class assignments**
4. **Individual research project(s)**
5. **Presentation**

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Supplemental Data:

TOP Code:	**1220.00: Speech/Language Pathology and Audiology**
SAM Priority Code:	**C: Clearly Occupational**
Distance Learning:	**Y: Online, Hybrid**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**Y: Not Applicable, Credit Course**
Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**
Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**E: Credit By Exam**
Eligible for Pass/No Pass:	**C: Pass/No Pass**
Taft College General Education:	
Discipline	**Speech Language Pathology**

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: SLP 1000

Course Title: Introduction to Speech and Language Pathology

Date: 03/19/2025

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

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

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

   ☒ No

   ☐ Other (please explain):

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

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

   ☐ Course is not appropriate for online delivery:

   ☒ 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:

Explain how each identified challenge can be met in a distance learning environment: Required Instructional Videos will have accurate captions. PowerPoint Presentations will have appropriate headings and alt text. Presentations by students can be recorded using Canvas Studio or similar technology. Guest speakers can be recorded and captioned.

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.
   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.
   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: 05/14/2025 (JL)

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Course Development Memo

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

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 4/24/2025

Re: SLP 1500 Introduction to Communication Disorders

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):_____

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 __4/24/25_____

Date COR went to Distance Learning Education Committee ___4/24/25_____

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:

We are looking to create a new CTE certificate for a Speech-Language Pathology Aide and this course would be part of the required core.

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.

*SLOs are required

Speech-Language Pathology Aide Certificate of Achievement

☐ **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:

*SLOs are required

TAFTCOLLEGE

Prepared by: A. Bledsoe
Reviewed by: K. Kulzer-Reyes
Date Prepared: 11-26-24

Speech Language Pathology (SLP) 1500 Introduction to Communication Disorders (3 Units) CSU

Prerequisite: SLP 10500 or equivalent with a grade of "C" or higher or "Pass". All speech-language pathology (SLP) prerequisite courses to be taken within 8 years of the individual's application to the SLPA Associate of Science degree program.

Advisory: Eligibility for English 1500, C1000, ~~or~~ 1501, C1000E, or 1502 strongly recommended.

Total Hours: 4854 Hours Lecture. 96108 Outside of Class Hours. (162 144 Total Student learning hours)

Catalog Description: This course introduces foundational skills and principal theories for identification, classification, and management of communication disorders in individuals. Students will learn what distinctive features constitute normal and disordered speech, language, and hearing in a multicultural society. The legal and ethical scope of practice pertinent to roles in the fields of speech-language pathology and audiology will be delineated. Methods of assessment, observation, and intervention will be introduced.

Type of Class/Course: Degree Credit

~~Text~~Representative Textbook: Evans, Kelli, and Fraas, Michael. *An Interactive Introduction to Communication Sciences and Disorders*. Great River Learning. 2023.

~~ISBN: 9781680752496~~

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

1. **Identify key structures involved in the processes of respiration, phonation, articulation, and hearing.**
2. **Describe the functions of the central nervous system responsible for speech and language.**
3. **List characteristics of normal communication in children.**
4. **Define the components of language, including semantics, morphology, phonology, syntax, and pragmatics**
5. **Differentiate receptive language skills from expressive language skills.**
6. **Classify American English consonants by voicing, manner of production, and placement of production.**
7. **Classify speech disorders based on the corresponding symptoms.**
8. **Describe types of hearing loss.**
9. **Describe the process of phonation and resonance in speech production.**
10. **Define levels of fluency disorders and associated characteristics.**
11. **Identify components of assessment for speech sound disorders.**
12. **Describe intervention method that correspond with a specific speech sound disorder.**
13. **Describe intervention methods that correspond with a specific language disorder.**
14. **Define and describe types of Augmentative and Alternative Communication.**
15. **Explain common types of intervention for hearing impairments.**
16. **Compare and contrast types of aphasia in patients who have suffered strokes.**
17. **Explain how language, speech, and cognitive skills change in individuals with dementia.**
18. **List symptoms of dysphagia for each stage of the swallow.**

19. Classify the corresponding language disorder given the symptoms.

Course Level Student Learning Outcomes

1. ~~SLO 1~~ List causes of speech sound disorders.
2. ~~SLO 2~~ Apply knowledge of communication disorders to specific case studies in order to describe causes and characteristics of a given a client profile.
3. ~~SLO 3~~ Describe common symptoms of a brain injury that affect communication, cognition, and swallowing.

Course Scope and Content:

A. Orientation to the course
B. Anatomy and physiology of the speech mechanism
  1. Structures and function of respiration for speech production
  2. Structures and function of laryngeal structures for phonation
  3. Structures and function of vocal tract for articulation and resonance
  4. Role of the central nervous system (CNS) and relevant structures in the CNS used for communication
  5. Cognitive, sensory, and motor mechanisms necessary for speech, language, and hearing

C. Speech sound disorders
  1. Normal speech sound development
     a. American English phonemes
     b. Typical speech sound acquisition
     c. Phonological processes
     d. Assessment of Speech Sound Disorders
        (1) Types of assessment
        (2) Components of a speech sound assessment
  2. Articulation Disorders
     a. Etiology of articulation disorders
        (1) organic
        (2) structural
           i. Craniofacial Abnormalities
        (3) functional
  3. Phonological Disorders
     a. Typical phonological acquisition
     b. Characteristics of phonological disorders
     c. Intervention methods
  4. Neurogenic Speech Disorders
     a. Neuromotor control mechanism
        (1) cranial nerves
        (2) motor and sensory pathways/tracts
        (3) neurological structures related to motor control
     b. Types of Dysarthria and associated disorders
        (1) Augmentative and Alternative Communication (AAC), including types of systems and strategies
     c. Apraxia
        (1) Childhood Apraxia of Speech and related symptoms
        (2) Acquired apraxia of speech and related symptoms

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(3) Intervention methods

D. Voice Disorders
1. Myoelastic and aerodynamic theory of voice production

2. Vocal characteristics
a. Frequency and pitch
b. Intensity and loudness
c. Quality and resonance
3. Assessment of voice disorders
a. common components to a voice assessment
b. assessment tools
4. Functional Voice Disorders
a. Characteristics of vocal abuse
b. Intervention methods, including vocal hygiene practices
5. Laryngeal cancer
a. Signs and characteristics
b. Intervention methods
6. Neurological voice disorders
a. Common symptoms
b. Intervention methods
7. Psychogenic voice disorders
a. Common symptoms
b. Intervention methods

E. Fluency Disorders
1. Types of fluency disorders
2. Theories of the etiology of stuttering
3. Levels of severity and corresponding characteristics
4. Diagnosis and management
5. Intervention methods

F. Hearing Disorders
1. Anatomy and physiology involved in the process of hearing
2. Measurement of hearing
3. Types of hearing loss
4. Causes of hearing loss and related disorders
5. Management of hearing loss
a. Amplification systems
b. Aural habilitation
(1) Oral approach
(2) Manual approach
(3) Total communication approach
c. Cochlear implants
(1) technological components
(2) candidates for cochlear implants
(3) outcomes
d. Deaf Community and American Sign Language

G. Developmental Language Disorders
1. Components of language
a. Receptive and Expressive language
2. Overview of normal language development for ages 1-6
3. Components of language assessments
4. Specific Language Impairment

a. Distinguishing characteristics
b. Intervention methods
c. Autism Spectrum Disorder
d. Distinguishing characteristics
e. Intervention methods

5. Intellectual Disability
a. Distinguishing characteristics
b. Possible causes
c. Intervention methods

6. Dyslexia
a. Characteristics
b. Intervention methods

7. Cognitive influences on language performance

H. Acquired Language Disorders

1. Common causes and related symptoms
a. Cerebrovascular accident
b. Traumatic Brain Injury
c. Progressive disorders

2. Aphasia
a. causes and related disorders
b. Fluent aphasias
(1) types and associated symptoms
c. Nonfluent Aphasias
(1) types and associated symptoms
d. Intervention methods

3. Cognitive Impairments
a. types of dementia
b. concussive syndrome
c. intervention methods

I. Dysphagia

1. Stages of the normal swallow
2. Disorders in the oral, pharyngeal, esophageal phases, and associated symptoms
3. Assessment of dysphagia
4. Intervention methods for dysphagia

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6~~2~~ hours per week outside of the regular class time doing the following:

1. Reading
a) Selected chapters from text
b) Selected journal articles related to course topics
c) Selected websites related to course topics
2. Writing or problem solving or skill attainment
a) Written summary of speech-language pathology therapy sessions
b) Research, write, and present a summary of information for a specific communication disorder using APA format
c) In-class assignments with structured practice of key concepts
3. Critical thinking
a) Compare and contrast symptoms of related disorders

b) **Apply knowledge of communication disorders to specific case studies in order to describe causes and characteristics of a given a client profile**

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Methods of Instruction:

1. **Lecture/PowerPoint presentations**
2. **Class discussions**
3. **Collaborative learning**
4. **Instructional videos**

Methods of Evaluation:

1. **Examinations and quizzes**
2. **Homework assignments**
3. **Class assignments**
4. **Individual research project(s)**
5. **Presentation**

TAFTCOLLEGE

Supplemental Data:

TOP Code:	**1220.00: Speech/Language Pathology and Audiology**
SAM Priority Code:	**C: Clearly Occupational**
Distance Learning:	**Y: Online, Hybrid**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**Y: Not Applicable, Credit Course**
Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**
Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**E: Credit By Exam**
Eligible for Pass/No Pass:	**C: Pass/No Pass**
Taft College General Education:	
Discipline	**Speech Language Pathology**

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #:SLP 1500

Course Title: Introduction to Communication Disorders

Date: 03/19/2025

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

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

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

   ☒ No

   ☐ Other (please explain):

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

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

   ☐ Course is not appropriate for online delivery:

   ☒ 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:

Explain how each identified challenge can be met in a distance learning environment: Required Instructional Videos will have accurate captions. PowerPoint Presentations will have appropriate headings and alt text. Presentations by students can be recorded using Canvas Studio or similar technology.

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.
   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.
   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: 05/14/2025 (JL)

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Course Development Memo

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

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 4/24/2025

Re: SLP 1550 Speech and Language Development

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):_____

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 __4/24/25_____

Date COR went to Distance Learning Education Committee ___4/24/25_____

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:

We are looking to create a new CTE certificate for a Speech-Language Pathology Aide and this course would be part of the required core.

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.

Speech-Language Pathology Aide Certificate of Achievement

*SLOs are required

☐ **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:

*SLOs are required

TAFTCOLLEGE

Prepared by: A. Bledsoe
Reviewed by: K. Kulzer-Reyes
Date Prepared: 12-5-24

Speech Language Pathology (SLP) 1550 Speech and Language Development (3 Units) CSU

Advisory: Eligibility for English 1500, C1000, 1501, C1000E, or ~~1501~~ 1502 strongly recommended.

Total Hours: 48~~54~~ Hours Lecture. ~~108~~ 96 Outside of Class Hours. (~~162~~ 144 Total Student learning hours)

Catalog Description: This course is designed to provide the student with an understanding of how speech and language develop in normal monolingual and bilingual children. Students will learn the components of speech and language as well as theories of language development. Cognitive, motor, and social-emotional factors will be discussed as they relate to language development. Students will be introduced to informal measures of communication development using speech and language samples of typically developing children.

Type of Class/Course: Degree Credit

~~Text~~Representative Textbook: ~~———~~Owens, Robert E. Jr. *Language Development: An Introduction*, 10th ed., Pearson. 2019.~~Owens, Robert E. Jr. *Language Development: An Introduction (10th Edition)*. Pearson. 2020.~~

~~———ISBN: 9780135206485~~

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

1. **Define the components of language**
2. **Compare and contrast theories of language development**
3. **Classify and identify American English phonemes**
4. **Describe elements of communication**
5. **Identify anatomy and physiology related to speech and language functions**
6. **Explain the process of hearing and auditory development in infants**
7. **Identify milestones of speech perception in infants**
8. **Explain the role of cognition and play in language development**
9. **Identify early developing phonemes in the first three years of life**
10. **Define infant and child directed speech**
11. **Explain the role of caregivers in language acquisition**
12. **Identify Brown's 14 grammatical morphemes**
13. **Provide examples for syntactic structures of the English language**
14. **Define phonological process and provide examples of common processes in the birth to three period**
15. **Identify preverbal and verbal communicative intentions and functions**
16. **Describe semantic relations and provide examples**
17. **Define metalinguistics**
18. **Identify syntactic milestones of the preschool to school age years**
19. **Explain the role of gestures in early language development**
20. **Identify common regional American dialects**
21. **Describe aspects of bilingual acquisition**
22. **Describe types of discourse and narratives that develop in the preschool and school age years**

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23. Calculate mean length of utterance (MLU) given language samples
24. Analyze communicative behaviors from speech and language samples

Course Level Student Learning Outcomes

1. ~~SLO 1~~ Summarize and analysis of language from observation of a preschool or school-aged child.
2. ~~SLO 2~~ Analyses of speech and language samples to determine presence or absence of specific speech and language skills.
3. ~~SLO 3~~ Transcription and analysis of a spontaneous speech and language sample.

Course Scope and Content:

A. Orientation to the course
    1. Course description and requirements, including overview of the syllabus
    2. Course organization
B. Components of Speech, Language, and Communication
    1. Elements of communication
        a. Communicative competence
    2. Components of language
        a. Content
        b. Form
        c. Use
3. Features of speech in oral languages
    a. phonemes
        (1) International Phonetic Alphabet
        (2) American English phonemes
            i. consonants
            ii. vowels
            iii. diphthongs
    b. phonological rules
    c. suprasegmentals
C. Models and Theories of Language Development
    1. Biologically-based theories
    2. Behaviorally-influenced theories
    3. Social and cognitive theories
    4. Language processing models
D. Anatomical and Physiological Foundations for Speech and Language Development
    1. Neurological foundations
        a. Overview of neurological structures used in speech and language
    2. Overview of anatomy of vocal tract
    3. Auditory system
        a. Anatomy and physiology of the hearing system
        b. Auditory skill development
        c. Speech perception development
    4. Cognitive processes essential for language development
E. Social Language Development in first year of life
    1. Social interaction milestones
    2. Development of communicative intent
    3. Role of infant-directed speech

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4. Role of gestures and types used in first year
5. Joint reference and joint action

F. Speech and language development (birth to age 1)
1. Phonological development
a. Babbling and syllable structures
b. Jargon
c. Protowords and Phonetically consistent forms
d. first words
2. Pragmatics
a. preverbal communicative intentions
b. verbal communicative intentions
3. Semantics
a. semantic relations
4. Role of play and cognition in early language development
5. Morphological development in first year of life
a. free morphemes
b. bound morphemes

G. Speech and Language Development in years 1-3
1. Form
a. Morphological development
(1) Brown's 14 grammatical morphemes
(2) Mean length of utterance (MLU) in years 1-3
b. Syntax
(1) development of sentence forms
(2) development of grammatical structures and word order
2. Role of caregivers in language development
3. Phonological Development
a. typical phonemes acquired in ages 1-3
b. phonological processes
(1) substitution types
(2) syllable types
(3) assimilatory types
(4) typical phonological processes suppressed by age 3
(5) typical phonological processes that persist past age 3

H. Speech and Language Development in years 3-5
1. Form
a. morphological development
(1) Brown's 14 grammatical morphemes
(2) Mean length of utterance development
b. syntactic development
(1) transition from semantic relations to simple sentences
(2) noun phrases
(3) sentence types
(4) compound and complex sentences
c. phonological development
(1) typical and delayed phonological processes
(2) speech sounds typically mastered by ages 3-5
(3) phonological awareness skills and emergent literacy
2. Pragmatics
a. conversational skills
b. discourse types

c. communicative intentions and functions
3. Semantics
a. vocabulary categories
b. vocabulary acquisition

I. School-Aged and Adult Language Development
1. Semantic development
a. vocabulary acquisition
b. definitions
c. semantic relationships (antonyms, synonyms, multiple meaning words, part/whole, associations)
2. Form
a. Syntactic development
b. Morphological development
c. Phonological development
3. Pragmatic development
4. Metalinguistic skills
a. figurative language
b. types of humor

J. Second Language Acquisition
1. Simultaneous acquisition
2. Sequential acquisition
3. Basic Interpersonal Communication Skills and Cognitive-Academic Language Proficiency
4. Elements of second language learning

K. American English dialects
1. Common American English dialects
2. Prescriptivism versus descriptivism

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 62 ~~2~~ hours per week outside of the regular class time doing the following:

1. **Reading**
   a) **Selected chapters from text**
   b) **Selected journal articles related to course topics**
   c) **Selected websites related to course topics**
   d) **Language sample transcripts**
2. **Writing or problem solving or skill attainment**
   a) **Answer short essay questions on exams**
   b) **Summarize and analysis of language from observation of a preschool or school-aged child**
   c) **Summaries of written analyses of speech and language samples**
   d) **Transcription and analysis of a spontaneous speech and language sample**
   e) **List morphological structure markers for language sample analysis**
   f) **List major sentence types and syntax structures**
3. **Critical thinking**
   a) **Analyses of speech and language samples to determine presence or absence of specific speech and language skills**
   b) **Compare and contrast theories of language development**

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Methods of Instruction:

1. **Lecture/PowerPoint presentations**
2. **Class discussions**
3. **Collaborative learning**
4. **Instructional videos**

Methods of Evaluation:

1. **Examinations and quizzes**
2. **Homework assignments**
3. **Class assignments**
4. **Individual research project(s)**
5. **Presentation**

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Supplemental Data:

TOP Code:	**1220.00: Speech/Language Pathology and Audiology**
SAM Priority Code:	**C: Clearly Occupational**
Distance Learning:	**Y: Online, Hybrid**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**Y: Not Applicable, Credit Course**
Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**
Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**E: Credit By Exam**
Eligible for Pass/No Pass:	**C: Pass/No Pass**
Taft College General Education:	
Discipline	**Speech Language Pathology**

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: SLP 1550

Course Title: Speech and Language Development

Date: 03/19/2025

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

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

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

   ☒ No

   ☐ Other (please explain):

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

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

   ☐ Course is not appropriate for online delivery:

   ☒ 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:

Explain how each identified challenge can be met in a distance learning environment: Required Instructional Videos will be have accurate captions. Power Point Presentations will have appropriate headings and alt text. Presentations by students can be recorded using Canvas Studio or similar technology.

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.
   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.
   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: 05/14/2025 (JL)

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Course Development Memo

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

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 5/21/2025

Re: SLP 2000 Introduction to Phonetics

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):_____

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 __5/21/25_____

Date COR went to Distance Learning Education Committee ___5/21/25_____

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:

We are looking to create a new CTE certificate for a Speech-Language Pathology Aide and this course would be part of the required core.

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.

Associate in Science Speech-Language Pathology Assistant

*SLOs are required

☐ **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:

*SLOs are required

TAFTCOLLEGE

Prepared by: A. Bledsoe
Reviewed by: K. Kulzer-Reyes
Date Prepared: 5-16-25

Speech Language Pathology (SLP) 2000 Introduction to Phonetics (3 Units) CSU

Advisory: Eligibility for English 1500 or 1501 strongly recommended.

Total Hours: 3236 Hours Lecture. 4854 Hours Lab. 6472 Outside of Class Hours. (162 144 Total Student learning hours)

Catalog Description: This course is designed to provide the student with knowledge and skill in the classification, description, and transcription system of the phonetic speech sounds of American English. Students will learn to transcribe normal and disordered speech using the International Phonetic Alphabet (IPA) for broad transcription. Linguistic variations and regional dialects will be addressed.

Type of Class/Course: Degree Credit

Representative Textbook: Small, Larry, & Lee, Chao-Yang. *Fundamentals of Phonetics: A Practical Guide for Students*. 6th ed., Pearson. 2024.~~Small, Larry, & Lee, Chao-Yang. *Fundamentals of Phonetics: A Practical Guide for Students (6th Edition).* Pearson. 2024.~~

~~ISBN: 978-0138170233~~

Course Objectives:

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

1. **Identify American English phonemes in isolation, syllables, words, phrases, and sentences**
2. **Identify components of a syllable and various syllable shapes in American English**
3. **Determine accurate markings of stress in words, phrases, and sentences given oral samples**
4. **Describe phonotactic rules that impact articulation and coarticulation of sounds in words, phrases, and sentences**
5. **Describe how the anatomy and physiology of the vocal tract produces different speech sounds**
6. **Identify common diacritic symbols used in narrow transcription**
7. **Label and write phonetic symbols for all American English phonemes in isolation given oral samples**
8. **Accurately use broad transcription of standard American English phonemes in words, phrases, and sentences**
9. **Transcribe samples of accented English using appropriate diacritics and stress markers**

Course Level Student Learning Outcomes

1. ~~SLO 1~~ **Transcribe oral language samples using broad transcription of American-English speakers.**
2. ~~SLO 2~~ **Apply common diacritics to affected phonemes in an oral language sample.**

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3. ~~SLO 3~~ Use stress markers to identify primary and secondary stress in multisyllabic words.

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Course Scope and Content:

Lecture:

1. Orientation to the lecture and lab requirements
2. Overview of speech production
- **a. Structures and functions involved in phonation**
- **b. Structures and function involved in articulation**

3. International Phonetic Alphabet
- **a. Broad transcription**

4. American English phonemes
- **a. Consonants**
  - **(1) Manner of articulation**
  - **(2) Place of articulation**
  - **(3) Voicing and cognates**
  - **(4) Consonant symbols**
- **b. Vowels**
  - **(1) Classification of vowels**
  - **(2) Vowel symbols**
- **c. Diphthongs**
  - **(1) Definition of diphthongs**
  - **(2) Diphthong symbols**

5. American English phonology and phonetics
- **a. Phonotactic rules and the impact on articulation and phonetic transcription**
- **b. Syllables**
  - **(1) Components of a syllable (nucleus, rhyme, onset, coda)**
  - **(2) Syllable shapes in American English**
- **c. Suprasegmentals**
  - **(1) Stress in multisyllabic words**
  - **(2) Marking stress at the sentence level**

6. Narrow Transcription
- **a. Diacritic symbols**
- **b. Effects of coarticulation on speech at the word, phrase, and sentence level**
- **c. Common phonetic changes in regional American dialects**
- **d. Accented speech**
  - **(1) Common diacritics used for the speech of non-native English speakers**

Lab:

1. Overview of speech production
- **a. Structures and corresponding functions involved in phonation**
- **b. Structures and corresponding functions involved in articulation**

2. International Phonetic Alphabet chart
3. American English phonemes
- **a. Consonants**
  - **(1) Manner of articulation**
  - **(2) Place of articulation**
  - **(3) Voicing and cognates**

(4) Application of broad transcription of consonants in isolation, words, phrases, and sentences

b. Vowels

(1) Classification of vowels

(2) Application of broad transcription of vowels in isolation, words, phrases, and sentences

c. Diphthongs

(1) Definition of diphthongs

(2) Application of broad transcription of diphthongs in isolation, words, phrases, and sentences

4. American English phonology

a. Phonotactic rules

b. Syllables

(1) Components of a syllable (nucleus, rhyme, onset, coda)

(2) Syllable shapes in American English

c. Suprasegmentals

(1) Stress in multisyllabic words

(2) Marking stress at the sentence level

5. Narrow transcription

a. Diacritic symbols

b. Effects of coarticulation on speech at the word, phrase, and sentence level

c. Common phonetic changes in regional American dialects

d. Accented speech

(1) Common diacritics used for the speech of non-native English speakers

(2) Application of narrow transcription to speech samples of non-native English speakers at word, phrase, and sentence levels

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of ~~4~~ 6 hours per week outside of the regular class time doing the following:

a. Reading
   i. Assigned chapters from text
   ii. Transcription samples
b. Writing or problem solving or skill attainment
   i. Broad transcription from an oral language sample of a native English speaker
   ii. Narrow transcription from an oral language sample of an accented English speaker
c. Critical thinking
   i. Application of critical listening skills and phonetic transcription skills to identify typical and accented American-English production of phonemes in words, phrases, and sentences

Methods of Instruction:

1. **Lecture/PowerPoint presentations**
2. **Significant Instructor Demonstrations**
3. **Laboratory Activity/Specialized Lab**
4. **In-Class Critiques of Student Work**
5. **Class discussions**
6. **Collaborative learning**
7. **Instructional videos**

Methods of Evaluation:

1. **Examinations and quizzes**
2. **Assignments**
   a. **Students will complete live transcription exercises**
   b. **Broad transcription project of a native English speaker**
   c. **Narrow transcription project of a non-native English speaker**
   d. **Homework assignments for phonetic transcription practice**

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Supplemental Data:

TOP Code:	**1220.00: Speech/Language Pathology and Audiology**
SAM Priority Code:	**C: Clearly Occupational**
Distance Learning:	**Y: Online, Hybrid**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**Y: Not Applicable, Credit Course**
Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**
Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**E: Credit By Exam**
Eligible for Pass/No Pass:	**C: Pass/No Pass**
Taft College General Education:	
Discipline	**Speech Language Pathology**

TAFTCOLLEGE

Course Development Memo

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

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 5/21/2025

Re: SLP 2100 Childhood Disorders and Treatment

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):_____

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 __5/21/25_____

Date COR went to Distance Learning Education Committee ___5/21/25_____

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:

We are looking to create a new CTE certificate for a Speech-Language Pathology Aide and this course would be part of the required core.

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.

Associate in Science Speech-Language Pathology Assistant

*SLOs are required

☐ **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:

*SLOs are required

TAFTCOLLEGE

Prepared by: A. Bledsoe
Reviewed by: K. Kulzer-Reyes
Date Prepared: 5-19-25

Speech Language Pathology (SLP) 2100 Childhood Disorders and Treatment (5 Units) CSU

Prerequisite: Enrollment is dependent on admittance to the Speech-Language Pathology Assistant Associate's degree program.

Total Hours: ~~72~~ 64Hours Lecture. 48~~54~~ Hours Lab. ~~144~~ 128 Outside of Class Hours. (247~~0~~ Total Student learning hours)

Catalog Description: This course focuses on the treatment of speech, language and hearing disorders in children. Students will learn the causes and characteristics of specific disorders and the elements of assessment and screening tools. Models of service delivery for children in educational and healthcare settings will be discussed. Students will learn and observe therapeutic principles and methods for treating a variety of speech and language disorders in children and will demonstrate these skills through therapy simulations. Treatment documentation and data collection will be introduced.

Type of Class/Course: Degree Credit

Representative Textbooks:
Roth, Froma P., and Colleen K. Worthington. *Treatment Resource Manual for Speech-Language Pathology.* 7th ed., Plural Publishing, 2023.
Shipley, Kenneth G., and Julie G. McAfee. *Assessment in Speech-Language Pathology: A Resource Manual.* 7th ed., Plural Publishing, 2023.
~~Roth, Froma D. and Colleen Worthington. *Treatment Resource Manual for Speech-Language Pathology.* Cengage. 2020~~

~~Shipley, Kenneth G. and Julie G.McAfee. *Assessment in Speech-Language Pathology: A Resource Manual.* Cengage. 2020~~

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

1. **Complete the observation log to include 15 hours of observation time of pediatric speech-language evaluations and therapy**
2. **Communicate reinforcement techniques in an appropriate and professional manner during therapeutic simulations**
3. **Demonstrate phonetic placement cues and prompts during speech therapy simulations**
4. **Identify components of a therapeutic objective**
5. **Explain why therapy goals and objectives need to be sequenced based on the developmental or client-specific approaches**
6. **Define stimulus type, task mode, and response level and explain how they are utilized in a therapy session**
7. **Identify "branching" by adjusting the level of difficulty within a sample therapy lesson task**
8. **Identify examples of positive reinforcement using primary and secondary reinforcers**
9. **Select and demonstrate appropriate execution of secondary reinforcers according to the reinforcement schedule identified in the therapy lesson plan**

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10. **Describe behavior management strategies, including reinforcement, punishment, and extinction**
11. **Demonstrate key teaching strategies in therapy simulations of a variety of speech and language disorders**
12. **Identify various service delivery models used in the intervention of communication disorders**
13. **Use appropriate techniques for data collection during therapy simulations of various communication disorders**
14. **Write SOAP notes for therapy simulations**
15. **Explain the role of the family in early intervention.**
16. **Identify components of an Individual Educational Program plan (IEP) for a K-12 student receiving speech and language services.**
17. **Identify developmental phonological processes usually dropped by 3 years of age**
18. **Identify developmental phonological processes dropped after 3 years of age**
19. **Demonstrate effective use of prompts and cues for American English phonemes in therapy simulations**
20. **Identify the pre-linguistic and early language therapy targets that are addressed in early intervention**
21. **Identify preverbal and verbal communication intentions in young children**
22. **Identify the stages of Mean Length of Utterance (MLU)**
23. **Give examples of categories for two-word semantic relations**
24. **Identify examples of Brown's 14 grammatical morphemes**
25. **Identify what language skills are needed for the child to succeed in school from ages 5 to 10 years**
26. **Summarize observations of pediatric speech-language therapy sessions.**
27. **Describe common causes and characteristics of speech and language disorders**
28. **Identify the components of an Individualized Family Service Plan (IFSP)**
29. **Identify technical standards for the occupation of Speech-Language Pathology Assistant**
30. **Explain key principles of the ASHA Code of Ethics as it applies to work as a SLPA**
31. **List the roles and responsibilities of a SLPA, including what is not within the scope of practice**
32. **Compare and contrast the different types of assessments used in the field of speech-language pathology**
33. **Identify the components of a speech-language assessment**
34. **Model appropriate American English vocabulary, word usage, pronunciation, social language rules, and grammar for clients during therapeutic simulations**
35. **Respond to clinical feedback during simulations with professional behavior**
36. **Create a communication board using core vocabulary for an AAC system**
37. **Describe types of AAC systems and how users can access these systems**
38. **Define evidence-based practice (EBP) and identify sources for EBP in the speech-language pathology field**
39. **Explain what the linguistic hierarchy is and how this is incorporated into the Traditional Articulation Approach to speech sound remediation**
40. **Demonstrate techniques related to a specific fluency therapy approach**
41. **Compare and contrast hypofunctional voice patterns with hyper functional voice patterns**
42. **Identify common techniques used in voice therapy**
43. **Compare and contrast the Traditional Articulation Approach with the Phonological Processes Approach**
44. **Describe the Traditional Articulation approach and how it is applied for the speech sound remediation for specific disorders**
45. **Explain the supervisory process according to Anderson's continuum of supervision**

46. Explain key techniques used in treatment of children with autism spectrum disorder
47. Describe common interventions for different types of hearing loss.

Course Level Student Learning Outcomes

1. ~~SLO 1~~ **Create a therapy plan with relevant materials for a child with a language disorder.**

2. ~~SLO 2~~ **Simulate therapeutic techniques to remediate a speech sound disorder.**

3. ~~SLO 3~~ **Identify the key components of an Individualized Education Plan.**

Course Scope and Content:

Lecture:

1. Orientation to the course
2. Role of SLP Assistants
    a. Speech-Language Pathology Assistant (SLPA) Program handbook, policies, and procedures
    b. Technical Standards of SLPA
    c. CA state law
    d. American Speech-Language-Hearing Association's (ASHA) scope of practice
    e. Supervisory process
        (1) Anderson's continuum of supervision
3. Principles of Assessment
    a. Referral process
        (1) Referral sources
    b. Screenings
        (1) Common screenings for speech and language
    c. Types of assessment
        (1) Norm-referenced assessments
        (2) Criterion-referenced assessments
        (3) Authentic assessment methods
    d. Role of SLPAs in screenings and assessment
4. Service Delivery Models
    a. Intervention for Birth to Three population
        (1) Individualized Family Service Plan
        (2) Roles of family and service providers in early intervention
    b. Intervention for school-aged children
        (1) Special Education Regulations
        (2) Disability categories
        (3) Individualized Education Program Plans
5. Principles of Intervention
    a. Baseline and probes
    b. Target selection
        (1) Client-specific factors
            i. Stimulability
        (2) Development-normative factors
    c. Long Term Goals and Short Term Objectives
        (1) "do" statement

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- (2) condition
- (3) criteria

d. Stimulus type
e. Task mode
f. Response level
g. Progression of therapy sequence
- (1) branching
- (2) generalization and carryover

h. Evidence-based practice
- (1) SOAP notes

i. Behavior management
- (1) Positive reinforcement
- (2) Negative reinforcement
- (3) Consequence and extinction of behaviors
- (4) Schedules of reinforcement

j. Data Collection and documentation

6. Disorders of young children, birth to three years
a. Assessment in the birth to three population
b. Therapy targets
c. Therapeutic techniques and approaches for birth to three population
d. Early intervention therapy demonstration and simulation

7. Language Intervention for preschool-aged children
a. Review of common language issues
b. Augmentative and Alternative Communication (AAC)
c. Review of common language milestones in content, form, and use
d. Common assessments and screenings
e. Therapeutic targets
f. Emergent literacy
g. Key teaching strategies

8. Language Intervention for School-Aged Children
a. Causes and characteristics of common language disorders in school-aged children
- (1) Autism spectrum disorder (ASD)
  - i. Specific techniques used in treatment of children with ASD
- (2) Specific Language Impairment
- (3) Language-based learning disabilities
- (4) Intellectual Disability
- (5) Auditory Processing Disorder
- (6) Cognitive issues and language development
  - i. Attention Deficit Disorder and Attention Deficit-Hyperactivity Disorder
  - ii. Executive function problems

b. Therapy targets for language disorders
c. Therapy techniques and approaches for language disorders

9. Speech Sound Disorders
a. Review of speech sound milestones
- (1) Phonetic production of speech sounds
- (2) Phonological development
  - i. Developmental phonological processes that are dropped by age 3
  - ii. Developmental phonological processes that are dropped after age 3

b. Common assessment and screening measures
c. Causes and characteristics of common speech sound disorders
- (1) Functional speech disorders

- (2) Phonological processing disorders
- (3) Cleft lip and palate
- (4) Hearing Impairments
  - i. Hearing screenings and evaluations
  - ii. Cochlear implants
  - iii. Intervention approaches
- (5) Childhood apraxia of speech
- (6) Dysarthria

d. Therapeutic targets for speech sound disorders
e. Therapeutic techniques for speech sound disorders
- (1) Traditional Articulation Approach
- (2) Phonological Processes Intervention
  - i. Cycles approach

10. Fluency Disorders
a. Causes of stuttering
b. Methods of assessment
c. Types of stuttering behaviors
- (1) core behaviors
- (2) secondary behaviors

d. Progression of stuttering
- (1) Beginning stuttering
- (2) Intermediate stuttering
- (3) Advanced stuttering

e. Cluttering
- (1) Distinguishing characteristics

f. Intervention approaches to disfluency
- (1) Fluency Shaping Approach
- (2) Stuttering Modification Approach

11. Voice Disorders
a. Common voice disorders in children
b. Methods of assessment
c. Hyper functional vocal pattern
- (1) Characteristics
- (2) therapeutic techniques

d. Hypofunctional vocal pattern
- (1) Characteristics
- (2) Therapeutic techniques

Lab:

1. Orientation to lab format and assignments
2. Technical standards of SLPAs
3. Scope of practice and ethics in SLP
4. Multicultural issues in speech-language pathology
   a. case studies
5. Principles of assessment
   a. components of a norm-referenced assessment
   b. speech-language screenings
   c. hearing screenings
6. Service Delivery models
   a. components of an Individualized Education Program plan

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7. Principles of Intervention
    a. Components of a therapeutic objective
        (1) Action/"do" statement
        (2) Conditions
        (3) Criterion
    b. Conducting a probe for determining baseline and treatment progress
    c. Stimulus types
    d. Task mode
    e. Response level
    f. Basic training protocol
    g. Therapy dynamics and setting the tone
    h. Group therapy considerations
    i. Behavior management
        (1) Types of behavior management strategies
            i. reinforcement
            ii. punishment
            iii. extinction
        (2) Schedules of reinforcement
    j. Therapy documentation
        (1) Lesson planning
        (2) Data collection
        (3) Treatment logs
    i. SOAP notes
    k. Receiving clinical feedback from supervisor
8. Review of language milestones
    a. Semantic relations
    b. Early syntactic acquisition stages
    c. Brown's 14 grammatical morphemes
    d. Mean length of utterance development
    e. Early communicative intentions
9. Early intervention
    a. Service delivery models
        (1) Individualized Family Service Plan
    b. Therapy planning for early intervention
        (1) Therapy targets
        (2)Therapy techniques
    c. Conducting early intervention therapy sessions
        (1) Simulations of early intervention therapy session
10. Augmentative and Alternative Communication (AAC)
    a. Low tech AAC
    b. High tech AAC
    c. Selection methods
    d. Core vocabulary
    e. Incorporating AAC into daily and educational activities
        (1) Sample communication board with core vocabulary
11. Preschool-Aged Language Therapy
    a. Sample Individualized Education Program and clinical plans
    b. Analyzing and sequencing therapy objectives
    c. Preparation for preschool-aged language therapy sessions
        (1) Therapy plan format
        (2) Therapy targets

(3) Therapy techniques
(i) Early intervention strategy review
(ii) Key teaching strategies
(4) Reinforcement type and schedule
(5) Data collection
(6) Selecting appropriate activities for age group
d. Simulations of preschool language therapy
12. School-Aged Language Therapy
a. Sample Individualized Education Program Plans
b. Preparation for school-aged language therapy sessions
(1) Therapy plan format
(2) Therapy targets
(3) Therapy techniques
(4) Reinforcement type and schedule
(5) Data collection
(6) Selecting appropriate activities for age group
(7) Therapy documentation
(i) SOAP notes
c. Simulations of school-aged language therapy
13. Therapy approaches for Autism Spectrum Disorder
14. Speech Sound Disorders
a. Traditional Articulation Approach
b. Phonological processes Approach
c. Linguistic hierarchy
d. Cues and prompts for eliciting disordered phonemes
e. Preparation for a group articulation therapy session
(1) Therapy plan format
(2) Therapy targets
(3) Therapy techniques
(4) Reinforcement type and schedule
(5) Data collection
(6) Selecting appropriate activities for clients
(7) Therapy documentation
(1) SOAP notes
f. Simulation of group articulation therapy session
15. Fluency Intervention
a. Fluency Shaping Approach
b. Stuttering Modification Approach
c. Simulation of selected therapy techniques

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 10~~8~~ hours per week outside of the regular class time doing the following:

a. Reading
i. Assigned chapters from text
ii. Assigned journal articles or websites related to study
iii. Sample clinical documents
iv. Laws and policies regarding SLPA scope of practice

b. Writing or problem solving or skill attainment
   i. Observation log of 15 hours of pediatric speech-language sessions that address a range of disorders and ages
   ii. Summary of selected observations
   iii. Therapy lesson plans for speech and language goals given a client profile
   iv. Data collection on therapy plans
   v. SOAP notes from therapy simulations
   vi. Multicultural article review
   vii. Completion of a linguistic hierarchy
   viii. Therapy toolkit
   ix. Portfolio of learning materials
   x. Training modules for techniques specific to children with autism spectrum disorder
   xi. Multicultural case scenarios
   xii. Graphic organizer of developmental milestones
c. Critical thinking
   i. Apply the principles of learning and clinical teaching techniques to client profiles
   ii. State rationale for use of various treatment intervention strategies for use with specific speech and language disorders
   iii. Analyze the types and effective use of therapeutic techniques in observations of therapy sessions

Methods of Instruction:

1. Lecture/PowerPoint presentations
2. Instructor Demonstrations
   a. Modeling of therapeutic and assessment techniques
3. Regular Student Demonstrations
   a. Simulations and role-plays of therapeutic scenarios
4. Laboratory Activity/Specialized Lab
5. In-Class Critiques of Student Work
6. Class discussions
7. 15 hours of clinical observation
8. Guest Speakers
9. Instructional videos

Methods of Evaluation:

1. Examinations and quizzes
2. Assignments
3. Clinical simulations
4. Observation summaries and log
5. Weekly lab assignments

TAFTCOLLEGE

Supplemental Data:

TOP Code:	**1220.00: Speech/Language Pathology and Audiology**
SAM Priority Code:	**C: Clearly Occupational**
Distance Learning:	**Y: Online, Hybrid**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**Y: Not Applicable, Credit Course**
Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**
Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**E: Credit By Exam**
Eligible for Pass/No Pass:	**C: Pass/No Pass**
Taft College General Education:	
Discipline	**Speech Language Pathology**

TAFTCOLLEGE

Course Development Memo

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

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 5/21/2025

Re: SLP 2200 Introduction to Augmentative and Alternative Communication

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☐ As part of the 5 year review cycle

☐ Other (please explain):_____

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 __5/21/25_____

Date COR went to Distance Learning Education Committee ___5/21/25_____

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:

We are looking to create a new CTE certificate for a Speech-Language Pathology Aide and this course would be part of the required core.

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.

*SLOs are required

Associate in Science Speech-Language Pathology Assistant

☐ **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:

*SLOs are required

TAFTCOLLEGE

Prepared by: A. Bledsoe
Reviewed by: K. Kulzer-Reyes
Date Prepared: 5-20-25

Speech Language Pathology (SLP) 2200 Introduction to Augmentative and Alternative Communication (3 Units) CSU

Prerequisite: Enrollment is dependent on admittance to the Speech-Language Pathology Assistant Associate's degree program.

Total Hours: 3245 Hours Lecture. 4845 Hours Lab. 6490 Outside of Class Hours. (14480 Total Student learning hours)

Catalog Description: This course introduces the student to the needs of children and adults who are nonverbal or have limited verbal abilities. Students will learn about the types of augmentative and alternative communication (AAC) systems, with emphasis on the preparation, use, and maintenance of selected low-tech and high-tech equipment. Opportunities for structured practice in the development and implementation of AAC tools will be provided.

Type of Class/Course: Degree Credit

Representative Textbook: Van Diepen, Morgan, and Janna Bedoyan. *AAC Visualized: A Visual Guide to Augmentative and Alternative Communication.* Studio van Diepen, 2023.~~Morgan van Diepen and Janna Bedoyan. *AAC Visualized.* ABA Visualized. 2022.~~

~~ISBN: 979-8-218-07872-0~~

Course Objectives:

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

1. **Define augmentative and alternative communication**
2. **Explain the purpose of augmentative and alternative communication within the Individuals with Disabilities Education Act (IDEA)**
3. **Explain the role of the speech-language pathology assistant in assessment and intervention of AAC users**
4. **Identify variables to consider when selecting low tech versus high tech systems**
5. **Classify needs by age group and disability**
6. **Identify four ways a user could activate equipment or could access AAC systems**
7. **Identify output formats which can be produced by communication devices**
8. **Identify at least two types of computer software for computer-assisted instruction with clients**
9. **Describe the role of a communication partner**
10. **Create a portfolio of low tech AAC materials**
11. **Create core/fringe communication boards**
12. **Perform mock treatment sessions using appropriate AAC strategies when given client description and goals**
13. **Create object communication choice boards**
14. **Compare and contrast low, mid, and high tech AAC devices**
15. **Describe models of AAC service delivery**
16. **Assist in the completion of a SETT analysis**

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17. **Analyze multicultural issues related to AAC users who are not native English speakers**
18. **Train individuals to become competent communication partners**
19. **Select AAC vocabulary given guidelines from a SLP**
20. **Effectively utilize data collection strategies to measure client progress**
21. **Explain and demonstrate prompt hierarchy**

Course Level Student Learning Outcomes

1. ~~SLO 1~~ **Identify four ways a user could activate equipment or access an augmentative communication system.**
2. ~~SLO 2~~ **Create a primary communication board for an adult and a child using appropriate software.**
3. ~~SLO 3~~ **Create a secondary communication board for an adult and a child using appropriate software.**

Course Scope and Content:

Lecture:

1. Orientation to the course
2. Introduction to augmentative and alternative communication (AAC) and assistive technology (AT)
- **a. History of AAC**
- **b. AAC systems overview**
  - **(1) Aided and unaided systems**
  - **(2) Low to high tech systems**
  - **(3) Cause and effect**
  - **(4) Customization**
  - **(5) Input and output**

3. SETT Assessments
- **a. Purpose and procedures**
- **b. Roles of team members**
- **c. AAC users**
- **d. Communication partners**
- **e. Environments**
- **f. Assessment of receptive and expressive language skills**
- **g. Assessment of social interaction**
- **h. Symbol selection**

4. AAC vocabulary
- **a. Core vocabulary**
- **b. Fringe vocabulary**

5. AAC systems
- **a. No tech**
- **b. Low tech**
- **c. Mid tech**
- **d. High tech**

6. Organization, selection, and structured practice of vocabulary in AAC systems
- **a. Children**
- **b. Adults**
- **c. Customization**

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7. Access and physical position factors in development of appropriate AAC systems based on sensorimotor impairment and impact on communication
8. Principles of AAC Intervention
- **a. Early intervention**
- **b. School-aged children**
- **c. Acquired disorders**
- **d. Data collection for AAC**
- **e. Methods of service delivery**
- **f. Types of access**
  - **(1) Scanning methods**
  - **(2) Direct selection methods**
- **g. Multicultural issues related to AAC users**
- **h. Establishing and monitoring the appropriate level of support through prompting hierarchies**
  - **(1) Hand-over-hand**
  - **(2) Prompts and cues**
  - **(3) Fading support**
- **i. Training communicative partners**

Lab:

1. Application of assessment principles
- **a. Speech Language Pathology Assistant role in assessment**
- **b. SETT analysis**

2. Application of intervention methods and principles
- **a. Early intervention**
- **b. School-aged children**
- **c. Acquired disorders**
- **d. Methods of service delivery**
- **e. Types of access**
  - **(1) Scanning methods**
  - **(2) Direct selection methods**
- **f. Multicultural issues related to AAC users**
- **g. Establishing and monitoring the appropriate level of support**
  - **(1) Hand-over-hand**
  - **(2) Prompts and cues**
  - **(3) Fading support**
- **h. Training communicative partners**
- **i. Structured practice using relevant and current low tech and high tech AAC systems**
- **j. Development of appropriate AAC materials given a client profile**
- **k. Preparation for therapy session**
- **l. Mock therapy demonstrations for each level of AAC device**
- **m. Effective use of prompts and cues**
- **n. Data collection**
- **o. Programming of low-tech AAC devices**

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 64 hours per week outside of the regular class time doing the following:

a. Reading
    i. Assigned chapters from text
    ii. Related journal articles as assigned by instructor
b. Writing or problem solving or skill attainment
    i. Program a computer overlay for a communication template in a system
    ii. Create core and fringe boards for AAC users that do not require technology
    iii. Compile a portfolio of AAC materials that do not require technology
    iv. Create communication boards that require no technology for communicative use
    v. Demonstrate appropriate treatment strategies using a customized AAC system, given a client's profile and communication goals
    vi. Research paper that compares AAC systems
    vii. Create and execute therapy plans for mock AAC sessions
    viii. Program low-tech devices given a client profile
c. Critical thinking
    i. Analyze multicultural issues related to AAC users who are not native English speakers
    ii. Develop skills to train individuals to become competent communication partners
    iii. Effectively utilize data collection strategies to measure client progress

Methods of Instruction:

1. Lecture/PowerPoint presentations
2. Instructor Demonstrations
3. Laboratory Activity/Specialized Lab
4. In-Class Critiques of Student Work
5. Class discussions
6. Guest Speakers
7. Instructional videos

Methods of Evaluation:

1. Examinations and quizzes
2. Assignments
    a. In-Class Demonstrated Skill Development/Role Playing Activities
    b. Product Development
    c. Graded Journals/Portfolios/Lab Reports
    d. Individual Research Project(s)
    e. Regular Peer Evaluations
    f. Regular In-Class Student Presentations
    g. Weekly Writing Assignments

TAFTCOLLEGE

Supplemental Data:

TOP Code:	**1220.00: Speech/Language Pathology and Audiology**
SAM Priority Code:	**C: Clearly Occupational**
Distance Learning:	**Y: Online, Hybrid**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**Y: Not Applicable, Credit Course**
Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**
Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**E: Credit By Exam**
Eligible for Pass/No Pass:	**C: Pass/No Pass**
Taft College General Education:	
Discipline	**Speech Language Pathology**

TAFTCOLLEGE

Course Development Memo

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

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 5/21/2025

Re: SLP 2300 Adult Disorders and Treatment

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):_____

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 __5/21/25_____

Date COR went to Distance Learning Education Committee ___5/21/25_____

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:

We are looking to create a new CTE certificate for a Speech-Language Pathology Aide and this course would be part of the required core.

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.

Associate in Science Speech-Language Pathology Assistant

*SLOs are required

☐ **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:

*SLOs are required

TAFTCOLLEGE

Prepared by: A. Bledsoe
Reviewed by: K. Kulzer-Reyes
Date Prepared: 5-21-25

Speech Language Pathology (SLP) 2300 Adult Disorders and Treatment (5 Units) CSU

Prerequisite: Enrollment is dependent on admittance to the Speech-Language Pathology Assistant Associate's degree program.

Total Hours: 6472 Hours Lecture. 4854 Hours Lab. 12844 Outside of Class Hours. (24070 Total Student learning hours)

Catalog Description: This course focuses on the classifications, causes, symptoms, and intervention methods of speech and language disorders in adults. Students will learn about service delivery models in a variety of settings that treat these disorders and the role of the speech-language pathology assistant (SLPA). Assessment methods and types will be discussed. Students will have the opportunity to learn and practice therapeutic techniques designed to treat adults with a variety of speech and language disorders.

Type of Class/Course: Degree Credit

Representative Textbooks:
Roth, Froma P., and Colleen K. Worthington. *Treatment Resource Manual for Speech-Language Pathology.* 7th ed., Plural Publishing, 2023.
Shipley, Kenneth G., and Julie G. McAfee. *Assessment in Speech-Language Pathology: A Resource Manual.* 7th ed., Plural Publishing, 2023.
~~Roth, Froma P. and Colleen K. Worthington. *Treatment Resource Manual for Speech-Language Pathology.* Thomson Delmar Learning, 2020.~~

~~Shipley, Kenneth G., and Julie G. McAfee. *Assessment in Speech-Language Pathology: A Resource Manual.* Delmar Cengage Learning, 2020.~~

Objectives:

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

1. **Describe the legal and ethical role and expectations of the speech-language pathology assistant in various job settings, including educational and healthcare environments**
2. **Identify the principles and procedures for assessment and management of communication disorders**
3. **Describe the causes, characteristics, and therapy targets for common speech and language disorders in adults**
4. **Describe and explain how organic factors can affect vocal production**
5. **Explain how functional factors, such as vocal abuse, psychological, or emotional factors can influence vocal production**
6. **Describe options for communication after laryngectomy**
7. **Identify appropriate augmentative and alternative communication options for speech and language disorders in adults**
8. **Perform therapy techniques that address speech and language disorders in adults**
9. **Describe evidence-based therapy techniques for adult cognitive, language, and speech disorders**

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10. Plan and execute sample therapy activities with related materials for a variety of speech and language disorders in adults
11. Collect data and write SOAP notes based on therapy during structured practice and therapy simulations
12. Demonstrate appropriate therapy techniques for the corresponding communication disorder
13. Describe and demonstrate augmentative and alternative communication options for severe cases of adult speech and language disorders

Course Level Student Learning Outcomes

1. ~~SLO 1~~ **Create a therapy plan with relevant materials for adult individuals with a speech disorder.**
2. ~~SLO 2~~ **Simulate therapy techniques for an acquired speech disorder.**
3. ~~SLO 3~~ **Describe common intervention approaches for adults with acquired language disorders.**

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Course Scope and Content:

Lecture:

1. Orientation to course
2. Introduction to clinical settings
- a. Educational settings
- b. Healthcare settings
- c. Scope of practice of the speech-language pathology assistant (SLPA)

3. Review of assessment and intervention processes
- a. Assessment methods and processes
- b. Case management processes
- c. Components of intervention plans

4. Common neurological etiologies for adult speech and language disorders
- a. Review of relevant neurological anatomy and physiology

5. Cognitive and language disorders
- a. Adult aphasia
- b. Traumatic Brain Injury
- c. Cognitive linguistic deficits related to dementia
- d. Evidence-based therapy techniques for acquired cognitive and language disorders
- e. Augmentative and alternative communication options for severe cases

6. Motor speech disorders
- a. Dysarthria
- b. Verbal apraxia
- c. Evidence-based therapy techniques for motor speech disorders
- d. Augmentative and alternative communication for severe cases

7. Voice disorders
- a. Dysphonia and aphonia
- b. Pitch, resonance, and respiratory control
- c. Organic voice disorders
  - (a) Edema related to laryngitis
  - (b) Tumors
  - (c) Neurologic and endocrine disorders

(d) Vocal cord paralysis
(e) Vocal warts and nodules
d. Functional voice disorders
(a) Vocal abuse
(b) Psychological or emotional factors
(c) Communication options for laryngectomees
e. Evidence-based therapy techniques for voice disorders
f. Augmentative and alternative communication for severe cases
8. Developmental Disabilities in adults
a. Autism Spectrum Disorder
b. Cerebral palsy
c. Down Syndrome
d. Intellectual Disability
e. Evidence-based therapy techniques for developmental disabilities in adults
f. Augmentative and alternative communication for severe cases
9. Therapeutic documentation
a. Data collection techniques
b. Therapy logs
(1) SOAP notes

Lab:

1. Application of therapeutic principles
a. Identification of therapy targets based on client profile and treatment plan
b. Creation and selection of appropriate activities and materials
c. Structured practice and demonstration of evidence-based intervention techniques for:
(1) Adult aphasia
(2) Traumatic brain injury
(3) Cognitive linguistic deficits
(4) Dysarthria
(5) Verbal apraxia
(6) Dysphonia and aphonia
(7) Organic voice disorders
(8) Functional voice disorders
(9) Laryngectomees
(10) Developmental disabilities
d. Therapy documentation
(1) Treatment planning
(2) Data collection
(3) SOAP notes

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 104 hours per week outside of the regular class time doing the following:

a. Reading
i. Assigned chapters from text
ii. Assigned journal articles related to study

b. Writing or problem solving or skill attainment
    i. Therapy plans for at least 5 different disorders
    ii. Data collection of client responses during therapy sessions
c. Critical thinking
    i. Apply the principles of learning and clinical teaching techniques to assigned treatment intervention for specific adult language, speech, and voice disorders
    ii. Explain the rationale for interventions for specific adult communication disorders

Methods of Instruction:

1. Lecture/PowerPoint presentations
2. Instructor Demonstrations
3. Laboratory Activity/Specialized Lab
4. In-Class Critiques of Student Work
5. Class discussions
6. Guest Speakers
7. Instructional videos
8. Clinical observations

Methods of Evaluation:

1. Examinations and quizzes
2. Assignments
    a. In-Class Demonstrated Skill Development/Role Playing Activities
    b. Graded Journals/Portfolios/Lab Reports
    c. Individual Research Project(s)
    d. Written homework assignments
    e. Short presentations on adult disorders and associated treatment strategies

TAFTCOLLEGE

Supplemental Data:

TOP Code:	**1220.00: Speech/Language Pathology and Audiology**
SAM Priority Code:	**C: Clearly Occupational**
Distance Learning:	**Y: Online, Hybrid**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**Y: Not Applicable, Credit Course**
Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**
Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**E: Credit By Exam**
Eligible for Pass/No Pass:	**C: Pass/No Pass**
Taft College General Education:	
Discipline	**Speech Language Pathology**

TAFTCOLLEGE

Course Development Memo

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

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 5/21/2025

Re: SLP 2500 Fieldwork Experience

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):_____

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 __5/21/25_____

Date COR went to Distance Learning Education Committee ___5/21/25_____

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:

We are looking to create a new CTE certificate for a Speech-Language Pathology Aide and this course would be part of the required core.

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.

Associate in Science Speech-Language Pathology Assistant

*SLOs are required

☐ **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:

*SLOs are required

TAFTCOLLEGE

Prepared by: A. Bledsoe
Reviewed by: K. Kulzer-Reyes
Date Prepared: 5-21-25

Speech Language Pathology (SLP) 2500 Fieldwork Experience (4 Units) CSU~~Not transferable~~

Prerequisite: Successful completion of **SLP 2100 - Childhood Disorders and Treatment & SLP 2200 - Introduction to Augmentative and Alternative Communication.**

Total Hours: 3~~26~~ Hours Lecture. 96~~126~~ Hours Lab. 64~~72~~ Outside of Class Hours. (192~~234~~ Total Student learning hours)

Catalog Description: This course will provide the student with the opportunity to perform speech-language pathology assistant (SLPA) responsibilities under the guidance and supervision of state licensed or credentialed speech-language pathologists. Experiences may take place in educational, clinical, and/or home health settings. This course meets the requirements for clinical hours required for state licensure.

Type of Class/Course: Degree Credit

Representative Textbook: Ostergren, Jennifer A., and Margaret Vento-Wilson. *Speech-Language Pathology Assistants: A Resource Manual.* 3rd ed., Plural Publishing, 2024.~~Ostergren, Jennifer A. & Vento-Wilson, Margaret. *Speech-Language Pathology Assistants: A Resource Manual.* Plural Publishing, Inc. 2024.~~

~~ISBN: 9781635504156~~

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Course Objectives:

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

1. **Create relevant, motivating, and appropriate therapy activities that effectively address the client's goals and developmental profile.**
2. **Describe the scope of practice for a speech-language pathology assistant.**
3. **Identify the ethical principles identified in the ASHA Code of Ethics for Speech-Language Pathology Assistants.**
4. **Generate appropriate solutions to ethical dilemmas given a scenario.**
5. **Follow the health and safety procedures of the internship sites.**
6. **Explain and follow confidentiality and privacy rules as they relate to the Health Insurance Portability and Accountability Act (HIPAA) and special education law.**
7. **Utilize and effective therapy lesson plan template for implementing treatment and collecting data.**
8. **Effectively use data collection techniques required by supervising speech-language pathologist.**
9. **Demonstrate knowledge of client's treatment plan, goals, and disorder in planning and execution of therapy.**
10. **Organize treatment space to maximize client performance.**
11. **Maintain a positive and professional demeanor and rapport with clients, staff, and caregivers on-site.**
12. **Effectively utilize therapeutic techniques with minimal to no assistance needed.**
13. **Implement treatment objectives in appropriate sequence for client.**
14. **Provide clear, concise, and appropriate directions for client's level of understanding.**

15. **Provide appropriate feedback as to the accuracy of the client's response.**
16. **Use positive and appropriate behavior management techniques to support and guide clients/patients during therapy sessions.**
17. **Effectively manage time for the therapy sessions and overall daily schedule.**
18. **Assist with speech-language screenings, as directed by supervising speech-language pathologist.**
19. **Use legible, neat, and professional writing on clinical documents.**
20. **Adapt clinical sessions based on supervisor and/or client performance.**
21. **Model accurate American English phonemes and grammar structures for clients.**
22. **Organize and maintain clinical records as required by the speech-language pathologist.**
23. **Use clear, concise, and professional language in verbal and written documentation of client progress to supervisor.**
24. **Adhere to clinical schedule, including punctual arrive to internships on scheduled days.**
25. **Follow ethical principles of the field on clinical sites.**
26. **Realistically self-evaluate clinical skills.**
27. **Maintain professional appearance, including the wearing of a SLPA badge.**
28. **Demonstrate a receptive attitude towards constructive criticism and feedback from supervisor and instructor.**

Course Level Student Learning Outcomes

1. ~~SLO 1~~ Follow ethical principles of the field on clinical sites.
2. ~~SLO 2~~ Create relevant, motivating, and appropriate therapy activities that effectively address the client's goals and developmental profile.
3. ~~SLO 3~~ Use positive and appropriate behavior management techniques to support and guide clients/patients during therapy sessions.

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Course Scope and Content:

Lecture:

1. Orientation to course
- **a. Duties and responsibilities of a speech-language pathology assistant (SLPA) in accordance with the standards established by the American Speech-Language-Hearing Association (ASHA) and the California Speech-Language Pathology, Audiology, and Hearing Aid Dispensers' Board(SLPAHAD)**
- **b. Documentation requirements for clinical placements**
  - **(1) Field experience requirements and schedule**
  - **(2) Therapy log sheets and attendance policy**
  - **(3) Course assignments**
  - **(4) Self-assessments**
  - **(5) Instructor observation**
  - **(6) Skills assessments by supervisor**

2. Professional communication and conduct in the workplace
- **a. Managing professional relationship with supervisor**
  - **(1) Develop and maintain positive rapport**
  - **(2) Receive and implement feedback from supervisor**
  - **(3) Use positive communication to manage problems and conflict**
- **b. Communication with clients**

(1) Use of appropriate language based on client's developmental level and language learning profile
(2) Consideration of client's cultural and linguistic profile
(3) Communicating with culturally and linguistically diverse families
c. SLPA Code of Conduct
d. ASHA Code of Ethics
e. Confidentiality and privacy laws
(1) Health Insurance Portability and Accountability Act (HIPAA)
(2) Individuals with Disabilities Education Act and Individualized Education Programs
3. Implementation of treatment
a. Therapy planning and preparation considerations
(1) Selection of appropriate therapy materials based on client's developmental profile
(2) Use of effective therapy lesson plan template for site
(3) Appropriate data collection techniques
(4) Planning for group therapy sessions
b. Behavior management strategies
c. Therapy documentation
(1) SOAP notes
(2) Professional terminology and word usage in clinical writing
4. Employment readiness
a. Resume development
b. Job interview preparation
c. Continuing education requirements for licensed SLPAs
d. CA SLPAHAD Board License requirements
e. ASHA certification requirements

Lab:

1. Orientation to clinical environment
2. Preparation for therapy
a. Development of relevant and engaging treatment activities based on established therapy goals and client profile
b. Selection of appropriate therapy materials based on client's developmental profile
c. Organizing treatment space appropriately
d. Preparation of therapy lesson plans and data collection sheets
e. Integration of supervisor feedback into lesson plans
f. Incorporation of relevant therapy techniques
g. Behavioral management strategy planning
3. Assistance with speech and language screenings and assessment tools
a. Obtaining and analyzing speech and language samples
b. Calculation of mean length of utterance
c. Administration of screenings
d. Translation services, as appropriate
4. Implementation of therapy
a. Use of log sheets to document clinical hours
b. Professional and appropriate communication with clients, family, and staff during therapy sessions
c. Implementation of designated treatment objectives in appropriate sequence for client
d. Conducting treatment activities using procedures as directed by supervisor
e. Execution of behavior management strategies
f. Providing target specific feedback to client
g. Giving accurate, clear, and concise instructions to client

h. Performing therapy techniques for communication disorders
i. Time management of therapy session and overall schedule
j. Adapting therapy sessions based on client response and supervisor input
k. Maintaining a safe, healthy, positive environment for clients based on site policies and procedures
l. Modeling accurate phonemes and grammar for clients
m. Establishing and maintaining a positive rapport with clients, families, staff, and supervisors

5. Therapy documentation
   a. Data collection techniques
   b. Documenting client session based on site's practices and policies
   c. Organizing and maintaining treatment records
   d. Professional language in verbal and written summaries
   e. Privacy and confidentiality practices
6. Assistance to the supervising SLP
   a. Clerical duties
   b. Equipment maintenance
   c. Therapy materials development
   d. Scheduling and coordination of services
7. Professional Behavior
   a. Punctuality and personal time management
   b. Completion of required assignments and projects, as assigned by supervisor
   c. Ethical conduct
   d. Initiating and maintaining positive and professional relationships with multicultural client population, staff, and caregivers
   e. Self-evaluation skills
   f. Responding to supervisor feedback
   g. Professional appearance and wearing SLPA badge

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 84 hours per week outside of the regular class time doing the following:

a. Reading
   i. Complete selected readings from text relating to professional duties, professional interactions, screenings, treatment delivery, ethics, and multicultural considerations.
   ii. Read additional articles or materials related to treatment implementation as advised by the supervising speech-language pathologist or course instructor.
b. Writing or problem solving or skill attainment
   i. Responses to discussion prompts on selected clinical topics
   ii. Log sheets that accurately document clinical hours
   iii. Therapy lesson plans as assigned by supervisor or instructor
   iv. Midterm and final self-assessments
   v. Resume
   vi. Data collection and related SOAP notes
   vii. Community outreach materials (e.g., brochures)
   viii. Portfolio of clinical materials
   ix. Clinical assignment calendar of projected attendance
   x. Research project
c. Critical thinking
   i. Apply the principles of learning and clinical teaching techniques to assigned clinical cases

that represent a variety of communication disorders

ii. Self-evaluate strengths and weaknesses in therapeutic skills

Methods of Instruction:

1. Lecture/PowerPoint presentations
2. Instructor Demonstrations
3. Field Work/Clinical Setting
4. Collaborative Learning
5. In-Class Critiques of Student Work
6. Class discussions
7. Guest Speakers
8. Instructional videos
9. Scenario or simulation-based learning

Methods of Evaluation:

1. Examinations and quizzes
2. Assignments
   a. Graded Journals/Portfolios/Lab Reports
   b. Weekly log sheets
   c. Respond to a discussion prompts
   d. Create a therapy lesson plan
   e. Case Studies
   f. Self-assessments of clinical performance
   g. Instructor observation
   h. Clinical assessments by supervisors

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Supplemental Data:

TOP Code:	**1220.00: Speech/Language Pathology and Audiology**
SAM Priority Code:	**C: Clearly Occupational**
Distance Learning:	**Y: Online, Hybrid**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**Y: Not Applicable, Credit Course**
Special Class Status:	**N: Course is not a special class**
Basic Skills Status:	**N: Course is not a basic skills course**
Prior to College Level:	**Y: Not applicable**
Cooperative Work Experience:	**N: Is not part of a cooperative work experience education program**
Eligible for Credit by Exam:	**E: Credit By Exam**
Eligible for Pass/No Pass:	**C: Pass/No Pass**
Taft College General Education:	
Discipline	**Speech Language Pathology**

TAFTCOLLEGE

Course Development Memo

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

From: Juana Rangel-Escobedo

Division: Learning Support

Date: 1/31/2025

Re: Disability Services Career Development and College Preparation certificates and CORs

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):_____

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 _____3/10/2025_____

Date COR went to Distance Learning Education Committee _____3/10/2025_____

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

California has over 400,000 people served by regional centers. All these people can move into the Self Determination Program in the future. Today, there are not enough person-centered planners or independent facilitators to meet the need. Currently only a small fraction of eligible people are in SDP, but the numbers are growing.

There are no community colleges offering a Career Development and College Preparation certificate to become an Independent Facilitator or a person-centered planner today.

Today, there are few mandated requirements for independent facilitators and person-centered planners, but these will likely become stricter over time. As requirements change, Taft College will continue to meet the requirements through on-going program developments and updates.

*SLOs are required

This memo serves to cover two Career Development and College Preparation Disability Services certificates with a total of three CORs in the certificates.
In both certificates, DS 9250: Self Determination Program Orientation and Foundations is the first course.

Then students will select the Independent Facilitator or Person-Centered Planning certificate:

1. *Disability Services 9250: Self Determination Program Orientation and Foundations*
2. Disability Services (DS) 9260 Person-Centered Planning Foundations

or

1. *Disability Services 9250: Self Determination Program Orientation and Foundations*
2. Disability Services (DS) 9280 Self Determination Program Independent Facilitator Level 1

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.

Click here to enter text.

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

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition

☐ Humanities ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:
Please list the General Education SLOs this course meets:

Click here to enter text.

*SLOs are required

TAFTCOLLEGE

Prepared by: K. Kulzer-Reyes
Date Reviewed: Spring 2025
C & GE Approval Date:
Board Approval Date:
Semester Effective:

Disability Services (DS) 9250 Self Determination Program Orientation and Foundations (0 Units)

Prerequisite: None

Advisory: None

Hours and Unit Calculations:
Open entry/open exit
16 hours

Catalog Description: This disability services orientation course presents the information required by the Department of Developmental Services and the Self Determination Law to enter the Self Determination Program (SDP) in California. This is the foundation level course to ensure people entering the Self Determination Program understand the information needed to participate in this innovative program. People preparing to become person-centered planners or independent facilitators need to master this foundational information to effectively support their clients: future and current Self Determination Program participants. This course is offered in an open entry/open exit format. Students may enroll at different times and complete at various times or at varying paces within a defined period, such as a semester.

Type of Class/Course: Non-Credit

Text:

Think Outside the Box: Information and Resources on California's New Self Determination Program. 2nd ed., Disability Voices United, 2023.

Supplemental materials: Materials based on the Department of Developmental Services' Self Determination Program (SDP) documents

DDS Orientation materials: https://www.dds.ca.gov/initiatives/sdp/training-and-other-materials/

PAVE Person-centered Planning Template

Course Objectives:

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

1. **Explain the purpose of the person-centered plan (PCP);**
2. **Explain the principles of self-determination;**
3. **Create a Self Determination Program budget sample;**
4. **Identify unmet needs and changes in circumstances;**
5. **Create a Self Determination Program spending plan;**
6. **Define the role of an independent facilitator (IF);**
7. **Define the role of the service coordinator;**

8. Define the role of a financial management service;

Student Learning Outcomes

1. Analyze the connections between budget development and the traditional service delivery system.
2. Connect person-centered goals, budget development, and spending plan creation in practical ways.
3. Explain how the Self Determination Program can be used to meet their professional or personal goals

Course Scope and Content:

Unit I History and Principles of Self Determination

A. Background of self determination movement
B. Principles of self determination (DDS website)
    a. Freedom: You plan your own life and make your own decisions, just like people without disabilities are able to do.
    b. Authority: You decide how money is spent for your services and supports.
    c. Support: You pick the people and supports that help you live, work and play in your community.
    d. Responsibility: To make decisions in your life, to be accountable for using public money and to accept your valued role in the community.
    e. Confirmation: You are the most important person when making plans for your life. You are the decision maker about your services.

Unit II Person-centered planning

A. Pre-plan brainstorm
B. Information to include in the PCP
C. Connection to the individual program plan (IPP)
D. Goal creation
E. Ways to meet PCP goals

Unit III Self Determination Program Budget

A. Budget composition
B. Unmet needs
C. Changes in circumstances

Unit III Spending Plans

A. Required elements of spending plans
B. Making changes in spending plans
C. Service codes and their definitions

Unit IV Financial Management Services

A. Bill payer
B. Co-employer
C. Sole employer

Unit V Professionals in SDP

A. SDP staff for client
    a. Independent facilitator
    b. Person-centered Active Supports

   c. Staff connected to goals in PCP
B. Job Descriptions
C. Regional Center
   a. Service Coordinator
   b. Program Manager
   c. Participant-choice specialist
   d. Accounting department

D. SDP Ombudsperson
   a. Role and responsibility of Ombudsperson's office
   b. How to get support

Example of assignments and/or activities:

1. Review online scenario and analyze the planning session, focusing on possible errors in the scenario
2. Create an invoice following the directives from DDS and the financial management services guidelines
3. Write a paper to analyze connections between traditional service delivery system and the budget

Methods of Instruction:

1. Lectures
2. Video presentations

Methods of Evaluation:

1. Essays
2. Quizzes
3. Written analysis of SDP content

Supplemental Data:

TOP Code:	210450: Disability Services
SAM Priority Code:	D: Possibly Occupational
Distance Education:	Online; offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	J: Workforce Prep

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:	**N/A**
Taft College General Education:	**NONE**
Discipline:	**Rehabilitation Technician**

Prepared by: K. Kulzer-Reyes
Date Reviewed: Spring 2025
C & GE Approval Date:
Board Approval Date:
Semester Effective:

Disability Services (DS) 9260 Person-Centered Planning Foundations (0 Units)

Prerequisite: Successful completion or concurrent enrollment in DS 9250 Self Determination Program Orientation and Foundations.

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

1. **Understand person-centered thinking and planning.**
2. **Use person-centered thinking and planning in the workplace.**
3. **Use culturally competent communication strategies to support individuals served by the regional center system and their circles or support.**
4. **Understand the basics of California's Self Determination Program**

Total Hours: 16 hours

Catalog Description: This open entry/open exit disability services course prepares professionals to work with people served by California's Regional Center System who want to create person-centered plans to direct their own lives. Person-centered planners are professionals who assist people and create plans to direct all areas of life. This course expands upon the orientation information required by the Department of Developmental Services and the Self Determination Law to enter the Self Determination Program (SDP) in California. Students may enroll at different times and complete at various times or at varying paces within a defined period, such as a semester.

Type of Class/Course: Noncredit

Texts:

Think Outside the Box: Information and Resources on California's New Self Determination Program. 2nd ed., Disability Voices United, 2023.

Additional Required Materials: None

Course Objectives:

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

1. **Explain person-centered thinking and planning.**

2. Demonstrate person-centered thinking and planning strategies.
3. Use culturally competent communication strategies to support individuals served by the regional center system and their circles or support.
4. Describe the Home and Community Based Services Final Settings Rule

Student Learning Outcomes

1. Analyze various interactions with a client to form a strengths-focused person-centered plan.
2. Connect person-centered goals to needs and services provided through California's Lanterman Act.
3. Use culturally competent communication strategies.

Course Scope and Content:

Unit I Person-Centered Planning

A. Review strategies to accurately represent a person's wants and needs
B. Understand the person-served by the regional center is the person at the center of all programming and decision-making processes
C. Needs Assessments
D. Determine whether the identified needs are connected to services provided in the traditional system

Unit II Person-centered planning strategies

A. Learn multiple ways to gather information
B. Scenarios-based skill development
C. Develop toolkit with culturally relevant strategies

Unit III Person-centered planning tools

A. Charting the Life Course
B. Helen Sanderson and Associates Person-Centered Thinking Activities
C. Life Course Online and other apps to support PCP development
D. Use tools to connect to annual life planning

Unit IV Culturally Competent Communication Strategies

A. Familiarity with cultures served
B. Basic cultural knowledge of the three most spoken languages in your community.
C. Tools to help participants make their needs and wants understood

Unit V Home and Community Based Services (HCBS) Final Settings Rule

A. Understand the HCBS "final rule"
B. Locate places in PCP where the HCBS "final rule" will be used
C. Identify activities which comply with the HCBS "final rule"

Methods of Instruction:

1. Lectures
2. Group discussions
3. Class exercises
4. Individual and/or group projects

Methods of Evaluation:

1. Instructor evaluations
2. Tests/Quizzes
3. Research paper or project

Examples of Assignments and/or activities

1. Create at least three different Person-centered Plans based on scenarios and explain the benefits and drawbacks of the different types
2. Using the scenarios provided, identify services and supports that meet the Home and Community Based Services Final Settings Rule.
3. Identify technologies that can support person-centered planning
4. Create tools that can help an SDP participant updated their own Person-Centered Plan

Supplemental Data:

TOP Code:	**210450: Disability Services**
SAM Priority Code:	**D: Possibly Occupational**
Distance Education:	**Online; offline**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**J: Workforce prep**
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:	**N/A**
Taft College General Education:	**NONE**
Discipline:	**Rehabilitation Technician**

TAFTCOLLEGE

Prepared by: Kelly Kulzer-Reyes
Date Reviewed: 3 December 2024
C&GE Approval Date:
Board Approval Date:
Semester Effective:

Disability Services (DS) 9280 Self Determination Program Independent Facilitator Level 1 (0 units)

Prerequisite: Successful completion or concurrent enrollment in DS 9250 Self Determination Program Orientation and Foundations.

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

1. **Understand person-centered thinking and planning.**
2. **Use person-centered thinking and planning in the workplace.**
3. **Use culturally competent communication strategies to support individuals served by the regional center system and their circles or support.**
4. **Understand the basics of California's Self Determination Program**

Total Hours: 32 hours

Catalog Description: People served by California's regional center system can choose to participate in the Self Determination Program (SDP). Independent facilitators are professionals who assist SDP participants navigate this program. This course helps prepare these professionals to understand and analyze challenges that may occur for their clients. This class, along with Disability Services 0250: Self Determination Program Orientation and Foundations, create a Career Development and College Preparation Certificate. This entry-level knowledge will help you build your career as an independent facilitator for individuals served by California's Self Determination Program. This open entry/open exit disability services course prepares professionals to work with people served by California's regional center system. Students may enroll at different times and complete at various times or at varying paces within a defined period, such as a semester.

Type of Class/Course: Non-credit

Texts:
Think Outside the Box: Information and Resources on California's New Self Determination Program. 2nd ed., Disability Voices United, 2023.

Course Objectives:

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

1. Assist the individual with making informed decisions regarding their individual budget;
2. Locate, access and coordinate services and supports consistent with the participant's Individual Program Plan (IPP);
3. Identify immediate and long-term needs and developing options to meet those needs;
4. Lead, participate, and/or advocate on behalf of participants in the person-centered planning process and development of the IPP; and
5. Obtain identified services and supports.

Student Learning Outcomes

1. Differentiate between budget and spending plan requirements.
2. Identify and reduce areas of conflict by applying appropriate strategies.
3. Solve challenges in the Self Determination Program budgets, need identification, spending plans using effective interpersonal communication strategies.

Course Scope and Content:

Unit I Person-Centered Thinking and Planning

- A. Review strategies to accurately represent a person's wants and needs
- B. Understand the person-served by the regional center is the person at the center of all programming and decision-making processes
- C. Needs Assessments to identify needs
- D. Determine whether the identified needs are connected to services provided in the traditional system

Unit II Culturally competent communication

- A. Strategies in active listening
- B. Working with diverse populations
- C. Addressing language and cultural barriers
- D. Intersectionality and individualized support
- E. Understand how to explain complicated information
  - a. Plain language, reduce use of jargon and acronyms in communication
  - b. Communicating with participants, families, and service providers
  - c. Conflict Resolution and Advocacy Strategies for managing disagreements

Unit III Understanding the budget creation process

- A. Traditional services and the Lanterman Act
- B. Unmet needs
- C. Changes in circumstances

Unit IV Understanding how to create a person-centered spending plan

- A. Guide participants through the spending plan process

B. Verify spending is connected to PCP goals
C. Understand rules for using funds flexibly and responsibly
   1. Centers for Medicaid and Medicare Services Regulations
   2. Understanding allowable expenses
   3. Understanding how to troubleshoot spending plan challenges
D. Generic Resources

Unit V. Services and Supports in Person-Centered Planning
A. Assist people with disabilities served by regional centers in locating services
B. Assist community and entrepreneurs understand the Self Determination Program
C. Understand how to locate services and supports to assist SDP participants successfully navigate system

Unit VI Building Skills for Effective Facilitation
A. Communication and Collaboration Skills
B. Conflict Resolution and Advocacy
C. Time Management and Organizational Skills
D. Managing caseloads and documentation
E. Using technology to streamline processes
   a. HIPAA and privacy
   b. Use of AI in Independent Facilitation
   c. Billing
   d. Project Management

Methods of Instruction

1. Video role plays
2. Situation analysis
3. Lecture
4. Methods using Universal Design for Learning

Methods of Evaluation

1. Proof of understanding projects
2. Portfolio
3. Interview

Examples of Assignments and/or Activities

1. Create a spending plan with Person-Centered Planning goals, service codes and the
2. Create written and/or video explanations to explain latest Department of Developmental Services Self Determination Program directives
3. Create invoices to bill for Independent Facilitator services that meet the DDS directives, as they evolve

4. **Identify technologies to support participants in the SDP**
5. **Answer questions based on the required orientation information**
6. **Explain key aspects of budget creation, spending plans, financial management services, and service models**

Supplemental Data:

TOP Code:	**210450: Disability Services**
SAM Priority Code:	**D: Possibly Occupational**
Distance Education:	**Online; Offline**
Funding Agency:	**Y: Not Applicable(funds not used)**
Program Status:	**1: Program Applicable**
Noncredit Category:	**J – Workforce Preparation**
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:	**N/A**
Taft College General Education:	**NONE**
Disciplines:	**Rehabilitation Technician**

MEMO

To:	Vice President of Instruction Vicki Jacobi, Curriculum Co-Chair
From:	Kanoe Bandy
Division:	Applied Technologies
Date:	8/11/2025
Re:	Welding Technology Program

Program Title: ____Welding Technology_____

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.

Attached is an electromagnetic field warning that we would like to be added to the program description. This is intended to let students know that if they have any implanted medical device that they should consult with their physician before taking any of the courses in the welding program.

*Program SLOs are required

Welding Technology Degree Program:

Description:

The Associate in Science in Welding Technology Program is designed to provide comprehensive occupational training in common types of welding methods related to today's welding industries.

The Welding Technology Program offers an **Associate in Science in Welding Technology degree**, as well as **five Certificate options:** Gas Tungsten Arc Welding, Gas Metal Arc and Flux Core Arc Welding, Pipe Code Welding, Structural Code Welding, and Welding Assistant/Helper. The Certificates are listed and linked in the *For More Information* section below. These Certificate Programs are standalone certificates, and they are also stepping stones to earning the Associate in Science in Welding Technology.

This Program provides students with manipulative skills and technical knowledge required to perform in a variety of entry- to mid-level welding careers in manufacturing, petroleum, fabrication, and others.

The courses and training will prepare students to take the necessary code tests required in several occupational fields for employment.

Exposure to Electric and Magnetic Fields:

Students that are pursuing a career in Welding technology may encounter Electromagnetic Fields during their education training. Students must be aware that Electromagnetic Felds are used and understand the consequences of not following safety guidelines. Per the equipment manufacturer, wearers of Pacemakers and other Implanted Medical Devices should keep away. Implanted Medical Device wearers should consult their doctor and the device manufacturer before going near arc welding, spot welding, gouging, plasma arc cutting, or induction heating operations.

MEMO

To:	Vice President of Instruction Vicki Jacobi, Curriculum Co-Chair
From:	Kanoe Bandy
Division:	Applied Technologies
Date:	8/5/2025
Re:	Certificate of Achievement: Court Reporting

Program Title: ____Certificate of Achievement: Court Reporting

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 Associate Degree in Court Reporting was updated with additional speed building courses which helps students meet the 200 speed building requirement. This is updating the Certificate of Achievement to meet this requirement.

*Program SLOs are required

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Certificate of Achievement: Court Reporting

Item 1. Program Goals and Objectives

The mission of the Taft College Court Reporting Program is to change lives by providing a relevant and meaningful education for the purpose of placing each graduate with the capabilities, skills, and expertise necessary to secure employment within the court reporting and captioning professions. Promotion of life-long learning is demonstrated by the educational option of earning a dDiploma or ~~an a~~an a~~A~~ssociate dD~~e~~gree in the programs offered.

Goals

Taft College is committed to these goals:

- developing and maintaining a ~~high quality~~high-quality court reporting program that includes classroom instruction in the mastery of making verbatim records of deposition, hearings, meeting, conventions, and judicial proceedings by means of shorthand and the accurate transcription of such proceedings;

- ensuring students complete appropriate curricula and required hours of instruction mandated by Title 16 of the California Code of Regulations, which will enable them to take the State licensing examination;

- assuring students who complete the required training achieve a minimum of 225 WPM shorthand speed and 60 net WPM typing speed as the competency set by Title 16 of the California Code of Regulations; and

- understanding the critical importance and value in pursuing and developing relationships with members of the community, a part of which our graduates will ultimately become.

PROGRAM LEARNING OUTCOMES

Students will be able to:

1. Effectively perform routine court reporting duties
2. Pass the California Court Reporters Board Examination for Licensure
3. Apply appropriate ethical behavior in the profession
4. Exhibit professional qualities and attitude

Item 2. Catalog Description

The Court Reporting Program is designed to provide students with the academic foundation and technical training to be certified shorthand reporters and ~~captioners~~captioners. ~~.~~ The program prepares students to take the California Court Reporters' Board examination for certification. The courses listed meet the requirements of the Court Reporter's Board of California and a Certificate of Achievement in Court Reporting at Taft College. Students must complete a minimum of 2300 hours of speed building courses.

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Item 3. Certificate Program Requirements

Upon passing school requirements for state certification, students will be eligible to take the Certified Shorthand Reporter examination. ~~Academic courses completed in adult education~~education, ~~or a private court reporting school~~ ~~are~~ ~~is not transferable.~~ To earn a Certificate of Achievement in Court Reporting, students must complete all court reporting course requirements with a minimum grade of "C" in each course.

CERTIFICATE OF ACHIEVEMENT: COURT REPORTING:

Requirements	Dept. Name/#	Name	Units	CSU -GE	IGETC	Sequence
Required Core (8146 units)	ADMJ 1501	Introduction to Justice	3			Yr 2, Fall
	CTRP 0510	Machine Shorthand Theory	5			Yr 1, Summer
	CTRP 0515	Computer-Aided Transcription	3			Yr 1, Spring
	CTRP 0570	Legal Terminology I	3			Yr 1, Fall
	CTRP 0575	Legal Terminology II	3			Yr 1, Spring
	CTRP 0580	Court & Deposition Procedures	3			Yr 2, Spring
	CTRP 0590	Punctuation & Grammar	4			Yr 2, Fall
	CTRP 0654	200 Speed Building: Literary and Jury Charge	5			Yr 3, Spring
	CTRP 0664	200 Speed Building: 4-Voice	5			Yr 4, Summer
	CTRP 0750	CSR Preparation and Review	2			Yr 4, Summer
	CTRP 0710	Proofreading	2			Yr 2, Summer
	ENGL 1500	Composition & Reading	3			Yr 1, Fall
	HLED 1541	Medical Terminology	3			Yr 3, Summer
	HLED 1543	Medical Terminology for Court Rep	2			Yr 3, Fall
	Choose 7 courses from the following	35 units of additional Speed Building classes				
	CTRP 0631	60 WPM Machine Shorthand Speed Building: Literary and Jury Charge	5			Yr 1, Fall, Spring
	CTRP 0632	100 WPM Machine Shorthand Speed Building: Literary and Jury Charge	5			Yr. 1, Fall, Spring
	CTRP 0633	140 WPM Machine Shorthand Speed Building: Literary and Jury Charge	5			Yr 2, Fall, Spring
	CTRP 0634	180 WPM Machine Shorthand Speed Building: Literary and Jury Charge	5			Yr 3, Fall, Spring
	CTRP 0641	60 WPM Machine Shorthand Speed Building: 2-Voice	5			Yr 1, Fall, Spring

	CTRP 0642	100 WPM Machine Shorthand Speed Building: 2-Voice	5			Yr 1, Fall, Spring
	CTRP 0643	140 WPM Machine Shorthand Speed Building: 4-Voice	5			5.00 Credits(s) Yr 2, Fall, Spring
	CTRP 0644	180 WPM Machine Shorthand Speed Building: 4-Voice	5			Yr 3, Fall, Spring 5.00 Credits(s)
	CTRP 0651	80 WPM Machine Shorthand Speed Building: Literary and Jury Charge	5			5.00 Credits(s) Yr 1, Fall, Spring
	CTRP 0652	120 WPM Machine Shorthand Speed Building: Literary and Jury Charge	5			Yr 2, Fall, Spring 5.00 Credits(s)
	CTRP 0653	160 WPM Machine Shorthand Building: Literary and Jury Charge	5			5.00 Credits(s) Yr 2, Fall, Spring
	CTRP 0661	80 WPM Machine Shorthand Speed Building: 2-Voice	5			Yr 1, Fall, Spring 5.00 Credits(s)
	CTRP 0662	120 WPM Machine Shorthand Speed Building: 2-Voice	5			5.00 Credits(s) Yr 2, Fall, Spring
	CTRP 0663	160 WPM Machine Shorthand Speed Building: 4-Voice	5			Yr 2, Fall, Spring 5.00 Credits(s)
		160 WPM Machine Shorthand Speed Building: 4-Voice				5.00 Credits(s)
		200 WPM Machine Shorthand Speed Building: 4-Voice				5.00 Credits(s)

Required Major Total: 81~~46~~ units
TOTAL UNITS: 81 ~~68~~ units

Proposed Sequence:
Year 1 – Summer = 5 units
Year 1 – Fall = 11 units
Year 1 – Spring = 11 units
Year 2 – Summer = 7 units
Year 2 – Fall = 12 units
Year 2 – Spring = 8 units
Year 3 – Summer = 8 units
Year 3 – Fall = 7 units
Year 3 – Spring = 5 units
Year 4 – Summer = 7 units
TOTAL UNITS: = 81 units

TAFTCOLLEGE

Course Development Memo

To:	Greg Bormann, Chief Instructional Officer Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Kanoe Bandy
Division:	Applied Technologies
Date:	4/9/2025
Re:	ENERGY COR Updates (ENER 1025, 1513, 1515, 1520, 1530, 1540, 1610, 1620, 1630, 2900)

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):_____

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.

*SLOs are required

Energy Tech degree and certificates

☐ **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.

*SLOs are required

TAFTCOLLEGE

~~Revised by: J. Carrithers~~
Revised by: T. Davis
~~Reviewed by: D. Layne~~
Reviewed by: K. Bandy
Date revised: Spring ~~2017~~ 2025
C&GE approved: ~~May 8, 2017~~
Board approved: ~~June 14, 2017~~
Semester effective: ~~Spring 2018~~

Energy (ENER) 1620 Fundamentals of Instrumentation (3 Units) CSU

Advisory: ~~Eligibility for Math 1060 and English~~ ENGL 1500, C1000, ENGL 1501, C1000E or ENGL 1502 strongly recommended.

Total Hours: 40 hours lecture; 24~~32~~ hours lab (64~~72~~ hours total)

Catalog Description: This course is designed to provide students with a basic understanding of instrumentation, processes, and controls **for a variety of industries.** ~~that provide energy and oil and gas industries vital information needed to monitor and improve areas of production, safety, and effieiency.~~ Fieldtrips may be required. Course is not open to students who have credit of 'C' or better in ENER 1010.

Type of Class: Degree Credit

Representative Textbooks: ~~McNair, Will L. *Basic Instrumentation*. 4th ed. U of Texas at Austin, 2002.~~ Northrop, Robert B. Introduction to Instrumentation and Measurements, CRC Press; Third Edition 2017~~4~~

~~Center for the Advancement of Process Technology. *Instrumentation*. Pearson, 2009.~~

Additional Required Materials: Industry resources and materials

Objectives:

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

1. demonstrate a basic understanding of instrumentation ~~and their role in the energy, oil and gas industries~~,
2. identify instruments used to measure and control pressure, temperature, level and flow,
3. define key terms such as gravity, viscosity, density and pH,
4. explain the operation, programming, and calibration of closed loop process controllers and control systems to measure, control of flows, pressures, temperatures, and levels,
5. define closed-loop tuning and apply the concept,
6. describe the operation of Piping and Instrument Design control and apply the concept, and
7. demonstrate the ability to verify accuracy of transmitters, and calibrate using hand held calibrator.

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Course Student Learning Outcomes

1. ~~K—~~Demonstrate knowledge of how instrumentation has evolved over time, and how it works to automate and improve systems. ~~(K-Knowledge)~~
2. ~~S—~~Use skills learned to repair and expand control loops, making them more reliable for continued use. ~~(Skill-Psychomotor)~~
3. ~~A—~~Demonstrate trouble shooting and problem-solving skills for systems that utilize electronic and pneumatic instrumentation controls. ~~(A-Affective)~~

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Course Scope and Content (Lecture):

Unit I Measurements

A. Need for Measurement and Control
B. Methods of Measurement
C. Instrumentation Symbols and Diagrams
D. Types of Control
E. Methods or Modes of Control Types of Measurements

Unit II Final Control Elements

A. Valves
B. Sizing and Piping Arrangements
C. Actuators
D. Controlled-Volume Pumps
E. Variable-Volume Pumps
F. Other Final Control Elements

Unit III Electronic Automatic Controls

A. Analog Circuits and Equipment
B. Modes of Control and Control Loops
C. Programmable Logic Controllers (PLC) Control Systems
D. Specialized Flow Computers
E. Distributed Control Systems
F. Human-Machine-Interface (HMI)

Unit IV Pressure Measurement and Control

A. Units of Pressure Measurement
B. Mechanical Pressure Elements
C. Electronic Pressure Measure
D. Vacuum Measurements
E. Pressure Controls

Unit V Temperature Measurement and Control

A. Defining Temperature Measurement
B. Mechanical Temperature Sensors
C. Electronic Temperature Measurement
D. Electronic Temperature Transmitters
E. Temperature Control
F. Special Applications in Thermal Energy

Unit VI Liquid-Level Measurement and Control

A. Defining Level Measurement
B. Mechanical Level Sensors
C. Electrical Level Measuring Devices
D. Level Control
E. Flow Measurement
F. Mechanical flow sensors and meters
G. Electronic flow sensors and meters

Unit VII Gravity, Viscosity, Humidity and pH

A. Explore how gravity, viscosity, humidity influence liquids and their measurement
B. Examine how fluid pH influences the behaviors of liquids and piping

Unit VIII Programmable Logic Controllers (PLC)

A. PLC Operating Concepts
B. PLCS Brands
C. PLC Application and Loop Tuning

Unit IX Piping and Instrument Design (P&ID)

A. Instrumentation and Designations
B. Mechanical Equipment with Names and Valves
C. Valves
D. Process Piping, Sizes, Identification
E. Vents, Drains, Special Fitting, Sampling Lines, Reducers, Increasers, Swaggers
F. Permanent Start Up and Flush Lines
G. Interconnection Reference
H. Seismic Category
I. Quality Level
J. Annunciation Inputs
K. Computer Control System Input
L. Vendor and Contractor Interfaces
M. Identification of Components and Subsystems
N. Intended Physical Sequence of the Equipment

Course Scope and Content (Laboratory):

Unit I Measurements

A. Introduction to Lab Safety
B. Comparison of systems of units
C. Measuring length
D. Measuring time
E. Measuring temperature
F. Measuring mass, weight and force
G. Measuring work and energy
H. Measuring dimensions of various quantities

Unit II Process Control
A. Examine loop controllers
B. Examine final control elements
C. Explore methods of automatic controls

Unit III Level Measurement
A. Examine liquid level controls
B. Use mechanical sensors to measure levels
C. Use electrical sensors to measure levels

Unit IV Basic Flow Measurement and Control
A. Use mechanical flow sensors and meters
B. Use electronic flow sensors and meters

Unit V Basic Temperature Control
A. Use temperature sensors to monitor temperature
B. Use temperature transmitters to send temperature data

Unit VI Gravity, Viscosity, Humidity and pH
A. Measure Specific Gravity and Density
B. Measure Viscosity
C. Measure Humidity and Dew Point
D. Measure pH

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 5 hours per week outside of the regular class time doing the following:

1. Reading the required text and other background materials for class
2. Answering questions
3. Studying class materials and notes
4. Researching
5. Problem solving activities and exercises

Methods of Instruction:

1. Lecture
2. Hands-on demonstrations of instruments including field trips as needed

3. Group Activities
4. Guest Presentations
5. Laboratory Assignments

Methods of Evaluation:

1. Written assignments/reports
2. Exams and quizzes:
   a. Multiple choice, true/false
   b. Diagram matching
   c. Read and generate charts used in oil industry
3. Participation
4. Individual and group exercises & projects
5. Practical Observation

Laboratory Category: Extensive Laboratory

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

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

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

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

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

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

Supplemental Data:

TOP Code:	093400: Electronics and Electric Techn
SAM Priority Code:	C: Clearly Occupational

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

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TAFTCOLLEGE

~~Prepared by: J. Carrithers~~
Prepared by: T. Davis
~~Reviewed by: D. Layne~~
~~Reviewed by: P. Blake~~
Reviewed by: K. Bandy
Date Reviewed: Spring ~~2018~~ 2025
Textbook update: ~~Fall 2018~~
C & GE approved: ~~March 6, 2018~~
Board approved: ~~March 14, 2018~~
Semester effective: ~~Fall 2018~~

Energy (ENER) 1630 Energy Analytics (3 units) CSU

Advisory: Successful completion of ~~COSC~~ CIS 1703 and ~~COSC~~ CIS 1902 strongly recommended.

Hours and Unit Calculations: 48 Hours Lecture + 96 Outside of class Hours (144 Total Student Learning Hours) 3 Units

Catalog Description: This course is a study of data management systems employed by organizations in the energy industry. Students learn to develop and use spreadsheets and databases for common data collection, management, and problem solving as found in datasets, scenarios, and case studies common to oil, gas, wind, solar, and other energy industries. Fieldtrips may be required.

Type of Class/Course: Degree/Credit

Representative Textbooks:
~~Etheridge, Denise. *Excel Data Analysis: Your Visual Blueprint for Creating and Analyzing Data, Charts and PivotTables,* 3rd ed., Wiley, 2011.~~ **De Mauro, *Data Analytics Made Easy*, First Edition, 2021**

Conrad, Jeff. *Microsoft Access 2013 Inside Out.* O'Reilly Media, 2013.

Alexander, Michael, and Richard Kusleika. *Access 2016 Bible 1st Edition*. Wiley, 2016.

Course Objectives:

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

1. understand data types and data organization,
2. use energy related databases to retrieve and analyze production, geological, and/or reservoir data for modeling and decision analysis,
3. demonstrate the ability to extract any type of dataset and convert to an analytical format,
4. use spreadsheets to import, extract, and analyze data,
5. create templates, import data, and query data for reporting,
6. perform troubleshooting, problem solving, or decision analysis as appropriate, and
7. present findings and conclusions in oral or written format.

Course Student Learning Outcomes

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1. ~~K —~~Demonstrate the ways that sources of data ~~that~~ can be used to evaluate systems within the Energy industry. ~~(K – Knowledge)~~
2. ~~S —~~Use skills to mine data and import into usable formats including spreadsheets and databases for evaluation and use. ~~(Skill- Psychomotor)~~
3. ~~A~~ Demonstrate how to present data in a manner that allows information to be evaluated for decision making purposes. ~~(A Affective)~~

Course Scope and Content

Unit I: Data Types and Organization of Data
- A. Develop Data Types – Static, Dynamic, Calculated
- B. Use data structures and data formats
- C. Format different and multiple datasets
- D. Import data sets and formatting it for data analysis
- E. Merge and link datasets for analysis

Unit II: Using Spreadsheets
- A. Explore the layout of spreadsheets
- B. Design spreadsheets to analyze various types of data
- C. Create multiple worksheets to analyze data

Unit III: Introduction to Database
- A. Compare features of a database
- B. Create databases to capture required data
- C. Use data queries to extract information
- D. Create and print reports

Unit IV: Applied Energy Analytics
- A. Extract various data sets found in various energy industries
- B. Analyze various data sets found in various energy applications
- C. Map, graph, and make visual displays of data sets
- D. Generate reports
- E. Create models to forecast from data
- F. Analyze case studies
- G. Work on projects using specific energy industry data

Unit V: Troubleshooting and Problem Solving
- A. Use case studies and data to analyze, evaluate, and solve problems
- B. Troubleshoot scenarios and make recommendations arising from data analysis

Learning Activities Required Outside of Class:
The students in this class will spend a minimum of 6 hours per week outside regular class time doing the following:
1. Studying class notes
2. Answering questions
3. Completing required reading

4. Performing problem solving activities or exercises
5. Doing written assignments
6. Participating in group projects

Methods of Instruction:

1. Lectures
2. Case Studies
3. Assigned problems from the text
4. Multimedia presentations
5. Group explorations
6. Case studies and scenario roleplay
7. Field Trips
8. Scenarios

Methods of Evaluation:

Writing assignments, including

A. a reports
B. topic paper written under American Psychological Association (APA) style guide
C. critical chapter reflections
D. case studies
E. scenarios
F. simulations
G. projects

Problem-solving demonstrations, including:

A. exams
B. homework problems
C. scenarios
D. case study recommendations and solutions

Other summative examinations using combinations of:

A. multiple choice questions
B. matching items
C. true/false questions
D. short answer questions
E. fill in the blank responses

Participation including:

A. role-playing and group activities
B. oral presentations and demonstrations
C. discussion responses
D. scenario reflections

Projects including:

A. multimedia presentations
B. scenario responses
C. action plans
D. formal written reports
E. building new case studies

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Supplemental Data:

TOP Code:	095430: Petroleum Technology 0702.01: Software Applications or 0707.20: Database Design and Administration
Sam Priority Code:	C: Clearly Occupational
Funding Agency:	Y: Not Applicable
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:	No
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes

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Discipline	Computer Information Systems or Energy Technology

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TAFTCOLLEGE

~~Prepared by: D. Layne~~
Prepared by: T. Davis
Reviewed by: K. Bandy
Text update: ~~Spring 2019~~
Date reviewed: ~~January 24, 2019~~**Spring 2025**
C & GE approved: ~~March 7, 2019~~
Board approved: ~~April 10, 2019~~
Semester effective: ~~Spring 2020~~

Energy Technology (ENER) 2900 Energy Technology Capstone (3 Units) CSU

Prerequisite: Completion or current enrollment in all other required courses in the Energy Technology program.

Advisory: ~~Eligibility for English 1000, Reading 1005, and Mathematics 1050 is strongly recommended.~~ None

Hours and Unit Calculations:
48 hours lecture. 96 outside of class hours. (144 Total Student Learning Hours) 3 Units.

Catalog Description: This course is designed to be the culminating project specific to a program of study. Professional and employment related situations will be explored through a combination of simulations, case studies, scenarios, individual research papers, projects, portfolios and presentations necessary for twenty-first century success. Selection of a project will be based on need and/or interest related to the discipline. ~~Not open to students with credit in MGMT 1560 or 2900.~~

Type of Class/Course: Degree Credit

Text:
Robbins, Stephen P., and Timothy J. Judge. *Essentials of Organizational Behavior,* 15~~4~~th ed., Pearson, 2021~~17~~. ~~**No change recommended**~~

Course Objectives:

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

1. perform management assessment of energy-related scenarios and case studies,
2. apply business and legal reasoning to energy-related events, environmental situations, plant performance evaluations, and research,
3. synthesize theory and facts into action plans,
4. design and create possible effective management solutions to scenarios and cases,
5. propose and defend a solution,
6. integrate social knowledge with personal and interpersonal skills to effect change,
7. demonstrate the ability to research current energy and environmental issues and provide an analysis of theories and concepts involved in them, and
8. present a formal report and multi-media production detailing a problem, its dimensions, possible solutions, rationales for them, recommendation, rationales for it, and an evaluation plan for an energy-related operation or facility.

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Course Student Learning Outcomes

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1. ~~K—~~Demonstrate knowledge of how needed energy demands ~~needed~~ will be provided in an energy-related project, scenario or case study. ~~(K- Knowledge)~~
2. ~~S—~~Use skills learned to determine how legal and business aspects of an energy-related assessment can be achieved. ~~(Skill- Psychomotor)~~
3. ~~A—~~Demonstrate problem solving and trouble shooting skills needed to successfully complete a viable energy-related project. ~~(A- Affective)~~

Course Scope and Content:

Unit I Project

A. Research
B. Study
C. Design
D. Development
E. Presentation
F. Formal Report

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 any of the following:

1. Crafting an appropriate bibliography to support the project
2. Reading the required text and other background materials for class
3. Answering questions
4. Studying class materials and notes
5. Performing literature searches
6. Problem solving activities and exercises
7. Preparing projects
8. Working on group exercises

Method of Instruction:

1. Orientation sessions with instructor
2. Lecture and discussion
3. Group activities
4. Role-playing and practice exercises
5. Demonstrations

Methods of Evaluation:

1. Written assignments

2. Participation
   a. Role-playing and group activities
   b. Oral presentations and demonstrations

c. Discussion responses
d. Scenario reflections

3. Projects
   a. Multimedia presentations
   b. Business scenario responses
   c. Formal written reports
   d. Portfolio

TOP Code:	0946.10: Energy Systems Technology
SAM Priority Code:	B: Advanced Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
Discipline:	~~Interdisciplinary Studies~~ **Electromechanical Technology or Engineering Technology to Industrial Technology or Manufacturing Technology**

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Course Development Memo

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 5/27/2025

Re: HLED COR updates

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☐ As part of the 5 year review cycle

☒ Other (please explain):__HLED 1510, 1541, 1543 5 year review. The textbook for HLED 1510 will be replaced in the 2025-2026 academic year. No change to SLO's and all three courses are already distance learning approved. HLED 1510 is also being recommended for C-ID.

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:

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Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

Kinesiology local degree, Kinesiology ADT and Sports Management

SLOASC review date: _____

*SLOs are required

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

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

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition

☐ Humanities ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

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Reviewed by: ~~T. Thompson~~ K. Bandy
Reviewed by: V. Maiocco
Reviewed by: ~~C. Flowers~~M. Rossi
Reviewed by B. Ferguson
Text update: ~~February 27, 2013~~
Date reviewed: ~~January 17, 2017~~Spring

2025

C&GE approved: ~~February 13, 2017~~
Board approved: ~~March 8, 2017~~
Semester effective: ~~Spring 2018~~

Health Education (HLED) 1510 Principles of Healthful Living (3 Units) CSU: UC
[formerly Health Education 10]

Prerequisite: None

Total Hours: 48 hours lecture, 96 Outside of Class Hours (144 total Student Learning Hours)

Catalog Description: ~~The course includes the meaning and significance of physical, mental, and social health as related to the individual and society. Topics include mental health, physical fitness, health services, personal relationships, diseases, alcohol, drugs, tobacco, narcotics, and nutrition.~~
This course will require students to explore, analyze, personalize, and discuss the following issues as they relate to the essential components of health and wellness: nutrition, physical activity/exercise/fitness, weight control, eating disorders and body image, media influences, mental health, stress, violence, substance use/abuse, sexuality and sexual orientation, sexually transmitted infections, reproductive choices/contraception, relationships, disease prevention, environment, health care, aging, and general public health issues. Students will be taught the knowledge and skills necessary to implement lifestyle behaviors that can improve their health and well-being.

Type of Class/Course: Degree Credit

~~Representative Textbooks: Donatelle, Rebecca J. *Health the Basics*. 140th edition. Pearson, 202213.~~

Text: Armbruster, C. Fitness and Wellness: A Way of Life. Human Kinetics, 202419

Course L~~l~~evel Student Learning Outcomes

~~**HLED 1510 Principles of Healthful living – Student Learning Outcomes (SLO's**~~

1. ~~Identify the characteristic of a healthy person to distinguish the factors that produce a healthy lifestyle~~
2. Analyze the nature of healthcare in America
3. ~~**Identify and**~~ D ~~d~~ifferentiate between the various dimensions of health
4. Identify and illustrate the causes of stress and the methods to control it.
5. Identify lifestyle behaviors and choices that contribute to improving and maintaining lifelong health
6. ~~Recognize~~ **Explain** the role that nutrition has in decreasing or increasing the risk of developing or preventing chronic disease

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Course Objectives:

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

~~1. describe the six dimensions of wellness (physical, emotional, intellectual, social, spiritual, and environmental) and their interrelationship.~~
~~2. identify and discuss specific preventative measures to reduce the risk of various diseases and infections, unintended pregnancies, violence, and addiction.~~
~~3. analyze his/her lifestyle from a wellness perspective. In response, areas of personal behavior change will be identified and ideally, health-enhancing behaviors adopted.~~
~~4. describe the role of substance use and abuse in our society and its impact on the individual, the community, and the social structure.~~

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1. Describe the six dimensions of wellness (physical, emotional, intellectual, social, spiritual, and environmental) and their interrelationship.
2. Distinguish the difference between personal health and public health.
3. Apply the dietary recommendations to diet planning throughout the lifecycle and in the promotion of physical fitness, weight management, and disease prevention.
4. Identify fitness principles and exercise program components to improve cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
5. Describe the role of stress and mental health in health promotion and disease prevention.
6. Analyze the inter-relatedness of eating disorders and body image, and the impact of the media.
7. Analyze personal and family health behaviors as they relate to human sexuality, relationships, sexual orientation, and parenthood.
8. Describe the stimulus leading to violence and strategies to minimize its occurrence.
9. Describe the role of substance use, misuse, and abuse in our society and its impact on the individual, family, community, economy, and social structure.
10. Identify specific preventative measures to reduce the risk of developing various diseases, contracting infections, and experiencing unintended pregnancies, violence, and addiction.
11. Identify common practices and attitudes that contribute to intentional and unintentional injuries on a personal and community level and strategies that would reduce their occurrences.
12. Examine the physiological, emotional, psychological, and sexual aspects of aging.
13. Describe the inter-relationship between human beings and their environment.
14. Analyze the health care delivery system, including inequities and discrepancies.
15. Interpret and evaluate health and medical information from general and subject-specific library and credible Internet sources.
16. Communicate orally and in writing in the scientific language of the discipline.

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17. Analyze one's lifestyle from a wellness perspective. In response, areas of personal health needing behavior change will be identified and (ideally) incorporated into a lifestyle.

~~Course Level Student Learning Outcomes~~

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Local General Education Learning Outcomes

1.Engage in citizenship skills; engage in college and community activities; knowledge of self; responsibility in groups settings, and work independently.

Course Scope, and Content:

~~Unit I Understanding Health~~

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~~A. Definition of health~~
~~B. Factors determining health~~
~~C. Characteristics of healthy individuals~~
~~D. Health care in America~~

~~Unit II Developing Healthy Personality~~

~~A. Stress and stress management~~
~~1. nature of stress~~
~~2. the stress response~~
~~3. the impact of stress~~
~~4. managing stress~~

~~B. Emotional health and intellectual well being~~
~~1. emotions~~
~~2. emotional disorders~~
~~3. the intellect~~

~~Unit III Developing and Maintaining Health (Wellness)~~

~~A. Activity, exercise, and physical fitness~~
~~1. physical fitness~~
~~2. principles of exercise~~
~~3. developing a plan~~

~~B. Nutrition~~
~~1. basic food components~~
~~2. balanced diet~~
~~3. food pyramid~~
~~4. food labels~~

C. Communicable diseases
1. nature of infectious disease
2. agents of disease
3. defense against disease
4. sexually transmitted disease

D. Cardiovascular health and disease
1. the heart and circulatory system
2. causes of cardiovascular disease
3. types of cardiovascular disease
4. preventing cardiovascular disease

E. Cancer
1. what is cancer?
2. risk factors
3. treating cancer
4. preventing cancer

Unit IV Building Healthful Relationships

A. Healthy sexual relationships
1. gender identity and role
2. sexual arousal and response
3. overcoming unhealthy relationships
4. building healthy relationships

B. Understanding Pregnancy and Parenthood
1. choosing to become a parent
2. pregnancy
3. childbirth and postpartum transition

C. Choosing a fertility control method
1. methods of fertility control
2. using fertility control responsibly
3. the legality and morality of abortion

Unit V Avoiding Danger - Health and Common Sense

A. Drug use and abuse
1. drug use in America
2. effects of drugs
3. dealing with drugs

B. Alcohol
1. alcohol use and effect on the body
2. alcohol and destructive behavior
3. alcoholism

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~~4. dealing with alcohol abuse~~

~~C. Tobacco~~
~~1. tobacco's effect on the body~~
~~2. tobacco and disease~~
~~3. tobacco effects on non-smokers~~
~~4. giving up tobacco~~

~~Chapter 1~~Unit I Staying Healthy and Well Throughout Life
1. Staying healthy through the lifespan
2. New perspectives on wellness
3. Components of wellness
4. What are functional movement and wellness?

~~Chapter 2~~Unit II Functional fitness and Movement Choices
1. Understanding physical activity recommendations
2. Integrating sedentarism, physical activity and exercise
3. Fitting movement into everyday life

~~Chapter 3~~Unit III Successfully Managing Healthy Behavior Change
1. Are you ready to change?
2. Personalizing the behavior change process
3. Goal setting Revisited
4. Safety First: Getting started with a personal movement program

~~Chapter 4~~ Unit IV Cardiorespiratory Fitness
1. Your energy needs: Supply and demand
2. Evaluating your cardiorespiratory function
3. Cardiorespiratory fitness benefits you
4. Your plan to improve cardiorespiratory fitness
5. Safety first: getting started with cardiorespiratory fitness

~~Chapter 5~~Unit V Muscular Fitness
1. Your body was designed to move
2. Key definitions
3. Assessing muscle capacity
4. Muscular fitness benefits your daily life
5. Designing your program for muscular fitness
6. Analyzing your fitness choices
7. Safety issues

~~Chapter 6~~Unit VI Flexibility, Neuromotor Fitness and Posture
1. All about flexibility
2. Mind the stretch reflex!
3. Neuromotor exercise and functional fitness
4. Physiological teamwork for flexibility and neuromotor fitness
5. Preventing low back pain

~~Chapter 7~~Unit VII Body Composition
1. Body composition basics

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2. Assessing body composition
3. Weight status, body composition, and your risk of chronic disease
4. A healty body composition benefits you – today and in the future!
5. Your program for managing body composition

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~~Chapter 8~~Unit VIII Fundamentals of Healthy Living

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1. Eating well: balanced and clean
2. The many benefits of a healthy diet
3. Nutrition recommendations and resources

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~~Chapter 9~~Unit IX Weight Management

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1. Weight management: our greatest modern health challenge
2. Energy balance math
3. Weight management strategies
4. Dail movement is essential for weight management
5. Psychological concerns regarding weight management
6. When professional help is needed

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~~Chapter 10~~Unit X Stress Management

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1. The contemporary stress experience
2. Common stressors and hassles of college life
3. Key stress-management strategies
4. Social, stressed, and sleepless

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~~Chapter 11~~Unit XI Remaining Free from Addiction

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1. Types of addictions
2. What is substance abuse addiction?
3. Psychoactive drugs
4. Alcohol
5. tobacco

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~~Chapter 12~~Unit XII Sexuality and Health

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1. Sexuality as a dimension of health
2. Reproductive system
3. Contraception and birth control methods
4. Sexually transmitted infections
5. Reducing the risks
6. Sexual assault

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~~Chapter 13~~Unit XIII Reducing the Risks for Metabolic Syndrome

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1. Are you at risk for metabolic syndrome
2. Evaluating your risk for diabetes mellitus
3. Cardiovascular disease: our number one killer
4. Prevention of CVD starts early in life

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~~Chapter 14~~Unit XIV Reducing the Risks for Cancer

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1. The nature of cancer
2. Who gets cancer?
3. Detection, staging, and treatment of cancer
4. Causes of cancer

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5. Most commonly diagnosed cancers

~~Chapter 15~~Unit XV Fitness and Wellness: Today and Beyond

1. Living well over the life span
2. Differences between physiological and chronological age
3. Approaches to medicine
4. Finding resources to enhance your fitness and wellness
5. Specific wellness concepts and SMART goals revisited
6. Healthy people 2030 and beyond
7. Fitness and wellness: a way of life

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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. Problem solving activity or exercise
5. Written work
6. Observing or participating in an activity related to the course content

Methods of Instruction:

1. Assigned readings from text and selected references
2. In class and online lectures, demonstrations, and films
3. Self evaluation of students health with plan for improvement
4. ~~Topic consistent lab completion~~

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Methods of Evaluation:

1. Chapter quizzes and unit tests.
2. Reports and/or projects.
3. **Assigned readings and assignments from the textbook**
4. Final Exam

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Supplemental Data:

TOP Code:	083700 Health Education
SAM Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable

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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:	Yes
Eligible for Pass/No Pass:	Yes
Discipline	Health, **Physical Education, Kinesiology and Exercise Science**

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~~Textbook justification: The textbook copywrite date is 2019. This is beyond the target 5 year time frame. We started utilizing this textbook, as a rental, in 2023. The publisher and author did put out a new text "Fitness and Well-Being for Life, 2nd ed." In conversation with the bookstore, we will be able to go to the new edition after the 2025-2026 school year is completed.~~

TAFTCOLLEGE

Course Development Memo

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/15/2025

Re: OSH 5 year review

Type of Curriculum Change:

☐ New Course*
☒ Nonsubstantial Course Change*
☐ 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): Attached are the OSH COR's that are under the 5-year review. There are not any changes to the SLO's. OSH 1055, 1104, 1106, 1107, 1108, 1109, 1112, 1113, 1114, 1115, 1116, 1119, 1125

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.

Occupational Safety and Health degree and certificates.

*SLOs are required

☐ **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.

*SLOs are required

TAFTCOLLEGE

~~Revised by: G. Clarke~~
Revised by: T. Davis
Reviewed by: K. Bandy
Text update: Spring 2025~~19~~
C & G Ed approval: ~~March 7, 2019~~
Board approval: ~~April 10, 2019~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0555 Excavation, Trenching and Soil Mechanics (1.25 Units)
[formerly Industrial Education Safety 55; Industrial Education Safety (IES) 1055; OSH 1055]

Prerequisite: None

Total Hours: 20 hours lecture, 40 Outside of Class hours (60 Total Student Learning Hours)

Catalog Description: This course focuses on Occupational Safety and Health Administration (OSHA) and California (Cal) OSHA standards and on the safety aspects of excavation and trenching. The course addresses practical soil mechanics and its relationship to the stability of shored and unshored slopes and walls of excavations. Various types of shoring (wood timbers and hydraulic) are covered. Testing methods are demonstrated and the use of instruments such as penetrometers, torvane shears, and engineering rods. This course is offered on a Pass/No Pass basis with the option to receive a letter grade. Not open to students with credit in IES 1055.

Type of Class/Course: Degree Credit

Textbook:
29 CFR 1926 OSHA Construction Industry Regulations & Standards. Mancoom, 2025.

Cal/OSHA Construction & Electrical Safety Orders. Mancoom, 2025.

~~*29 CFR 1926 OSHA Construction Industry Regulations & Standards*. Mancoom, 2018~~2025~~.~~

~~*Cal/OSHA Construction & Electrical Safety Orders.* Mancoom, 2018.~~2025~~.~~

Additional Required Materials: None

Student Learning Outcomes:

- Implement safe shoring techniques for trenches and excavations
- Detect improper shoring techniques and identify hazards
- Demonstrate problem solving skills related to soil mechanics

Course Objectives:

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

1. explain basic concepts of soil mechanics and how environmental factors affect soil stability,
2. identify hazards related to excavations and excavating equipment,

3. describe sloping and shoring requirements and the use of trench shields,
4. identify the slope of trench walls to ensure employees receive protection,
5. demonstrate various field test of soil, including the pocket penetrometers and torvane shear methods,
6. list duties of competent person as defined by OSHA,
7. identify excavation standards, and
8. document excavation inspections.

Course Scope and Content:

Unit I Scope and Definitions
- A. 29 Code of Federal Regulations (CFR) 1926.650
- B. California Code of Regulations (CCR) §§1539 thru 1542

Unit II Soil Mechanics and Soil Classification
- A. OSHA Subpart P
- B. Cal-OSHA Permit Requirements §1539
- C. Methods of Protection

Learning Activities Required Outside of Class: None

Methods of Instruction:
1. Lecture
2. Group exercises in class
3. Workshops

Methods of Evaluation:
1. Written final exam
2. Performance observation

Supplemental Data:

TOP Code:	095670: Indus Occupational Safe Health
SAM Priority Code:	C: Clearly 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

TAFTCOLLEGE

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:	Yes
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Industrial Safety

TAFTCOLLEGE

Course Development Memo

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/15/2025

Re: OSH 1100

Type of Curriculum Change:

☐ New Course*
☒ Nonsubstantial Course Change*
☐ 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): Attached OSH COR 1100. It is being submitted to because of the number change. There are no changes to the SLO's.

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.

None. Occupational Safety and Health degree and certificates.

*SLOs are required

☐ **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.

*SLOs are required

TAFTCOLLEGE

Revised by: R Enciso
Revised by: T. Davis
~~Reviewed by: P. Martinez~~
Reviewed by: K. Bandy
Date Prepared: Fall 202~~2~~5
C & GE Approval: ~~November 18, 2022~~
Board Approved: ~~December 14, 2022~~
Semester effective: ~~Fall 2025~~

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Occupational Safety and Health (OSH) 0601 Basic Employee Safety for General Industry (.25 Unit)
[Formerly IES 1100; OSH 1100]

Prerequisite: None

Hours and Units Calculations:
7.5 hours lecture. 15 Outside of class hours. (22.5 Total Student Learning Hours) .25 Units

Catalog Description: This course will satisfy the minimum safety training required by most companies found in industries requiring human machine interface. There are ten topics presented that are most commonly encountered by workers. This course is offered on a Pass/No Pass basis with the option to receive a letter grade. This course is offered at the WESTEC facility. Please see additional information here: http://westec.org/

Type of Class/Course: Degree Credit

Textbook: WESTEC generated handouts (Unpublished)

Additional Required Materials: None
Student Learning Outcome:

Apply applicable safety and health principles to specific work place problem/situations.

Course Objectives:

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

1. Introduce basic safety concepts, skills and evaluation techniques when encountering workplace hazards.
2. Work safely around chemicals.
3. Proper selection and use of personal protective equipment.
4. Work safely around select industrial machinery.

Course Scope and Content:

Unit I Trenching and Excavations
- A. California Occupational and Health Administration (Cal-OSHA) Permits
- B. Competent Person
- C. Definitions
- D. Hazards
- E. Soil Mechanics and Testing
- F. Sloping, Shoring, and Shielding Safeguards

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Unit II Confined Space
- A. Definitions
- B. Hazards – Atmospheric and Mechanical
- C. Entry Permitting
- D. Personal Protective Equipment
- E. Duties of Personnel
- F. Rescue

Unit III Energy Control – Lockout/Tagout
- A. Definition
- B. Types of Energy
- C. Methods of Control
- D. Locks and Tags
- E. Authorized Person

Unit IV Machine Guarding
- A. Definitions
- B. Point of Operation Hazards
- C. Types and Methods of Guards

Unit V Flammable and Combustible Materials
- A. Definitions
- B. Lower and Upper Flammable/Explosive Limits
- C. Storage Requirements
- D. Handling

Unit VI Fire Safety
- A. Definitions – Classes of Fires
- B. Fire tetrahedron
- C. Sources of Fuel and Ignition
- D. Importance of Constant Housekeeping
- E. Use of Fire Extinguisher

Unit VII Electrical Safety
- A. Electrical Terms
- B. Hazards of Electricity
- C. Effects of Electric Current

Unit VIII Personal Protective Equipment
- A. Hazard Reduction Controls
- B. Head Protection
- C. Eye and Face Protection
- D. Hearing Protection.
- E. Hand and Foot Protection
- F. Fall Protection
- G. Respiratory Protection (supplied air and air purifying)
- H. Chemical Suits

Unit IX Emergency Preparedness and Response
- A. Emergency Action Plan (EAP)
- B. Fire Response

C. Medical Emergency
D. Natural Disasters
E. Violence in the Workplace

Unit X Hazard Communication
A. Employee Right to Understand
B. Chemical Hazards
C. Containers
D. Labels and Placards
E. Global Harmonized System/Safety Data Sheet (GHS/SDS)
F. Response to Releases
G. California Proposition 65 Notices

Methods of Instruction:

1. Lecture, video, PowerPoint presentations
2. Group work

Methods of Evaluation:

1. Unit quizzes
2. Written final exam

Supplemental Data:

T.O.P. Code:	095670 Industrial Occupational Safety Health
Sam Priority Code:	C: Clearly 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
Eligible for Pass/No Pass:	Yes
Discipline:	Industrial Safety

TAFTCOLLEGE

~~Revised by: R. Enciso~~
Revised by: T. Davis
Reviewed by: ~~P. Martinez~~
Reviewed by: K. Bandy
Reviewed by: ~~D. Layne~~
Date Reviewed: Fall ~~2022~~ 2025
C & G Ed approval: ~~November 18, 2022~~
Board approval: ~~December 14, 2022~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0604 Supervisor Safety Training (.25 Unit)
[formerly Petroleum Technology 95C; IES 1104; OSH 1104]

Prerequisite: None

Hours and Units Calculations:
4 hours lecture. (8 Outside of class hours.) 4 hours lab (16 Total Student Learning Hours) .25 Units

Catalog Description: This course is designed to provide fundamental understanding of supervisory roles, responsibilities and accountabilities in the petroleum and general workplace. It explores federal and state legal and regulatory requirements for safety and personnel issues at the supervisory level. This course is offered on a Pass/No Pass basis with the option to receive a letter grade. This course is offered at the WESTEC facility. Please see additional information here: http://westec.org/

Type of Class/Course: Degree Credit

Textbook: WESTEC generated handouts (Unpublished)

Additional Required Materials: None

Student Learning Outcomes:

- Explain responsibilities of supervision in administering personnel issues conforming to legal requirements as they relate to liabilities for discrimination, harassment, concealed dangers, employee privacy, discipline, and workplace safety.

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- Develop a work site safety plan using best practices in accordance with OSHA and Cal-OSHA requirements in response to an accident investigation.

- Show an appreciation for the importance of Supervisor Safety Training for industry.

Course Objectives:

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

1. Understand responsibilities of supervision in the work environment.
2. Administer personnel issues that conform to legal requirements as they relate to liabilities for discrimination, harassment, concealed dangers, and employee privacy.
3. Make decisions about safety within the regulatory framework of the Occupational Safety and Health Act (OSHA) and Title 8 of the California Code of Regulations (Cal-OSHA).
4. Evaluate Injury and Illness Prevention Program (IIPP).
5. Provide employee management consistent with current Best Available Practice.
6. Utilize methods of employee discipline that meet regulatory and legal restrictions.
7. Develop a safe job work plan.
8 Perform accident investigations.

Course Scope and Content:

Unit I Legal and Ethical Responsibilities
- A. California SB 198
- B. California Penal Code (PC) 387
- C. California Assembly Bill (AB) 1127
- D. Ethics and due diligence

Unit II Application of Law Process
- A. Supervisorial decision-making
- B. Compliance versus Liability
- C. Independent Employee Action Defense

Unit III Safety Fundamentals
- A. Regulatory requirements for major job task areas
- B. Regulatory discussion related to specific safety tasks

Unit IV Safe Work Plan Development
- A. Role of safety and health planning
- B. Requirements for generating safe work plans
- C. Job Safety Analyses (JSAs)

Unit V Incident Investigation/Analysis
- A. Purpose
- B. Investigation
- C. Root cause analysis

Unit VI Employee Management
- A. California At-Will employment
- B. “Whistleblower” protections
- C. Responding to employee safety and health concerns and reports
- D. California Labor Code employer safety and health regulatory responsibilities

Lab Content:

1. Scenarios resolution of work situations
2. Accident investigation
3. Developing Safe Work Plans and JSAs

Learning Activities Required Outside of Class: None

Methods of Instruction:
1. Lecture
2. Group work
3. Audiovisual presentations

Methods of Evaluation:
1. Written final
2. Classroom participation

Supplemental Data:

T.O.P. Code:	095670 Industrial Occupational Safety Health
Sam Priority Code:	B: Advanced 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
Eligible for Pass/No Pass:	Yes
Discipline:	Industrial Safety

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TAFTCOLLEGE

~~Revised by: R. Enciso~~
Revised by: T. Davis
Reviewed by: ~~P. Martinez~~
Reviewed by: K. Bandy
Text update: Spring 2025~~Fall 2022~~
C & GE approved: ~~November 18, 2024~~
Board approved: ~~December 14, 2022~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0606 Hazardous Material (HAZMAT) First Responder Awareness (.25 Unit)
[formerly IES 1106; OSH 1106]

Prerequisite: None

Hours and Units Calculations:
7 hours lecture. (14 Outside of class hours.) 1 hour lab (22 Total Student Learning Hours) .25 Units

Catalog Description: This course covers training required by the Occupational Safety and Health Administration (OSHA) first responder awareness level for individuals who are likely to witness or discover a hazardous substance release. This course is offered on a Pass/No Pass basis with the option to receive a letter grade. This course is offered at the WESTEC facility. Please see additional information here: http://westec.org/

Type of Class/Course: Degree Credit

Textbook:
U.S. Department of Transportation. *2024 Emergency Response Guidebook.* J.J. Keller & Associates, 2024.

~~*USDOT (U.S. Department of Transportation) North American Emergency Response Guidebook. Neenah, WI: J.J. Keller & Associates, 2024~~0 *Print.*~~

WESTEC generated handouts (Unpublished)

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Additional Required Materials: None

Student Learning Outcomes:

• Respond safely to protect scene and personnel during initial phases of a hazardous material spill or airborne release.

Course Objectives:

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

1. Recognize hazardous substances and the risk associated when involved in an incident.
2. Calculate potential outcomes connected to hazardous substances in an emergency.
3. Describe the role of the first responder awareness level.

4. Realize the need for additional resources and make appropriate notifications

Course Scope and Content: (Lecture)

Unit I Overview of emergency response
- a. Terminology and abbreviations
- b. Related regulations

Unit II Hazardous substance recognition and identification
- a. Recognition indicators
- b. Identification methods
- c. Dangers of hazardous substances

Unit III First responder awareness level
- a. Requirements of first responder
- b. Recognizing an incident
- c. Notification when an incident is discovered

Unit IV North American Emergency Response Guide (NAERG)
- a. Purpose
- b. How to use guide

Course Scope and Content: (Laboratory)
1. Tabletop scenarios for decision-making practice in response to HAZMAT spills and releases
2. Use NAERG to craft effective responses to HAZMAT spills and releases

Learning Activities Required Outside of Class: N/A

Methods of Instruction:

1. Lecture
2. Hands-on practice
3. Audiovisual presentation

Methods of Evaluation:

1. Written final exam
2. Performance observation

Supplemental Data:

TOP Code:	095670: Indus Occupational Safe Health
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable

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

TAFTCOLLEGE

~~Revised by: R. Enciso~~
Revised by: T. Davis
Reviewed by: ~~P. Martinez~~
Reviewed by: K. Bandy
Date reviewed: Fall ~~2022~~ 2025
C&GE approved: ~~November 17, 2022~~
Board approved: ~~December 14, 2022~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0607 Medic First Aid Training/CPR (.25 Unit)
[formerly Petroleum Technology 94A; IES 1107; OSH 1107]

Prerequisite: None

Hours and Units Calculations:
6 hours lecture. (12 Outside of class hours.) 2 hours lab (20 Total Student Learning Hours) .25 Units

Catalog Description: This course provides the minimum knowledge necessary for a first aid provider to manage a medical emergency. Content includes how to recognize medical emergencies and provide basic first aid care for ill or injured adult patients. This course is repeatable. This course is offered on a Pass/No Pass basis with the option to receive a letter grade. This course is offered at the WESTEC facility. Please see additional information here: http://westec.org/

Type of Class/Course: Degree Credit

Text: *None*

Additional Required Materials: None

Student Learning Outcomes:

• Perform all skills needed to respond to the immediate circumstances of an injury or sudden onset illness

Course Objectives:

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

1. Perform all skills needed to respond to the immediate circumstances of an injury or sudden onset illness.
2. Take the steps necessary to protect the care initiator from the hazards associated with lending aid to an injured or suddenly ill patient,
3. Understand the importance of maintaining control of an accident scene until emergency medical personnel arrive.

Course Scope and Content: (Lecture)

Unit I Role of the first aid provider
- A. Introduction
- B. Legal Concepts
- C. Emergency First Aid: Roles, Responsibilities, & Priorities
- D. Recognizing an emergency
- E. Deciding to help

F. Personal safety
G. Using barriers

Unit II Approaching the patient
A. Assessing for response
B. Mechanism for spinal injury
C. Activating Emergency Medical Services (EMS)

Unit III Basic life support
A. Basic life supporting skills
B. Airway
C. Clearing the airway
D. Protecting the airway
E. Breathing: Rescue Breathing & Using a CPR Mask
F. Circulation
G. Initial assessment
H. Unresponsive patient
I. Cardiopulmonary Resuscitation (CPR) for Cardiac Arrest: Chest Compressions
J. One Provider CPR AED
K. Suspected Opioid Associated Emergency (OAE)

Unit IV Defibrillation
A. Sudden cardiac arrest
B. Basic Automatic External Defibrillator (AED) Operation
C. Troubleshooting messages
D. Additional CPR AED considerations

Unit V Bleeding and shock
A. Control of bleeding: Severe Life-Threatening External Bleeding
B. Internal Bleeding
C. Bleeding from the Nose
D. Managing Shock

Unit VI Choking
A. Foreign body airway obstruction

Unit VII Continuous patient care
A. Ongoing assessment

Unit VIII Caring for illness
A. Warning signs of serious illness
B. Altered Mental Status
C. Pain, severe pressure, or discomfort in chest
D. Breathing difficulty, shortness of breath
E. Severe abdominal pain

Unit IX Caring for injury
A Mechanism for significant injury
B. Swollen, painful, deformed limp
C. Minor Wounds & Tooth Injuries
D. Burns
E. Impaled Objects & Eye Injuries

F. Amputations
G. Open Chest Wound & Open Abdominal Injuries
H. Head, Neck, or Spinal Injuries

Unit X Specific first aid problems
A. Caring for specific first aid problems
B. Performing a physical assessment
C. Obtaining a patient history
D. Poisoning
E. Asthma
F. Severe Allergic Reaction
G. Hart Attack, Stroke, & Seizure
H. Diabetes & Hypoglycemia
I. Presyncope & Syncope
J. Heat & Cold Emergencies
K. Bites & Stings

Unit XI Additional considerations
A. Moving patients
B. Emotional impact of providing first aid care
C. Following the course

Course Scope and Content: (Laboratory)

1. Each Unit is followed by a "Group Practice" evolution that provides hands-on practice of skills using specific equipment, materials, and knowledge.

Learning Activities Required Outside of Class: None

Methods of Instruction:

1. Lecture
2. Video Presentation
3. Discussion
4. Hands-on practice of skills

Methods of Evaluation:

1. Observation of the student's correct application of hands-on procedures

Supplemental Data:

TOP Code:	125000: Emergency Medical Services
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable (funds not used)

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

TAFTCOLLEGE

~~Revised by: R. Enciso~~
Revised by: T. Davis
Reviewed by: ~~P. Martinez~~
Reviewed by: K. Bandy
Date Reviewed: Fall ~~2022~~ 2025
C & G Ed approval: ~~November 11, 2022~~
Board approval: ~~December 14, 2022~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0608 Hazardous Waste Operations Emergency Response (HAZWOPER) Annual Refresher (.25 Unit)
[formerly Petroleum Technology 93K; IES 1108; OSH 1108]

Prerequisite: Possession of current 24-hour or 40-hour HAZWOPER Technician Certificate

Prerequisite knowledge and skills: Before entering this class, a student should be able to

1. Identify and perform initial emergency response to incidents of release of hazardous material and wastes, use Safety Data Sheet (SDS) and the North American Emergency Response Guide (NAERG) to evaluate and plan for response to hazardous material and waste incidents.
2. Inspect, evaluate, and use personal protective devices and methods including Self Contained Breathing Apparatus (SCBA).
3. Set up~~,~~ a first responder unified incident command system, and
4. Set up and operate a decontamination line.

Hours and Units Calculations:
6 hours lecture. (12 Outside of class hours.) 2 hours lab (20 Total Student Learning Hours) .25 Units

Catalog Description: This course satisfies general annual refresher training requirements of 29 CFR 1910.120, Hazardous Waste Operations Emergency Response (HAZWOPER). This course is offered on a Pass/No Pass basis with the option to receive a letter grade. Course is repeatable. This course is offered at the WESTEC facility. Please see additional information here: http://westec.org/

Type of Class/Course: Degree Credit

Textbook:
U.S. Department of Transportation. *2024 Emergency Response Guidebook.* J.J. Keller & Associates, 2024.

~~*USDOT (United States Department of Transportation) North American Emergency Response Guidebook.* Neenah, WI: J.J. Keller & Associates 20204.~~

Additional Required Materials: WESTEC generated handouts, unpublished

Student Learning Outcomes:

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• Performance of the requirements for handling hazardous waste operation and emergency response or the release of hazardous spills

• Fulfill regulatory requirements of federal and state standards related to hazardous material operations in emergency response

Course Objectives:

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

1. Describe and function as a Hazmat Technician, Level II,
2. Function within a unified Incident Command structure, and
3. Perform monitoring duties of the Hazmat responders.

Course Scope and Content:

Unit I — Safety and Health Procedures
- A. Assuring Health and Safety of Response Team Members while Executing Response
- B. Personal Protective Equipment
- C. Safe Work Practices
- D. Medical Surveillance
- E. Monitoring
- F. Material Handling

Unit II — Unified Command
- A. Definition
- B. Functions
- C. Incident Command Structure
- D. Reporting and Relieving Protocols
- E. Assuming Positions

Unit III — NAERG (North American Emergency Response Guide)
- A. Purpose
- B. Information Provided
- C. How to Use

Unit IV — Response Scenarios – Hands on
- A. In-Field mock-up activities responding to simulated hazardous material release
- B. Setting Boundaries
- C. Establishing Incident Command Locations
- D. Establishing Decontamination Protocols
- E. Donning SCBA Protection
- F. Victim Rescue

Lab Content:

1. Field response to simulated hazardous waste spill and gas release using simulator
2. Institution of the Incident command system
3. Set up and practice decontamination techniques

4. Use of NAERG(North American Emergency Response Guide) in a field situation

Learning Activities Required Outside of Class: None

Methods of Instruction:

1. Lecture
2. Multimedia presentations
3. Discussion
4. Hands-on practical exercises

Methods of Evaluation:

1. Written final exam
2. Observation of Student Performance

Supplemental Data:

TOP Code:	095670: Indus Occupational Safe Health
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO

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Eligible for Pass/No Pass:	C: Pass/No Pass
Discipline:	Environmental Technologies ~~**Industrial Safety and Health (please double check this for us.**~~

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~~Revised by: R. Enciso~~
Revised by: T. Davis
~~Reviewed by: P Martinez~~
Reviewed by: K. Bandy
Date Reviewed: Fall ~~2022~~2025
C & G Ed approval: ~~November 18, 2023~~
Board approval: ~~December 14, 2022~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0609 Emergency Response Technician Training (1 Unit)
[formerly Petroleum Technology 94Q; IES 1109; OSH 1109]

Prerequisite: None

Hours and Units Calculations:
18 hours lecture. (36 Outside of class hours). 6 hours lab (60 Total Student Learning Hours) 1 Unit

Catalog Description: This course is designed for employee training required by OSHA 29 CFR 1910.120(q)(6)(iii) hazardous materials technician for individuals who respond to releases or potential releases for the purpose of stopping the release. Course offered with a pass/no pass basis with a letter grade option. This course is offered at the WESTEC facility. Please see additional information here: http://westec.org/

Type of Class/Course: Degree Credit

Textbook:
U.S. Department of Transportation. *2024 Emergency Response Guidebook.* J.J. Keller & Associates, 2024.

~~*USDOT (United States Department of Transportation) North American Emergency Response Guidebook.* Neenah, WI: J.J. Keller & Associates. 2024.~~

Additional Required Materials: WESTEC generated handouts, unpublished

Student Learning Outcomes:

• Perform technical procedures related to hazardous materials (HAZMAT) release or spills

Course Objectives:

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

1. Perform advanced control, containment, and/or confinement operations,
2. Carry out the tasks of an assigned role in the incident command system,
3. Successfully identify, verify, and classify known and unknown materials by using field survey equipment,
4. Identify and explain behaviors of basic chemicals and toxicological elements, and
5. Create and implement an Emergency Response Plan (ERP).

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Course Scope and Content:

Unit I — Response Team Monitoring
- A. Assuring Health and Safety of Response Team Members
- B. Execute Emergency Response Measures

Unit II — Fundamentals of Emergency Response
- A. Terminology and Abbreviations
- B. Protective Methodologies
- C. General Requirements
- D. Related Regulations

Unit III — Unified Command
- A. Definition
- B. Functions
- C. Incident Command Structure
- D. National Interagency Incident Management System
- E. Reporting and Relieving Protocols
- F. Assuming Positions
- G. Termination Procedures

Unit IV — North American Emergency Response Guide (NAERG)
- A. Purpose
- B. Information Provided
- C. How to Use

Unit V — Elements of Emergency Response
- A. Emergency Response Plan (ERP)
- B. Recognizing Emergency
- C. Reporting Releases
- D. Isolation and Protection
- E. Risk Assessment
- F. Control Operations
- G. Hazardous Substance Identification
- H. Decontamination
- I. Select and Use of Personal Protective Equipment (PPE)

Lab Content:

1. Practice scenarios for decision-making in response to HAZMAT spills and releases
2. Institution of the Incident command system
3. Set up and practice decontamination techniques
4. Use of NAERG (North American Emergency Response Guide) in a field situation

Learning Activities Required Outside of Class: None

Methods of Instruction:
1. Lecture
2. Discussion
3. Multimedia Presentations

4. Hands-on practical exercises

Methods of Evaluation:
1. Written final exam
2. Performance observation of student operation

Supplemental Data:

TOP Code:	095670: Indus Occupational Safe Health
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Discipline:	Emergency Medical Technologies or ~~/~~Industrial Safety ~~and Health~~

TAFTCOLLEGE

~~Revised by: G. Clarke~~
Revised by: T. Davis
Reviewed by: K. Bandy
Text update: Spring ~~2019~~ 2025
Date reviewed: Spring ~~2019~~ 2025
C & GE approved: ~~March 7, 2019~~
Board approved: ~~April 10, 2019~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0612 Forklift Training for Operators (.25)
[formerly Petroleum Technology 93I; Industrial Education Safety (IES) 1112; OSH 1112]

Prerequisite: None

Total Hours: 4 hours lecture, 8 Outside of class hours; 4 hours lab (16~~8~~ hours total)

Catalog Description: This course is designed to introduce the student to the design, characteristics, and safe operating practices of the seven classes of powered industrial trucks. The course meets the general requirements of California's standards found in Title 8, General Industry Safety Orders, Sections 3664 & 3668. This course is offered on a Pass/No Pass basis with the option to receive a letter grade. Not open to students with credit in IES 1112.

Type of Class/Course: Degree Credit

Textbook: None

Additional Required Instructional Materials: None

Student Learning Outcomes:

- Operate Class V forklift safely

- Apply characteristics that differentiate forklifts from other motorized equipment

Course Objectives:

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

1. Describe the characteristics of powered industrial trucks (forklifts),
2. Describe and recognize the differences from other non-specialized mobile equipment, and
3. Safely operate a Class V forklift in a competent manner.

Course Scope and Content:

Unit I Authorized powered industrial truck operators (forklift)
- A. Cal-OSHA regulations
- B. Employer regulations

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Unit II Regulatory requirements
- A. §3664 Operating rules
- B. §3668 Power industrial truck operator training

Unit III Applicability
- A. All engaged in power industrial truck operation

Unit IV Definitions
- A. Major components of power industrial truck

Unit V Forklift classification
- A. Description of seven classes of power industrial trucks

Unit VI Principles of operation
- A. Center of gravity
- B. Combined center of gravity
- C. Fulcrum principle
- D. Stability triangle

Unit VII Pre-Use inspection
- A. General condition
- B. Fluid check
- C. Wheels and tires
- D. Hydraulic cylinders
- E. Mast
- F. Forks
- G. Body

Unit VIII Operation
- A. Controls and instrumentation
- B. Load capacity
- C. General safety
- D. General hazards

Unit IX Pre-Use walk-around
- A. Low over hangs
- B. Debris in travel way
- C. Pedestrian traffic
- D. Safe passage

Unit X Functional testing
- A. Proper operation of hydraulic controls
- B. Proper operation of transmission
- C. Proper operation of brake system
- D. Proper operation of steering system
- E. Proper operation of safety devices

Unit XI Driving/Obstacle course
- A. Safe operation
- B. Use of hydraulic controls

Lab Content:

1. Practice driving a Class 5 forklift through a simulated warehouse “road”

Learning Activities Required Outside of Class: None

Methods of Instruction:

1. Lecture
2. Video
3. Driving practice

Methods of Evaluation:

1. Written final exam
2. Check-off driving proficiency

Supplemental Data:

TOP Code:	095670: Indus Occupational Safe Health
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	2: 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

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Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Industrial Safety

TAFTCOLLEGE

~~Revised by: G. Clarke~~
Revised by: T. Davis
Reviewed by: K. Bandy
Text update: Spring 2025~~2019~~
Date revised: ~~Spring 2019~~ Fall 2025
C & G Ed approval: ~~March 7, 2019~~
Board approval: ~~April 10, 2019~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0613 California Commercial Driver License Permit Preparation (1.75 Units)
[formerly Petroleum Technology 94P; Industrial Education Safety (IES) 1113; OSH 1113]

Prerequisite: None

Total Hours: 24 hours lecture, 48 Outside of Class hours; 16 hours lab (~~40~~ 88hours total)

Catalog Description: This lecture/practical course is designed to prepare for taking the California Class A/B written driving test, thereby enabling the successful examinee to obtain a California Class A/B learner permit. This course is offered on a Pass/No Pass basis with the option to receive a letter grade. Not open to students with credit in IES 1113.

Type of Class/Course: Degree Credit

Textbook:
Department of Motor Vehicles. *California Commercial Driver Handbook,* State of California, 2025.

~~Department of Motor Vehicles. *California Commercial Driver Handbook,* State of California, 2025~~

Additional Required Materials: None

Student Learning Outcomes:

- Explain basic road and driving safety conditions, the legal information required to pass the written tests, and the drive test requirements for the California Class A/B license.
- Perform the California Department of Motor Vehicles programmed Pre-trip Vehicle Inspection for the Class A/B license.
- Show an appreciation for the importance of the Commercial Driver's License.

Course Objectives:

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

1. understand and make informed decisions about basic road and driving safety conditions normally encountered by commercial drivers,
2. understand the necessary regulatory and legal information to pass the written tests for the General Knowledge, Air Brakes, Passenger, Doubles and Triples, and Hazardous Materials endorsements,
3. perform the Department of Motor Vehicles (DMV) programmed Pre-trip Vehicle Inspection, and
4. describe the drive test requirements of the California DMV.

Course Scope and Content:

Unit I Introduction
- A. Who must have a California Driver's License (CDL) in California?
- B. Federal Motor Carrier Safety Administration
- C. Limitations and Exceptions

Unit II Driving Safely
- A. Equipment safety
- B. Driver fitness
- C. Traffic safety
- D. Road safety
- E. Environmental and weather safety
- F. Hours of Service
- G. Drivers' Daily Log requirements

Unit III Transporting Cargo
- A. Pre-loading cargo inspection
- B. Weight distribution
- C. Mid-trip cargo inspection
- D. Characteristics of equipment with and without cargo
- E. Department of Transportation (DOT) cargo restrictions per Class
- F. Emergencies and on-shoulder parking regulations

Unit IV Air Brakes
- A. Principles of operation
- B. System components
- C. Trailer brakes

Unit V Combination Vehicles
- A. Definitions
- B. Handling characteristics

Unit VI Doubles and Triples
- A. Definitions
- B. Brake system
- C. Clearances
- D. Turning characteristics
- E. Lighting requirements

Unit VII Tank Vehicles
- A. Definitions
- B. Types

C. Driving characteristics
D. Baffles and bulkheads
E. Loading and unloading

Unit VIII Hazardous Materials/Wastes
A. Definitions
B. Placarding
C. Documentation requirements
D. Emergencies
E. Cargo segregation

Unit IX Introduction to the Drive Test
A. Elements of the California DMV drive test
B. Typical driver mistakes during testing

Unit X Written Testing
A. Requirements
B. Errors allowed
C. Cost for test and retest

Unit XI Pre-trip Inspection Final Walk-through
A. Elements of the Pre-Trip
B. What to look for
C. DOT Out-of-service thresholds
D. Walk-around inspection
E. In Cab inspection
F. Air brake test

Lab Content:

1. Practical practice tests
2. Perform pre-drive inspections on a commercial vehicle
3. Perform air brake testing
4. Hands on, non-moving commercial vehicle familiarization

Learning Activities Required Outside of Class: None

Methods of Instruction:

1. Lecture
2. Video
3. Hands on, non-moving commercial vehicle practice
4. PowerPoint presentations

Methods of Evaluation:

1. Written examination
2. Pre-trip inspection of a commercial vehicle

Supplemental Data:

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TOP Code:	095670: Indus Occupational Safe Health
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	2: 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:	Yes
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Disciplines:	Industrial Safety

TAFTCOLLEGE

~~Revised by: G. Clarke~~
Revised by: T. Davis
Reviewed by: K. Bandy
Date reviewed: ~~February 19, 2019~~Fall 2025
Text update: ~~Spring 2019~~ Fall 2025
C & G Ed approval: ~~March 7, 2019~~
Board approval: ~~April 10, 2019~~
Semester effective: Fall 2025

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Occupational Health and Safety (OSH) 0614 Confined Space Entrant, Attendant, Supervisor Awareness and Rescue (.50 Unit)
[formerly Petroleum Technology 95P; Industrial Education Safety (IES) 1114; OSH 1114]

Prerequisite: -None

Total Hours: -8 hours lecture, 16 Outside of Class Hours; 8 hours lab (32~~16~~ hours total)

Catalog Description: Introduces the hazards associated with entry into spaces defined as confined by Occupational Safety and Health Association (OSHA) standard 1910.146. This course is offered on a Pass/No Pass basis with the option to receive a letter grade. Not open to students with credit in IES 1114.

Type of Class/Course: Degree Credit

Textbook: WESTEC. *Confined Space for Entrants and Attendants*. WESTEC Energy Publications. U~~u~~npublished

Additional Required Materials: None

Student Learning Outcomes:

• Recognize hazards associated with entry into spaces defined as confined and take proper action to safely perform work in these environments.

Course Objectives:

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

1. distinguish between acceptable entry conditions and hazardous situations,
2. identify the differences between non-permit and permit-required confined spaces,
3. distinguish between acceptable entry conditions and hazardous situations,
4. select the proper personal protective equipment for entry into a confined space,
5. use a confined space entry permit, and
6. interpret atmospheric monitoring results.

Course Scope and Content:

Unit I Descriptions and Definitions
A. Characteristics of a Non-Permit/Permit-Required Confined Space

B. Types and Frequency of Injuries in Confined Spaces
C. OSHA Employer Requirements
D. Functional Responsibilities

Unit II Hazards
A. Isolating the Confined Space
B. Normal Atmospheres and Types of Hazardous Atmospheres
C. Physical Symptoms of Various Atmospheric Hazards

Unit III Making Safe Entries
A. Types and Using Atmospheric Monitors
B. Types of Respirators
C. Other Equipment Used During Confined Space Entries
D. Unusual and Emergency Condition Actions

Lab Content:

1. Donning and doffing set-up and tear-down confined space entry equipment
2. Practice entry and rescue techniques

Learning Activities Required Outside of Class: None

Methods of Instruction:

1. Lecture
2. Discussion
3. Practical exercises and demonstration

Methods of Evaluation:

1. Written final exam
2. Performance observation

Supplemental Data:

TOP Code:	095670: Indus Occupational Safe Health
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	2: 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
Taft College General Education:	NONE
Disciplines:	Industrial Safety

TAFTCOLLEGE

~~Revised by: G. Clarke~~
Revised by: T. Davis
Reviewed by: K. Bandy
Date reviewed: ~~February 19, 2019~~Fall 2025
Text update: ~~Spring 2019~~
C&GE approved: ~~March 7, 2019~~
Board approved: ~~April 10, 2019~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0615 California Oil Producers Confined Space Entry Training (.25)
[formerly Petroleum Technology 95S; Industrial Education Safety (IES) 1115; OSH 1115]

Prerequisite: None

Total Hours: 6 hours lecture, 12 Outside of Class Hours; 2 hours lab (20~~8~~ hours total)

Catalog Description: This course is designed to provide students with a fundamental awareness level understanding of permit-required confined space entry and non-entry rescue in accordance with the California Occupational Safety and Health Act, Title 8, California Code of Regulations, Sections 3203, 3314, 5157, 5158, 6535 and 6536. This course is repeatable. This course is offered on a Pass/No Pass basis with the option to receive a letter grade. Not open to students with credit in IES 1115.

Type of Class/Course: Degree Credit

Textbook: None

Additional Required Instructional Materials: None

Student Learning Outcomes:

- Explain how energy controls, permits, personal protective equipment, and nonentry rescue techniques are used in performing permit-required entry of equipment operated in the field by the petroleum industry in California.)

- Demonstrate how energy controls, permits, personal protective equipment, and nonentry rescue techniques are used to perform permit-required entry of equipment operated in the field by the petroleum industry in California.

- Show an appreciation for the importance of confined space training in industry.

Course Objectives:

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

1. apply and demonstrate the required use of energy control, permits, personal protective equipment, and non-entry rescue techniques necessary to performing permit-required entry of equipment operated in the field by the petroleum industry in California.

Course Scope and Content:

Unit I Air Monitoring Equipment
- A. Proper operation
- B. Safe atmosphere

Unit II Lockout/Tagout Identification
- A. Lock out tag out procedures
- B. Electrical lock out / tag out
- C. Mechanical lock out / tag out

Unit III Blinding
- A. Proper procedure

Unit IV Line breaking
- A. Proper procedure

Unit V Tank/Vessel isolation checklist/job safety plan
- A. Safe work permit (SWP)
- B. Lock out / tag out list
- C. Safety equipment
- D. Personal protective equipment (PPE)

Unit VI Confined space permit
- A. Components of a permit
- B. Permitting process

Unit VII Supplied air systems
- A. Self-contained breathing apparatus (SCBA)
- B. Supplied air respirator (SAR)

Unit VIII Field Exercise

Lab Content:

1. Field demonstration of entry permit use
2. Field demonstration of atmospheric testing and monitoring using equipment, materials, etc
3. Field use of non-entry rescue equipment

Learning Activities Required Outside of Class: None

Methods of Instruction:

1. Lecture
2. In-field group exercises

Methods of Evaluation:

TAFTCOLLEGE

1. Skill observation check-off by the instructor
2. Written Exam

Supplemental Data:

TOP Code:	095670: Indus Occupational Safe Health
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	2: 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:	Yes
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Industrial Safety

TAFTCOLLEGE

~~Revised by: R. Enciso~~
Revised by: T. Davis
~~Reviewed by: P. Martinez~~
~~Reviewed by: D. Layne~~
Reviewed by: K. Bandy
Date Revised: ~~Spring 2022~~ Fall 2025
C & G Ed approval: ~~November 18, 2022~~
Board approval: ~~December 14, 2022~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0616 Hazardous Waste Operations and Emergency Response (HAZWOPER) Training (1.75 Units)
[formerly OSH 1116]

Prerequisite: None

Hours and Units Calculation:
204 hours lecture (48 Outside of class hours). 24 hours lab (96 Total Student Learning Hours) 1.75 Units

Catalog Description: This course covers the necessary disciplines required to satisfy the Federal Code of Regulations 1910.120 concerning off site instruction for personnel that will work in hazardous waste sites and or remediation zones with emphasis on emergency response operations. This course will also meet the State of California requirements for a technician for emergency response standards CCR §5192. WESTEC provides a 40 hour Hazwoper Certificate upon successful completion. This course is offered on a Pass/No Pass basis with a letter grade option. This course is offered at the WESTEC facility. Please see additional information here: http://westec.org/

Type of Class/Course: Degree Credit

Textbook:
U.S. Department of Transportation. *2024 Emergency Response Guidebook.* J.J. Keller & Associates, 2024.

~~*USDOT (United States Department of Transportation) North American Emergency Response Guidebook.* Neenah, WI: J.J. Keller & Associates, 20202024.~~

Additional Required Materials: WESTEC generated handouts

Student Learning Outcomes:

- Explain the requirements personnel working in hazardous waste and removal must know to meet Federal Code of Regulations 1910.120 and California requirements for a Technician for emergency response standards CCR §5192.

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• Perform initial emergency response to incidents of release of hazardous material and wastes.

• Use a Material Safety Data Sheet (MSDS) and the North America Emergency Response Guide (NAERG) to evaluate and plan for response to various hazardous material and waste releases.

• Inspect, evaluate, and use various personal protective devices and methods including Self Contained Breathing Apparatus (SCBA).

• Set up and administer a "hand-on" first responder unified incident command system.

• Set up and perform a decontamination line.

• Show an appreciation for the importance of confined space training in industry.

Course Objectives:

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

1. Recognize hazardous substances and the risk associated when involved in an incident,
2. Use a safety data sheet to assess the risks associated with hazardous materials and proper response to an incidental or uncontrolled release,
3. Use the North American emergency response guidebook during the initial phase of a hazardous material incident,
4. Store, inspect, and maintain personal protective equipment related to hazardous materials,
5. Initiate incident command system, and
6. Set up and perform a decontamination line.

Course Scope and Content:

Unit I General Industry Safety

A. Trenching and Excavations
   i. California Occupational and Health Administration (Cal-OSHA) Permits
   ii. Competent Person
   iii. Definitions
   iv. Hazards
   v. Soil Mechanics and Testing

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vi. Sloping, Shoring, and Shielding Safeguards

B. Confined Space
   ii. Definitions
   iii. Hazards – Atmospheric and Mechanical
   iv. Entry Permitting
   v. Personal Protective Equipment
   vi. Duties of Personnel
   vii. Rescue

C. Energy Control – Lockout/Tagout
   A. Definitions
   B. Types of energy
   C. Methods of control
   D. Locks and tags
   E. Authorized person

D. Machine Guarding
   A. Definitions
   B. Point of operation hazards
   C. Types and methods of guarding

E. Flammable Materials
   A. Definitions
   B. Lower and Upper Flammable/Explosive limits
   C. Storage Requirements
   D. ~~Proper storage~~ Handling

F. Fire Safety
   A. Definitions – Classes of Fires
   B. Fire tetrahedron
   C. Sources of Fuel and Ignition
   D. mportance of Constant Housekeeping
   E. Use of Fire Extinguisher

G. Electrical Safety
   A. Electrical terms
   B. Hazards of electricity
   C. Effects of electrical current

H. Personal Protective Equipment
   A. ~~Administrative controls~~ Hazard Reduction Controls
   B. ~~Engineering controls~~ Head Protection
   C. ~~Head protection~~ Eye and Face Protection
   D. ~~Eye and face protection~~ Hearing Protection
   E. ~~Fall protection~~ Hand and Foot Protection
   F. ~~Hearing protection~~ Fall Protection
   G. ~~Foot protection~~ Respiratory Protection (supplied air and air purifying)
   ~~H. Respiratory protection (supplied air and air purifying)~~

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I. Chemical suits (this becomes H)

I. ~~Hazard Communication~~ Emergency Preparedness and Response
- A. ~~Employer's requirements~~ Emergency Action Plan (EAP)
- B. ~~Global harmonized system (GHS)~~ Fire Response
- C. ~~Safety data sheets (SDS)~~ Medical Emergency
- D. Natural Disasters
- E. Violence in the Workplace

J. Hazard Communication
- A. Employee Right to Understand
- B. Chemical Hazards
- C. Containers
- D. Labels and Placards
- E. Global Harmonized System/Safety Data Sheet (GHS/SDS)
- F. Response to Release
- G. California Proposition 65 Notices

Unit II Hazardous Substance recognition and Identification
- A. Recognition indicators
- B. Identification methods
- C. Chemical and toxicological behavior

Unit III Hazards of a Release
- A. Physical and health
- B. Routes of exposure
- C. Fatalities, injuries, and illness
- D. Potential outcomes
- E. Emergencies
- F. Property and environment
- G. Business impact

Unit IV HAZWOPER 29 Code of Federal Regulations (CFR) 1910.120
- A. Course Introduction
- B. Scope and Application
- C. Site Definitions
- D. Types of Releases
- E. Regulatory Requirements for Training
- F. Terminology and abbreviations

Unit V North American Emergency Response Guide (NAERG)
- A. Purpose
- B. Information Provided
- C. How to Use

Unit VI Roles of HAZMAT Team Members
- A. Recognizing Emergencies
- B. Notification process

C. Reporting a release
D. Isolation and Protection
E. Responder levels
F. Emergency response plan (ERP)
G. Standard operating procedures

Unit VII Environmental Protection Agency (EPA) Guidelines
A. Overview of Protection Requirements
B. Protective Methodologies
C. Choosing protective Measures

Unit VIII Unified Command System
A. Definition
B. Functions
C. Incident Command Structure
D. National interagency incident management system
E. Reporting and Relieving Protocols
F. Assuming Positions

Unit IX Control Operations
A. Site characterization and analysis
B. Evacuation
C. Shelter in-place
D. Control zones
E. Security
F. Communication system
G. Control, containment, and/or confinement operation of released hazardous material

Unit X Safety and Health Program
A. Medical surveillance
B. Monitoring

Unit XI Decontamination
A. Contamination and exposure
B. Methods
C. Disposal

Unit XII Handling Drums and Containers

Unit XIII Termination
A. Debriefing
B. Critique of response
C. Recordkeeping

Lab Content:

1. Field response to simulated hazardous waste spill and gas release
2. Institution of the Incident Command system
3. Set up and practice decontamination techniques

4. Use of NAERG (North American Emergency Response Guide) in a field situation
5. Tabletop scenarios for decision-making practice in response to HAZMAT spills and releases

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 3 hours outside of the regular class time doing the following:

1. Studying assigned text, handout materials, and class notes
2. Reviewing and preparing for quizzes and examinations
3. Reviewing case studies
4. Completing written assignments and projects

Methods of Instruction:
1. Lecture
2. In-class workshops
3. Activities
4. Demonstrations
5. Case Studies

Methods of Evaluation:
1. Written final exam
2. Performance observation
3 Participation
4. Quizzes
5. Role Playing
6. Group Projects

Supplemental Data:

TOP Code:	095670: Indus Occupational Safe Health
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course

Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Discipline:	Environmental Technologies

TAFTCOLLEGE

~~Revised by G. Clarke~~
Revised by: T. Davis
Reviewed by: K. Bandy
Date Revised: ~~February 12, 2019~~Fall~~April~~ 2025
Text update: Spring 2019
C&GE approved: ~~March 7, 2019~~
Board approved: ~~April 10, 2019~~
Semester effective: Fall 2025

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Occupational Safety and Health (OSH) 0619 Defensive Driving Course (.25)
[formerly Petroleum Technology 93P; Industrial Education Safety 1119; OSH 1119]

Prerequisite: ~~-~~None

Total Hours: 7 hours lecture, 14 Outside of Class Hours; 1 hour lab (22~~8~~ hours total)

Catalog Description: ~~-~~Safe driving will be instructed by way of lecture, and audiovisual presentation. This course is repeatable. This course is offered on a Pass/No Pass basis with the option for a letter grade. Not open to students with credit in IES 1119.

Type of Class/Course: Degree Credit

Textbook: -None

Additional Required Instructional Materials: -None

Student Learning Outcomes:

- Describe the inherent hazards of driving a motor vehicle, and how to eliminate illogical or inappropriate decisions which may result in collisions.
- Demonstrate techniques to anticipate and avoid the hazards normally encountered while driving on public roadways.
- Perform a daily inspection of a motor vehicle.
- Show an appreciation for the importance of defensive driving in the workplace.~~.~~

Course Objectives:

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

1. Describe the inherent hazards of driving a motor vehicle,

2. Discuss techniques to anticipate and avoid the hazards normally encountered while driving on public roadways,
3. Perform a daily inspection of a motor vehicle, and
4. Eliminate illogical or inappropriate decisions that may result in collisions.

Course Scope and Content:

Unit I California motor vehicle regulations
- A. Road signs
- B. Colored curbs
- C. Traffic lanes

Unit II Distracted driving
- A. Visual
- B. Manual
- C. Cognitive

Unit III Keys to safe driving
- A. Observation skills
- B. Safe following distance
- C. Driving conditions
- D. Pre-trip inspection

Unit VI Conditions that influence driving
- A. Weather
- B. Attitude
- C. Time of day

Unit V Positions of driving
- A. Aim high
- B. Get the big picture
- C. Keep eyes moving
- D. Leave yourself an out
- E. Be seen

Lab Content:
1. Motor vehicle inspection
   a. Fluid check
   b. Tire wear and inflation

Learning Activities Required Outside of Class: None

Methods of Instruction:
1. Lecture

Methods of Evaluation:
1. Written final exam

Supplemental Data:

TAFTCOLLEGE

TOP Code:	095670: Indus Occupational Safe Health
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	2: 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:	Yes
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Industrial Safety

TAFTCOLLEGE

~~Revision By: G. Clarke~~
Revised by: .T. Davis
Reviewed by: K. Bandy
Date Prepared: ~~February 12, 2018~~Fall 2025
C & GE Approval: ~~March 7, 2019~~
Board Approved: ~~April 10, 2019~~
Semester effective: Fall: 2025

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Occupational Safety and Health (OSH) 0625 Passport and Medic First Aid Refresher (.25 Unit)
[formerly OSH 1125]

Prerequisite: -Successful completion of ~~Industrial Education Safety 1107~~OSH 0607 with a grade of 'C' or better

Prerequisite knowledge and skills:

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

1. perform all skills needed to respond to the immediate circumstances of an injury or sudden onset illness,
2. take the steps necessary to protect the care initiator from the hazards associated with lending aid to an injured or suddenly ill patient, and
3. understand the importance of maintaining control of an accident scene until emergency medical personnel arrive.

Total Hours: 7 hours lecture, 14 Outside of Class hours; 1 hour lab (22~~8~~ hours total)

Catalog Description:~~-~~ This course covers the basic level of safety awareness required of all contractor personnel working on the properties of the California Oil Producers. Inclusion of First aid and CPR refresher training is intended to review knowledge, practice skill sets, and introduce new concepts and skills as necessary to support patients until the arrival of professional emergency response personnel. Course is repeatable if mandated for training requirements as a condition of continued paid or volunteer employment.

Type of Class/Course: Non Degree Credit

Textbook:

Medic First Aid International, Inc. *Student Guide, 7.0*. ~~Eugene, OR:~~ HIS, 2013.

Additional Materials: None

Student Learning Outcomes:

• Perform the skills needed to respond to the immediate circumstances of an injury or sudden onset of illness.

Course Objectives:

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

1. Apply the information necessary to satisfy the safety orientation requirements for working on the properties of the California oil producers,
2. Evaluate patient support needs using new concepts that may have evolved since the student's last instruction,
3. Perform new skill sets that emergency medical professionals have developed,
4. Perform all skills needed to respond to the immediate circumstances of an injury or sudden onset illness,
5. Evaluate and perform the steps necessary to protect the care initiator from the hazards associated with lending aid to an injured or suddenly ill patient, and
6. Select and implement the most effective methods for maintaining control of an accident scene and protect the patient until emergency medical personnel arrive

Course Scope and Content:

Passport

Unit I — California Oil Producers' Orientation Video
- A. Overview of hazards that may be encountered
- B. California Oil Producers' safety and health expectations while working on their properties

Unit II — Behavioral Based Safety Orientation
- A. BBS programs
- B. Focus of BBS programs

Unit III — Job Planning/Job Safety Analysis
- A. Methods of identifying hazards
- B. Why JSA's should be used
- C. JSA procedures

Unit IV — Producers' Permit Procedures
- A. Types of Safe Work Permits (SWP)
- B. Responsibilities
- C. SWP process and procedures

Unit V — Endangered Species
- A. Rules when endangered species are encountered
- B. Environmentally sensitive areas

Unit VI — Hazard Communication
- A. Contractor responsibilities
- B. Employee responsibilities
- C. Chemical hazards
- D. Labels and Global Harmonized System/Safety Data Sheet (GHS/SDS)

Unit VII — Proposition 65
- A. Intent and purpose
- B. Required signage

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Unit VIII Hydrogen Sulfide (H_2S)
- A. Characteristics
- B. Effects of exposure
- C. Locations
- D. Air Monitoring
- E. Emergency rescue and evacuation

Unit IX Personal Protective Equipment
- A. Standard PPE required
- B. Special PPE
- C. Jewelry and hair precautions

Unit X Control of Noise
- A. Effects on hearing
- B. Types of hearing protectors
- C. Locations of expected excessive noise

Unit XI Safe Work Practices
- A. General responsibilities
- B. Basic work rules

Unit XII Confined Space Entry Awareness
- A. Characteristics and types
- B. Hazards
- C. Atmosphere Monitoring

Unit XIII Cranes, Slings and Rigging
- A. General rules
- B. Operator responsibilities
- C. Types and uses

Unit XIV Overhead Power Line Policy
- A. Overhead power line safety
- B. “Look Up and Live” Flag Policy
- C. Loading and Transportation
- D. Work site procedures

Unit XIV Fall Protection
- A. Types
- B. Fall arrest equipment

Unit XV Excavation and Trenching
- A. Hazards
- B. Backhoe hazards

Unit XVI Heat Illness Prevention
- A. High Heat Procedures
- B. Signs and symptoms of heat illness
- C. Response to heat illness

Unit XVII Producers' Safety Requirements
- A. Summary of topics covered

Unit XVIII Course Assessment
- A. 28 question test

Medic First Aid Refresher

Unit I Review Role of the First Aid Provider
- A. Emergency first aid care
- B. Recognizing an emergency
- C. Deciding to help
- D. Personal safety
- E. Using barriers

Unit II Review Approaching the Patient
- A. Assessing for response
- B. Mechanism for spinal injury
- C. Activating Emergency medical services (EMS)

Unit III Review Basic Life Support
- A. Circles of care
- B. Airway
- C. Clearing the Airway – Log roll
- D. Protecting the airway – Recovery position
- E. Breathing – Rescue ventilation
- F. Circulation – Chest compressions
- G. Unresponsive Patient
- H. Adult compression – Only CPR
- I. Sudden Cardiac Arrest – Using an AED (Automatic External Defibrillator)

Unit IV Review Bleeding and Shock
- A. Control of bleeding
- B. Managing Shock

Unit V Review Choking
- A. Foreign body airway obstruction

Unit VI Review Continuous Patient Care
- A. Ongoing assessment

Lab Content for Medic First Aid Refresher:

Guided hands-on practice

1. Hands-on practice scenarios
   - A. Walkthrough SETUP – Stop, Evaluate Environment, Evaluate Traffic, Determine Unknown Hazards, Protect Self and Patient
   - B. Practice donning and doffing personal barriers

   1) Gloves
   2) Ventilation shield
   3) Mask
2. Communicate with patient
3. Stabilize the head
4. Contact EMS
5. Establish the airway using Head-Tilt, Chin-lift method
6. Clear solid and fluid materials from airway
7. Use recovery position to protect airway
8. Apply rescue ventilation using shields
9. Apply chest compressions
10. Use an AED
11. Apply direct pressure to control bleeding
12. Position and maintain body temperature to manage shock
13. Use the accepted methods to clear airway of a choking patient

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 30 minutes per week outside of the regular class time doing the following:

1. Further review topics specific to industry employed

Methods of Instruction:

1. Lecture
2. Practice exercises
3. This course may be taught without writing assignments

Methods of Evaluation:

1. Passport – Written exam
2. Medic First Aid Refresher – Performance observation
3. This course may be taught without writing assignments

Supplemental Data:

T.O.P. Code:	095670 Industrial Occupational Safety Health
Sam Priority Code:	B: Advanced 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:	Yes
Eligible for Pass/No Pass:	No
Discipline:	Industrial Safety

TAFTCOLLEGE

Course Development Memo

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/10/2025

Re: CTRP 1513

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): The division would like to request the inactivation of CTRP 1513 – Work Experience in Court Reporting. The course has not been taught since it's inception. Students are required to do court observations which are well documented. It is unlikely that a student would do work experience in court reporting and be in the program at the same time.

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.

*SLOs are required

None. This is a stand-alone course.

☐ **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.

TAFTCOLLEGE

Course Development Memo

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/21/2025

Re: DNTL 2241 and 2245

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): The division would like to request the inactivation of DNTL 2241 and 2245. These two courses were combined to create DNTL 2242 Ethics, Law & Practice Management.

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.

Dental Hygiene degree.

*SLOs are required

☐ **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.

*SLOs are required

TAFTCOLLEGE

Course Development Memo

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/15/2025

Re: IES 1513

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): The division would like to request the inactivation of IES 1513 – Work Experience in Industrial Health and Safety. The course has not been taught since it's inception.

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.

None. This is a stand-alone course.

*SLOs are required

☐ **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.

*SLOs are required

TAFTCOLLEGE

Course Development Memo

To:	Greg Bormann VP of Instruction Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Bill Devine, Chair, English Language Arts
Division:	Choose an item.
Date:	9/5/2025
Re:	Update Engl 1600 COR to C1003

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):_____

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.

English Language Arts; General Education

*SLOs are required

☐ **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.

*SLOs are required

TAFTCOLLEGE

Course Development Memo

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

From: Debora Rodenhauser

Division: Liberal Arts

Date: 9/9/2025

Re: C2001 Principles of Microeconomics.
Formerly ECON 2120

Type of Curriculum Change:

☐ New Course*
☒ Non-substantial Course Change*
☐ 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): CCN Update

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 ( )

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.

Business Administration for Transfer

*SLOs are required

Business Administration

Economics for Transfer

General Business

History for Transfer

Liberal Arts Area of Emphasis: Business and Technology

☐ **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:

- Part 1 (Identical and Required): At the conclusion of this course, the student should be able to (Identical and Required):
- 1. Perform and interpret microeconomic calculations.
- 2. Apply microeconomic models to analyze market outcomes, including market failures and government policies.
- 3. Model how consumers and firms make decisions under a variety of market structures.

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Revised by: A. Bledsoe
Reviewed by: ~~D.Layne~~ **J. Page**
~~Reviewed by: K. Bandy~~
~~Revised by: A. Bledsoe~~
~~Reviewed by: D. Layne~~
~~Reviewed by: K. Bandy~~
Text update~~: Fall 2019~~
Date reviewed: ~~October 4, 2016~~
C & GE approved: ~~November 14, 2016~~
Board approved: ~~December 14, 2016~~
Semester Effective: ~~Fall 2017~~

Economics (ECON) **C2001** ~~2120 Principles of Economics--Micro~~ **Principles of Microeconomics** (3 Units) CSU: UC
[formerly ~~Economics 1B~~ **ECON 2120**]

Prerequisite: ~~Successful completion in Mathematics 1050 or equivalent.~~ **Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.**

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

1. ~~use inequality symbols and exponents, and apply order of operations rules in complex calculations,~~
2. ~~identify numbers as belonging to specified sets, such as rational numbers, ad graph numbers on the real number line,~~
3. ~~perform the basic arithmetic operations with positive and negative real numbers, using the number line to clarify addition and subtraction processes,~~
4. ~~know the properties of addition and multiplication for real numbers and identify their use in practice,~~
5. ~~solve linear equations and inequalities in one variable, and analyze and solve word problems leading to linear equations,~~
6. ~~solve formulas for specified variables and use the resulting equations in solving word problems,~~
7. ~~set up and solve problems involving the use of ratios and proportions,~~
8. ~~know and apply the rules of exponents using integral exponents, and use scientific notation,~~
9. ~~perform addition, subtraction, multiplication, and division of polynomials,~~
10. ~~factor simple polynomials, with special emphasis on trinomials quadratic in form and special factorizations, and solve related polynomial equations,~~
11. ~~analyze and solve word problems requiring the setting up and solution of factorable quadratic equations,~~
12. ~~graph points representing specified ordered pairs using a standard two- dimensional rectangular coordinate systems. Graph a straight line from ordered pairs obtained from its equation,~~
13. ~~determine the slope of a line between any specified pair of points,~~
14. ~~know the slope-intercept and point-slope forms of the equation of a straight line, and be able to determine the equation of a particular straight fine from specified input information,~~

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15. ~~solve and graph linear inequalities in two variables,~~
16. ~~solve linear systems of equations in two variables both graphically and algebraically, and recognize inconsistent and dependent systems,~~
17. ~~analyze and solve word problems requiring the use of linear systems of equations in two variables,~~
18. ~~solve linear systems of inequalities in two variables graphically, and~~
19. ~~find the value of integral roots of positive real numbers.~~

Total Hours: 48 hours lecture

Catalog Description:
~~This is an introductory course focusing on choices of individual economic decision-makers. Topics include scarcity, specialization and trade, market equilibrium, elasticity, production and cost theory, market structures, factor markets, and market failure.~~ **An introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of government policies.** C-ID: ECON 201

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Type of Class/Course: Degree Credit

Part 1 (Identical and Required):
These are representative texts. Texts used by individual institutions and even individual sections
will vary.
These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one-
semester edition covering only Microeconomics is acceptable as is any other equivalent textbook,
including an OER textbook.
• Arnold, R., Arnold, D., & Arnold, D. (2023) Economics. Mason, OH: Cengage Learning.
• Colander, D. (2019) Economics. New York: McGraw-Hill Irwin.
• Coppock, L. & Mateer. (2023) Principles of Economics, Norton.
• The CORE Econ Team. The Economy 2.0, CORE Econ.
• Cowen, T., & Tabarrok, A. (2021) Modern Principles of Economics. New York: Worth.
• Frank, R. H., & Bernanke, B. S. (2024) Principles of Economics. New York: McGraw-Hill Irwin.
• Greenlaw, S., Shapiro, D., & MacDonald, D. Principles of Economics 3e. Houston, TX: OpenStax.
• Hubbard, R. G., & O'Brien, A. P. (2024) Economics. Boston: Pearson.
• Krugman, P. & Wells, R. (2024) Economics. New York: Worth.
• Mankiw, N. G. (2024) Principles of economics. Mason, OH: Cengage Learning.
• McConnell, C. R., Brue, S. L., & Flynn, S. M. Economics: Principles, problems and policies. New York: McGraw-Hill Irwin.
• Parkin, M., (2023) Economics, New York: Pearson
• Rittenberg, L., & Tregarthen, T. (2021) Principles of economics. Flat World Knowledge.

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• Schneider, G., (2024) Microeconomic Principles and Problems: A Pluralist Introduction. New York:
Routledge.
• Stevenson, B. & Wolfers, J. (2023) Principles of Economics, New York: Worth.
• Tucker, I. B. (2023) Economics for today. Mason, OH: Cengage Learning.Text:
~~Miller, Roger L. *Economics Today*. 18th ed., Pearson, 2016.~~

~~Taylor, Tomothy, et al. *Principles of Microeconomics 2e*. OpenStax, 2017.~~

OpenStax College, Principles of Macroeconomics 3e. OpenStax CNX. Dec 14, 2022

Additional Required Materials: None

Course Objectives:

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

1. ~~Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.~~
2. ~~Calculate and interpret measures of elasticity.~~
3. ~~Demonstrate how markets function and what happens in the presence of market failures.~~
4. ~~Analyze production and costs of the firm.~~
5. ~~Demonstrate how firms attempt to optimize their objectives in response to price signals under a variety of market structures in the short and long run.~~

At the conclusion of this course, the student should be able to:

1. **Perform and interpret microeconomic calculations,**
2. **Apply microeconomic models to analyze market outcomes, including market failures and government policies,**
3. **Model how consumers and firms make decisions under a variety of market structures,**

Course Level Student Learning Outcomes

1. **Students will be able to analyze models to explore economic behavior, social issues, and policy problems.**
2. **Students will develop an economic project in response to a microeconomic question.**
3. **Students will show an appreciation for using economic concepts, skills and ways of thinking to answer questions about the world.**

Local General Education Learning Outcomes

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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 the 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 ethics framework employed in social scientific inquiry.

Course Scope and Content:

~~Unit I- Fundamentals of Economic Thinking~~

- ~~A. Scarcity~~
- ~~B. Opportunity Costs~~
- ~~C. Production Possibilities~~
- ~~D. Marginal Analysis~~
- ~~E. Rational Behavior~~
- ~~F. Positive v. Normative Distinction~~

~~Unit II- How Markets Operate~~

- ~~A. Definition of a market~~
- ~~B. Factors of production~~
- ~~C. Supply and demand~~
- ~~D. Price mechanism~~
- ~~E. Producer and consumer surplus~~
- ~~F. Price controls~~

~~Unit III- Elasticity~~

- ~~A. Price elasticity~~
- ~~B. Elasticity and total revenues~~
- ~~C. Determinants of the price elasticity of demand~~
- ~~D. Cross price elasticity of demand~~
- ~~E. Income elasticity of demand~~
- ~~F. Price elasticity of supply~~

~~Unit IV Consumer demand~~

- ~~A. Utility theory~~
- ~~B. Diminishing marginal utility~~
- ~~C. Optimizing consumption choices~~

~~Unit V- Production and cost in the firm~~

- ~~A. Introduction to the production function~~
- ~~B. Marginal and average product~~
- ~~C. Law of diminishing returns~~
- ~~D. Explicit and implicit cost~~
- ~~E. Accounting profit v. economic profit~~
- ~~F. Total cost, average cost and marginal cost in short-run~~

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~~G. Short-run production decisions~~
~~H. Long-run average cost curve~~
~~I. Economies and diseconomies of scale~~

~~Unit VI. Market structures~~
~~A. Perfect competition~~
~~B. Monopoly~~
~~C. Monopolistic competition~~
~~D. Oligopoly~~

~~Unit VII. Introduction to factor markets~~
~~A. Labor demand for a perfectly competitive firm~~
~~B. Market demand for labor~~
~~C. Wage determination in a perfectly competitive labor market~~
~~D. Monopoly in the product market~~
~~E. Utilization of other factors of production~~

~~Unit VIII. Market failure and public policy~~
~~A. Limits of a price system~~
~~B. Correcting for externalities~~
~~C. Economic functions of government~~
~~D. Public spending~~

~~Unit IX. Specialization and gains from trade~~
~~A. Importance of international trade~~
~~B. Comparative advantage~~
~~C. Imports and exports~~
~~D. International competitiveness~~
~~E. Arguments against free trade~~
~~F. Ways to restrict free trade~~
~~G. International trade organizations~~

1. Fundamentals of economic thinking
   a. Scarcity / opportunity costs
   b. Factors of production / production possibilities
   c. Specialization and gains from trade
   d. Marginal analysis
   e. Rational behavior
   f. Economic models and research methodology
2. How markets operate
   a. Definition of a market
   b. Supply and demand model
   c. Producer / consumer surplus and efficiency
   d. Government intervention
3. Elasticity
4. Consumer theory / demand

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5. Producer theory
   a. Production and costs
   b. Accounting / economic profit
   c. Short- and long-run production decisions
   d. Industry structure
6. Market structures
   a. Perfect competition
   b. Monopoly
   c. Monopolistic competition
   d. Oligopoly and game theory
7. Labor markets
8. Market failure and public policy
   a. Externalities
   b. Public goods
   c. Imperfect competition
   d. Efficiency vs. equity

Representative Activities

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Writing

1. Students will have free response questions on their exams.
2. Students will write a research paper that proposes alternative solutions to a microeconomic problem in a local community.

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Reading

1. Students will read chapters from the textbook.
2. Students will use the library database to read articles related to solutions to microeconomic problems in local communities.

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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 class notes
2. Answering questions
3. Completing required reading
4. Preforming ~~problem solving~~problem-solving activities or exercises
5. Doing written work
6. Participating in group projects

Methods of Instructions:

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1. Lectures
2. Demonstrations of sample problems on blackboard
3. Assigned problems from the text
4. Multimedia presentations
5. Group explorations
6. Case studies and scenarios

Method of Evaluation:

~~1. Writing assignments, including:~~
- ~~a. written homework from chapters~~
- ~~b. group reports~~
- ~~c. topic paper written under American Psychological Association (APA) style guide~~
- ~~d. chapter critical analysis reflections~~
- ~~e. case studies~~
- ~~f. scenarios~~
- ~~g. simulations~~

~~2. Problem-solving demonstrations, including:~~
- ~~a. exams~~
- ~~b. homework problems~~
- ~~c. laboratory reports~~
- ~~d. case study recommendations and solutions~~

~~3. Other summative examinations using combinations of:~~
- ~~a. multiple choice questions~~
- ~~b. matching items~~
- ~~c. true/false questions~~
- ~~d. short answer questions~~
- ~~e. fill in the blank responses~~

~~4. Participation including:~~
- ~~a. role-playing and group activities~~
- ~~b. oral presentations and demonstrations~~
- ~~c. discussion responses~~
- ~~d. scenario reflections~~

~~5. Projects including:~~
- ~~a. multimedia presentations~~
- ~~b. business scenario responses~~
- ~~c. action plans~~
- ~~d. formal written reports~~
- ~~e. portfolios~~
- ~~f. community service projects~~
- ~~g. building new case studies~~

~~g.~~

Assessments for this course will include both formative and summative assignments that may include some or all of the following:

Exams and Quizzes containing one or more:

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- Multiple Choice questions
- Short answers
- Problem Solving
- True/False
- Essays

Other Assessments:
- Problem sets
- Online or in-class discussions
- Presentations
- Group projects
- Experiments
- Current event analysis
- Term papers

Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):
- Current event analysis
- Discussion boards
- Essay questions on exams
- Term papers

Methods of evaluation are at the discretion of local faculty.

Supplemental Data:

TOP Code:	220400: Economics
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:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSD: CSU Area D IG4B: IGETC Area 4B LSBS: Local GE Social/Behavioral Sci

TAFTCOLLEGE

Course Development Memo

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

From: Debora Rodenhauser

Division: Liberal Arts

Date: 9/9/2025

Re: C2002 Principles of Principles of Macroeconomics.
Formerly ECON 2210

Type of Curriculum Change:

☐ New Course*
☒ Non-substantial Course Change*
☐ 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): CCN Update

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 ( )

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.

Business Administration for Transfer

*SLOs are required

Business Administration

Economics for Transfer

General Business

History for Transfer

Liberal Arts Area of Emphasis: Business and Technology

☐ **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:

- Part 1 (Identical and Required): At the conclusion of this course, the student should be able to (Identical and Required):
- 1. Interpret and analyze domestic and international macroeconomic data.
- 2. Apply macroeconomic models to explain economic issues and outcomes.
- 3. Analyze the effects of macroeconomic policies.

*SLOs are required

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Revised by: A. Bledsoe
Reviewed by: ~~D.Layne~~ J. Page
~~Reviewed by: K. Bandy~~
Text update: ~~Fall 2014~~
C & G E approved: ~~November 14, 2016~~
Board Approval date: ~~December 12, 2016~~
Semester effective: ~~Fall 2017~~

Economics (ECON) C2002 ~~2210 Principles of Economics - Macro~~ **Principles of Macroeconomics** (3 Units) CSU:UC
[formerly ~~Economics 1A~~ **ECON 2210**]

Prerequisite: ~~Successful completion in Mathematics 1050 or equivalent algebra with a grade of "C" or better~~ **Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.**

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

1. ~~use inequality symbols and exponents, and apply order of operations rules in complex calculations,~~
2. ~~identify numbers as belonging to specified sets, such as rational numbers, ad graph numbers on the real number line,~~
3. ~~perform the basic arithmetic operations with positive and negative real numbers, using the number line to clarify addition and subtraction processes,~~
4. ~~know the properties of addition and multiplication for real numbers and identify their use in practice,~~
5. ~~solve linear equations and inequalities in one variable, and analyze and solve word problems leading to linear equations,~~
6. ~~solve formulas for specified variables and use the resulting equations in solving word problems,~~
7. ~~set up and solve problems involving the use of ratios and proportions,~~
8. ~~know and apply the rules of exponents using integral exponents, and use scientific notation,~~
9. ~~perform addition, subtraction, multiplication and division of polynomials,~~
10. ~~factor simple polynomials, with special emphasis on trinomials quadratic in form and special factorizations, and solve related polynomial equations,~~
11. ~~analyze and solve word problems requiring the setting up and solution of factorable quadratic equations,~~
12. ~~graph points representing specified ordered pairs using a standard two dimensional~~two-dimensional ~~rectangular coordinate systems. Graph a straight line from ordered pairs obtained from its equation,~~
13. ~~determine the slope of a line between any specified pair of points,~~
14. ~~know the slope-intercept and point-slope forms of the equation of a straight line, and be able to determine the equation of a particular straight fine from specified input information,~~
15. ~~solve and graph linear inequalities in two variables,~~
16. ~~solve linear systems of equations in two variables both graphically and algebraically, and recognize inconsistent and dependent systems,~~

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17. ~~analyze and solve word problems requiring the use of linear systems of equations in two variables,~~
18. ~~solve linear systems of inequalities in two variables graphically, and~~
19. ~~find the value of integral roots of positive real numbers.~~

Total Hours: ~~-~~48 hours lecture

Catalog Description:
~~An introductory course focusing on aggregate economic analysis. Topics include: market systems, aggregate measures of economic activity, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, international economics, and economic growth.~~ **An introductory course using models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic policies.** C-ID: ECON 202

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Type of Class/Course: Degree Credit

Representative Texts, Manuals, OER, and Other Support Materials:
Part 1 (Identical and Required):
These are representative texts. Texts used by individual institutions and even individual sections
will vary.
These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one-semester edition covering only Macroeconomics is acceptable as is any other equivalent textbook, including an OER textbook.
• Arnold, R., Arnold, D., & Arnold, D. (2023) Economics. Mason, OH: Cengage Learning.
• Colander, D. (2019) Economics. New York: McGraw-Hill Irwin.
• Coppock, L. & Mateer. (2023) Principles of Economics, Norton.
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• Greenlaw, S., Shapiro, D., & MacDonald, D. Principles of Economics 3e. Houston, TX: OpenStax.
• Hubbard, R. G., & O'Brien, A. P. (2024) Economics. Boston: Pearson.
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• Mankiw, N. G. (2024) Principles of economics. Mason, OH: Cengage Learning.
• McConnell, C. R., Brue, S. L., & Flynn, S. M. Economics: Principles, problems and policies. New York: McGraw-Hill Irwin.
• Parkin, M., (2023) Economics, New York: Pearson
• Rittenberg, L., & Tregarthen, T. (2021) Principles of economics. Flat World Knowledge.
• Schneider, G., (2023) Macroeconomic Principles and Problems: A Pluralist Introduction. New York:
Routledge.
• Stevenson, B. & Wolfers, J. (2023) Principles of Economics, New York: Worth.

TAFTCOLLEGE

• Tucker, I. B. (2023) Economics for today. Mason, OH: Cengage Learning.

~~Text:~~ List Sample Textbooks, Manuals, or Other Support Materials

~~Miller, Roger L. *Economics Today*. 18th ed., Pearson, 2016.~~

OpenStax College, Principles of Macroeconomics 3e. OpenStax CNX. Oct 11, 2022

Additional Required Materials: None

Course Objectives:

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

1. ~~Identify and interpret macroeconomic data.~~
2. ~~Apply macroeconomic models to understand the economy.~~
3. ~~Analyze the economic impacts of monetary and fiscal policy.~~
4. ~~Demonstrate an understanding of the function of the central bank and the banking system.~~

At the conclusion of this course, the student should be able to:

1. **Interpret and analyze domestic and international macroeconomic data.**
2. **Apply macroeconomic models to explain economic issues and outcomes.**
3. ~~4.~~**Analyze the effects of macroeconomic policies.**

Course Level Student Learning Outcomes

1. **Students will formulate a fiscal policy intervention for a government.**
2. **Students will develop an economic project in response to a macroeconomic question.**
3. **Students will show an appreciation for using economic concepts, skills and ways of thinking to answer questions about the world.**

Local General Education Learning Outcomes

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 the 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 ethics framework employed in social scientific inquiry.

Course Scope and Content:

~~Unit I Fundamentals of economic thinking~~

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A. Nature of economics
B. Economic thinking, inquiry, and analysis
C. Scarcity, choice, opportunity costs
D. Production possibilities

Unit II How markets operate

A. Demand
B. Supply
C. Analysis of supply and demand
D. Government action and policy in markets

Unit III Measuring the economy

A. National output and productivity
B. Price level
C. Business cycle
D. Unemployment

Unit IV Modeling the business cycle

A. Aggregate demand
B. Short and long-run aggregate supply
C. Classical and Keynesian models

Unit V Monetary system

A. Money creation and banking
B. Role and function of central banks
C. Money demand and velocity
D. Inflation

Unit VI The financial system

A. Saving
B. Investment
C. Role of interest rates

Unit VII The role of the government in the macro economy

A. Stabilization policy
B. Deficit and debt
C. Fiscal and monetary policy

Unit VIII Economic growth and development

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~~A. Labor resources and economic growth~~
~~B. Capital goods and economic growth~~
~~C. Institutions and polices for growth~~

~~Unit IX Balance of payments and trade~~

~~A. Comparative advantage and trade~~
~~B. Balance of payments~~
~~C. Exchange rates~~

1. Fundamentals of economic thinking
    a. Scarcity / opportunity costs
    b. Factors of production
    c. Production possibilities
    d. Specialization and gains from trade
    e. Economic models and research methodology
2. How markets operate
    a. Definition of a market
    b. Supply and demand model
3. Measuring the economy
    a. National output and productivity
    b. Economic growth
    c. Price level (inflation)
    d. Business cycle
    e. Unemployment
    f. Inequality and Poverty
4. Aggregate Demand / Aggregate Supply model
5. Financial system
    a. Saving, investment, and interest rates
    b. Money creation and banking
    c. Role and function of central banks
    d. Monetary policy
6. The role of the government in the macro economy
    a. Government budget
    b. Fiscal policy
    c. Social policy
7. International economics
    a. Balance of payments
    b. Exchange rates
    c. International trade

Representative Activities

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Writing

1. Students will have free response questions on their exams.
2. Students will write a research paper that proposes alternative solutions to a macroeconomic problem in a foreign country.
3. Students will write a three-point macroeconomic program to improve the economy of the United States within the next two years. It will include the monetary and fiscal policies they hope to implement.

Reading

1. Students will read chapters from the textbook.
2. Students will use the library database to read articles related to solutions to macroeconomic problems in foreign countries.
3. Students will use the library database to read articles related to fiscal and monetary policies in the United States.

~~Examples of Assignments:~~

~~Reading~~
~~Writing~~

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Examples of ~~Learning Activities Required~~ Outside of Class Assignments:

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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 class notes
2. Completing required reading
3. Answering questions
4. Preforming problem solving activities or exercises
5. Doing written work
6. Participating in group projects

~~Methods of Instruction:~~

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Examples of Instructional Methodology

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1. Lectures
2. Audiovisual presentations
3. Group explorations
4. Case study and scenario presentations and analysis
5. Demonstrations
6. Assigned problems from the text

Methods of Evaluation:

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1. ~~Writing assignments, including:~~
   a. ~~written homework from chapters~~
   b. ~~group reports~~
   c. ~~topic paper written under American Psychological Association (APA) style guide~~
   d. ~~chapter critical analysis reflections~~
   e. ~~case studies~~
   f. ~~scenarios~~
   g. ~~simulations~~

2. ~~Problem-solving demonstrations, including:~~
   a. ~~exams~~
   b. ~~homework problems~~
   c. ~~laboratory reports~~
   d. ~~case study recommendations and solutions~~

3. ~~Other summative examinations using combinations of:~~
   a. ~~multiple choice questions~~
   b. ~~matching items~~
   c. ~~true/false questions~~
   d. ~~short answer questions~~
   e. ~~fill in the blank responses~~

4. ~~Participation including:~~
   a. ~~role-playing and group activities~~
   b. ~~oral presentations and demonstrations~~
   c. ~~discussion responses~~
   d. ~~scenario reflections~~

5. ~~Projects including:~~
   a. ~~multimedia presentations~~
   b. ~~business scenario responses~~
   c. ~~action plans~~
   d. ~~formal written reports~~
   e. ~~portfolios~~
   f. ~~community service projects~~
   g. ~~building new case studies~~

Assessments for this course will include both formative and summative assignments that may include some or all of the following:

Exams and Quizzes containing one or more:

- **Multiple Choice questions**
- **Short answers**
- **Problem Solving**
- **True/False**
- **Essays**

Other Assessments:

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- **Problem sets**
- **Online or in-class discussions**
- **Presentations**
- **Group projects**
- **Experiments**
- **Current event analysis**
- **Term papers**

Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):

- **Current event analysis**
- **Discussion boards**
- **Essay questions on exams**
- **Term papers**

Methods of evaluation are at the discretion of local faculty.

Supplemental Data:

TOP Code:	220400: Economics
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:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSD: CSU Area D IG4B: IGETC Area 4B LSBS: Local GE Social/Behavioral Sci

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Course Development Memo

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

From: Bill Devine, Chair, English Language Arts

Division: Choose an item.

Date: 9/5/2025

Re: Update Engl 1600 COR to C1003

Type of Curriculum Change:

☐ New Course*
☒ Nonsubstantial Course Change*
☐ 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):_____

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:

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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.

English Language Arts; General Education

*SLOs are required

☐ **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.

*SLOs are required

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Reviewed by: G. Dyer
Reviewed by: K. Carlson
Reviewed by: D. Kerr
Reviewed by: C. Chung-Wee
Reviewed by: B. Devine
~~Reviewed by: S. Wallace~~
Novel &/or Text update: Spring 2025
Date Reviewed: ~~Spring 2020~~ **Fall 2025**
C & G Ed approval: ~~February 21, 2020~~
Board approval: ~~March 11, 2020~~

English (ENGL) ~~1600 Critical Thinking, Literature, and Composition (4 Units)~~ **C1003 Critical Thinking and Writing through Literature** CSU: UC
~~[formerly English 1B]~~

Prerequisite: Successful completion ~~in English 1500~~ **of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent, or ENGL 1502,**
~~Prerequisite knowledge/skills: Before entering the course the student should be able to:~~

~~1. write good expository prose,~~
~~2. read good prose intelligently,~~
~~3. demonstrate techniques in library research and in writing a term paper,~~
~~4. show competency in writing within the four modes of discourse: narration, description, exposition, persuasion,~~
~~5. demonstrate a vocabulary enriched by several hundred new words,~~
~~6. exhibit an understanding of connotation and denotation of meaning in context,~~
~~7. demonstrate understanding of grammar and mechanics.~~

Catalog Description: ~~This course focuses on critical thinking and composition through reading of essays, poetry, drama, and fiction. It introduces critical evaluation, develops techniques of analytical, critical and argumentative writing, explores inference, evidence, inductive and deductive reasoning, identification of assumptions, underlying conclusions and other terms of logical thinking, and continues expository writing (8,000 word minimum). C-ID: ENGL 105, ENGL 110, ENGL 120~~ **In this course, students receive instruction in analytical, critical, and argumentative writing. Students develop critical thinking, close reading and literary analysis skills, research strategies, information literacy, and knowledge of accurate documentation through the study of diverse literary works from a variety of literary genres, developing an appreciation for literature. C:ID: ENGL 105, ENGL 110,ENGL 120**

Hours and Unit Calculations:
64 hours lecture. 128 Outside of class hours. (192 Total Students Learning Hours) 4 Units

Type of Class/Course: Degree Credit

Representative Texts, Manuals, OER, and Other Support Materials:
Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Sample Textbooks, Manuals, or Other Support Materials (most recent edition):
• Texts containing culturally diverse college-level fiction, poetry, drama texts.
• A college-level handbook on writing about literature and documentation.
• A writing handbook must be included.

List of possible textbooks, not comprehensive or exclusive:
• Schilb, John, and John Clifford. Making Arguments about Literature. Boston: Bedford/St. Martin's, 4th edition, 2024.
• James, Missy, and Alan P. Merickel, Reading Literature and Writing Argument. New York: Longman, 7th edition, 2021.
• Morgan, Meg, et al. Strategies for Reading and Arguing About Literature. Longman.
• Meyer, Michael. The Bedford Introduction to Literature: Reading, Writing, Thinking. Boston: Bedford/St. Martin's.
• Barnet, Sylvan, et al. An Introduction to Literature. New York: Longman.

Representative Writing Handbook:
• Gardner, Janet E. Writing About Literature: A Portable Guide. Boston: Bedford/St. Martins (also available with MLA insert), 6th, 2025.
• Bullock, Richard, et al. The Little Seagull Handbook, 5th edition. W.W. Norton & Company. 2024.
• Harmon, William, and C. Hugh Holman. A Handbook to Literature. Upper Saddle River, NJ: Prentice Hall.
Texts used by individual institutions and even individual sections will vary.
Textbooks older than 7 years must be clearly labeled as classic or legacy.
Where possible, it is recommended that OER options be noted

~~**Other approved textbooks, full-length novels or other separately published works are listed below:**~~

~~Texts:~~
List of Sample Textbooks, Manuals, or Other Support Materials:
Bennett, Tonya Long. *Writing and Literature: compositions such as Inquiry, Learning, Thinking, and Communication*. University of North Georgia. 2017.

Carlson, Kamala, and Jessica Grimes. *Grammar Cards: Supersonic Writing Tips*. Carlson and Grimes, 2019.

Greenblatt, Stephen, M.H. Abrams, et al. *The Norton Anthology of English Literature, The Major Authors*. 9th ed. Norton & Company, 2013.

Tyson, Lois. *CRITICAL THEORY TODAY: A User-Friendly Guide.* 4th ed. Routledge, 2023.

Zweig et al. *Literature: Introduction to Reading and Writing.* AP Edition. 2nd ed. Longman, 2012.

(This is a critical writing and thinking reader which includes ethnically/culturally diverse readings and has exercises and applications that develop abilities to analyze, argue, reason effectively, and identify assumptions on which conclusions depend.)

Guerin, Wilfred, Earle Labor, Lee Morgan, Jeanne Reesman, and John Willingham. *Handbook of Critical Approaches to Literature.* 6th Ed. New York: Oxford University Press, 2010.

Huxley, Aldous. *Brave New World.* Harper Perennial, 2006.

Paul, Richard, and Linda Elder. *The Thinker's Guide to Fallacies: The Art of Mental Trickery and Manipulation.* Tomales, CA: Foundation for Critical Thinking, 2012.

The Thinker's Guide to Fallacies: https://thebestschools.org/magazine/15-logical-fallacies-know/

Additional Required Materials: At least one literary text from the following list:

Alighieri, Dante, and John Ciardi. *The Inferno.* Signet Books, 2001.

Dostoevsky, Fyodor. *Crime and Punishment*. The Russian Messenger, 1866.

Helaway, Sheikha. *They Fell Like Stars From the Sky & Other Stories.* Neem Tree Press Limited, 2023.

Kesey, Ken. *One Flew over the Cuckoo's Nest.* New York: Signet, 1963.

Shakespeare, William. *Hamlet.* New York: Washington Square Press, 1992.

---. Much Ado about Nothing. Open Source Shakespeare, 2019.

Shelley, Mary. *Frankenstein.* New York: Bantam Classics, 2003

Twain, Mark. *Huckleberry Finn.* Bedford, MA: St. Martin's, 2007.

Voltaire. *Candide.* Penguin Classics, 2005.

Walker, Alice. *The Color Purple.* Orlando, FL: Houghton Mifflin, 1982.

The Color Purple: https://s3.amazonaws.com/scschoolfiles/112/the-color-purple-alice-walker.pdf

Course Objectives/Outcomes

Part 1 (Identical and Required):
At the conclusion of this course, the student should be able to (Identical and Required):
1. Critically read, analyze, compare, and evaluate diverse complex literary texts.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and literary analysis, supporting them with a variety of appropriate textual evidence and examples.
4. Identify a text's premise(s) and/or assumptions in various social, historical, cultural, psychological, or aesthetic contexts.
5. Analyze and employ logical and structural methods such as inductive and deductive reasoning, causation, and supporting claims with reasons, evidence, and responding to diverse perspectives and values.
6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.
7. Draft and revise writing for style, diction, and tone showing awareness of audience and social context, and the purpose of the specific writing task; engage in a revision process so that language use does not impede clarity or disrupt meaning.
8. Identify key elements of major genres (including poetry, drama, fiction) in order to analyze

and interpret texts.
9. Define common literary terms and apply these to analysis of specific texts.

~~By the end of the course, successful students will be able to:~~

1. ~~demonstrate critical thinking skills~~
   a. ~~Use inductive reasoning to support a thesis with cogent textual analysis~~
   b. ~~Identify and avoid logical fallacies~~

2. ~~read analytically so that they can:~~
   a. ~~evaluate college-level material from a variety of sources,~~
   b. ~~analyze critically and interpret and explain connotations, denotations, implications~~
   c. ~~identify the major literary genres,~~
   d. ~~identify, interpret, and evaluate components of literary content such as themes, figurative language, symbolism, characterization, and narrative,~~
   e. ~~identify and evaluate components of literary form, such as structures of narrative, poetic forms, use of dialog, and set directions,~~
   f. ~~contrast interpretations of the same literary text through different critical lenses or from different critical approaches,~~
   g. ~~find, evaluate and use outside sources including professional criticism to develop their own writing, and~~

3. ~~write essays in which they:~~
   a. ~~use a clear thesis, good organization, and logical support,~~
   b. ~~develop an argument using persuasion, deductive and inductive reasoning, draw inferences, and make conclusions,~~
   c. ~~use developing and supporting details, examples, data and evidence, and substantiate their interpretations with specific evidence from text,~~
   d. ~~analyze, comment on, and relate evidence to claims,~~
   e. ~~use outside sources, carefully researched and correctly documented,~~
   f. ~~improve and correct logic, style and mechanics of their writing, and~~
   g. ~~revise content after considering instructor's and peers' written comments.~~

Course Level Learning Outcomes

ENGL1600 Crit Think, Lit, & Composition - Student Learning Outcomes (SLO's)
1. Support original interpretations of literary works.
2. Apply cultural and historical context to a text in order to illuminate its significance.
3. Evaluate and synthesize credible secondary sources into an essay.

Local General Education Student Learning Outcomes

1. Develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
2. Demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
3. Describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgments.

Oral Communications & Analytical Thinking Local General Education Learning Outcomes

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

~~Course Scope and Content:~~

Course Content:

Required Topics:

• Writing and active reading skills for logical reasoning and argumentation.
• A minimum of 3 literary genres, including poetry, drama, and fiction (novel and/or short story) from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds.
• Critical approaches to literature and effective use of literary terms and devices.
• Explication, interpretation, and literary analysis.
• Writing critically about literature.
• Minimum 5,000 words of revised formal writing.

~~Unit I Critical Thinking~~

- ~~a. Inductive reasoning~~
- ~~b. Interpretation~~
- ~~c. Formal Analysis~~
- ~~d. Evidence~~
- ~~e. Logical fallacies~~

~~Unit II Literature~~

- a. ~~Interpret and analyze literature from multiple genres and from diverse cultures and time periods.~~
- b. ~~Use primary and secondary sources to identify text's historical and cultural context.~~
- c. ~~Respond to scholarly criticism of primary texts.~~
- d. ~~Apply critical approaches such as feminism, formalism, deconstructionism, structuralism, or others to literary texts.~~

~~Unit III Writing~~

- ~~a. Write about the four genres using the elements of fiction~~
- ~~b. Analyze pieces of literature using interpretation, analysis, comparison contrast, synthesis, causes and results, and evaluation.~~
- ~~c. Use criticism in writing~~
- ~~d. Summarize pieces of literature and criticism~~

Examples of Assignments:

1. Critical Thinking: All assignments fulfill the critical thinking focus.
2. Reading: See Course Content
3. Writing: 8,000 to 10,000 words

a. precis
b. of fallacies associated with inductive and deductive reasoning
c. argumentative essays
d. analysis of literature in various genres
e. A research paper

4. Oral: In two presentations students will:
   a. show understanding of secondary sources and ability to synthesize secondary materials and present them to classmates coherently, and
   b. work with a panel/group of other students to critically evaluate a current work of literature.

Methods of Evaluation:

Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include primarily written assignments and a minimum of 5,000 words of revised formal writing.
Formal writing (including essays) that receives instructor feedback and that goes through a revision process.
Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).
Other evaluation methods may include assignments such as essay exams, quizzes, projects, presentations, and portfolios.

~~Students will be evaluated on critical thinking, writing and reading as demonstrated in class (group discussions, oral presentations, in-class writings and quizzes) in essay assignments in a variety of formats including expository, persuasive, comparison/contrast, and analytical, and on a 10-page research paper. The primary method of evaluation will be through writing assignments graded on critical reasoning, observational skills, logic, sufficient and sound supporting argumentation based on knowledge of deductive and inductive reasoning and the formal and informal fallacies associated with them. Students must show continued progressive improvement in developing writing skills. Word total is 8,000 to 10,000.~~

Examples of Instructional Methodology: ~~Methods of Instruction:~~

1. Close critical reading of assigned and self-selected literature
2. Lectures on critical thinking, backgrounds of works studied, use of language and rhetoric
3. Class and small group discussions of critical thinking in literature; of ideas for essays; of writing assignments
4. Group and individual panels and presentations
5. Writing and rewriting of essays (short themes, research papers, and longer critical analyses of work read; word total 8,000 to 10,000) under close supervision of instructor. Participation in teacher and group feedback at all stages of writing process, from conception, theme statement, presenting of evidence, and peer readings and responses
6. Films and records

Methods to Achieve Critical Thinking:

1. formulate and express judgments based on ideas from readings, discussion and personal experience
2. explain and support theses with relevant information
3. evaluate and re-evaluate soundness of judgments based on information and on other points of view

Supplemental Data:

TOP Code:	150100: English
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:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSA3: CSU Area A3 CSC2: CSU Area C2 IG1B: IGETC Area 1B LEC: Local GE English Comp LHUM: Local GE Humanities
Discipline	English

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Course Development Memo

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

From: Mike Mayfield

Division: Math & Science

Date: 4/25/2025

Re: BIOL 2201 Introductory Biology – Cells
BIOL 2202 General Zoology
BIOL 2203 General Botany
BIOL 2258 Human Anatomy and Physiology I
BIOL 2259 Human Anatomy and Physiology II

Type of Curriculum Change:

☐ New Course*
☒ Nonsubstantial Course Change*
☐ 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):_____

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: **Submitted 4-25-25**

Date COR went to Distance Learning Education Committee: **N/A**

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:

*SLOs are required

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

☐ 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.

*SLOs are required

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Prepared by: G. Golling
Reviewed by: G. Golling
Reviewed by: Kyle Webster
Reviewed by: W. Berry
Date reviewed: ~~January 28, 2020~~March 19, 2025
C&GE approved: April 17, 2020
Board approved: May 13, 2020
Semester effective: Spring 2021

Biology (BIOL) 2201 Introductory Biology - Cells (4 Units) CSU: UC
[formerly Biology 2]

Prerequisites or Co-requisites: ~~Successful completion of Chemistry 2211with a grade of C or better;~~ eligible for ~~or successful completion of~~ Math ~~1060~~ 1500 ~~with a grade of 'C' or better~~

Advisories: Eligible for English ~~1500~~C1000, C1000E, or 1502.

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

1. ~~understand, explain, and demonstrate the logical problem-solving methods of chemistry,~~
2. ~~understand pertinent examples, analogies, and special topics used to introduce and illustrate basic chemical concepts,~~
3. ~~analyze the fundamentals of chemical science and thus enhance his understanding of the physical environment around him,~~
4. ~~identify the way science solves problems and apply the use of the scientific method,~~
5. ~~understand the basic concepts of chemistry so that he/she will be adequately prepared to continue the study of more advanced chemistry classes,~~
6. ~~identify numbers as belonging to specified sets, and graph discrete and continuous sets of real numbers,~~
7. ~~perform the basic arithmetic operations with positive and negative real numbers, plus raising to powers,~~
8. ~~know and apply the rules of exponents and the order of operations in algebraic calculations,~~
9. ~~apply the properties of addition and multiplication for real numbers and identify their use in practice,~~
10. ~~solve linear equations and inequalities in one variable, and analyze and solve applications leading to such equations or inequalities,~~
11. ~~solve and graph the solutions of compound inequalities or absolute value inequalities in one variable,~~
12. ~~perform addition, subtraction, multiplication and division of polynomials,~~
13. ~~factor simple polynomials, with special emphasis on trinomials quadratic in form, and solve related polynomial equations,~~
14. ~~add, subtract, multiply and divide rational algebraic expressions, and simplify to lowest terms,~~
15. ~~solve equations involving rational algebraic expressions, and analyze and solve word problems leading to such equations,~~
16. ~~simplify radical expressions involving numbers and/or variables,~~
17. ~~use fractional exponents,~~
18. ~~perform addition, subtraction, multiplication and division of expression involving radicals and complex numbers and simplify the results, including rationalization of denominators,~~
19. ~~solve equations that involve radicals,~~
20. ~~solve quadratic equations in one variable, and equations quadratic in form, by factoring, completing the square, and the quadratic formula,~~
21. ~~analyze and solve application problems requiring the use of quadratic equations,~~

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

Hours and Unit Calculations:
48 hours lecture (96 Outside of class hours); 59 hours lab (203 Total Student Learning Hours) 4 Units

Catalog Description: This course, intended for Biology majors, will cover principles and applications of prokaryotic and eukaryotic cell structure and function, biological molecules, homeostasis, cell reproduction and its controls, molecular genetics, classical/Mendelian genetics, cell metabolism including photosynthesis and respiration, and cellular communication. The philosophy of science, methods of scientific inquiry and experimental design are foundational to the course. C-ID: BIOL 190; BIOL 135S

Type of Class/Course: Degree Credit

Text:
Freeman, Scott, et al. *Biological Science.* 8th ed., Pearson, 2024.
Freeman, Scott, et al. *Biological Science.* 78th ed., Pearson, 20162024.

Hofman, Angelika H. *Writing in the Biological Sciences: A Comprehensive Resource for Scientific Communication*, 3rd ed., Oxford UP, 2018.

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Hofmann, A. *Writing in the Biological Sciences*. 3rd ed. New York: Oxford University Press, 2019.

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Laboratory Manual:

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Golling, Gregory. *BIOL 2201 Cell Biology Lab Manual*. Version 4.3. Taft College, 2025.
~~Golling, G. *BIOL 2201 Cell Biology Lab Manual*. Version 1.24.13. Taft, 20192025.~~

Course Objectives:

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

1. Identify and describe biological molecules and cell structures and explain their functions
2. Compare and contrast cellular processes and interactions between prokaryotes and eukaryotes (including metabolism, reproduction, communication)
3. Apply the principles of classical and molecular genetics to solve problems in genetics or biotechnology.
4. Relate evolutionary processes to the origin and evolution of cells.
5. Explain how DNA replicates and transmits genetic information within organisms.
6. Apply the processes of scientific inquiry and experimental design to the study of biological concepts.
7. Acquire, read, evaluate, apply, and cite scientific literature
8. Practice scientific writing

Course Level Student Learning Outcomes

1. ~~–~~Express a coherent understanding of fundamental Biological concepts that include cell structure, energy, c~~C~~ell reproduction, and genetics.

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Local General Education Learning Outcomes

1. Develop an understanding of the relationship between science and other human behaviors.
2. Demonstrate the scientific method.

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Means of Achieving Course Objectives:

1. Assigned reading from text and selected references
2. Lecture and demonstrations given by instructor
3. Solve basic genetics problems
4. Hands-on laboratory molecular biology techniques

Course Scope and Content Lecture:

Unit I Biology and the Tree of Life
- A. Cell Theory
- B. Theory of Evolution
- C. Tree of Life
- D. Scientific Inquiry in Biology

Unit II The Molecules of Life
- A. The Atoms and Molecules of Ancient Earth
- B. Molecular Evolution
- C. Protein Structure and Function

D. Nucleic Acids and the RNA World
E. An Introduction to Carbohydrates
F. Lipids, Membranes, and the First Cells

Unit III Cell Structure and Function
A. Structure and Function of Prokaryotic Cells
B. Structure and Function of Eukaryotic Cells
C. Organelle Structure and Function
D. Cell-Cell Interactions
E. Cellular Transport
F. Cellular Respiration and Fermentation
G. Photosynthesis
H. The Cell Cycle

Unit VI Gene Structure and Expression
A. Meiosis
B. Mendel and the Gene
C. DNA Synthesis
D. How Genes Work
E. Transcription and Translation
F. Control of Gene Expression in Bacteria
G. Control of Gene Expression in Eukaryotes
H. Analyzing and Engineering Genes
I. Biotechnology

Course Scope and Content Laboratory:

Unit I Basic Methods
A. Measurements
B. Scientific Design

Unit II Enzymes
A. Enzyme Kinetics
B. Enzyme Inhibitors

Unit III Macromolecules
A. Nucleic Acids
B. Carbohydrates
C. Proteins

Unit IV Diffusion and Osmosis
A. Diffusion Rates
B. Calculating Osmolarity
C. Tonicity of Solutions

Unit V Statistical Analysis
A. Mean
B. Standard Deviation

C. Confidence Intervals
D. Statistical Significance

Unit VI Organelles
A. Microscopy
B. Simple Staining

Unit VII Fermentation
A. Carbohydrate Metabolism
B. Factors Affecting Fermentation Rates

Unit VIII Photosynthesis
A. Light Effects
B. O_2 and CO_2 Measurements
C. Pigment Absorption Spectra

Unit IX Mitosis and Meiosis
A. Onion Root Tip Preparation
~~B. Drosophila Larval Brain Preparation~~

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Unit X Genetics
A. Genetic Cross Problems
~~B. Analysis of *Drosophila melanogaster* mutants~~

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Unit XI Molecular Biology
A. Polymerase Chain Reaction
B. Restriction Enzyme Analysis
C. Gel Electrophoresis
D. Bacterial Transformation
E. DNA Sequencing

All laboratory components are hands-on activities that support the learning goals of this course. Utilizing principles presented in lecture, students will perform several techniques related to the study of cellular biology.

Representative Assignments

Reading: Students research, review, and analyze multiple sources as part of their Research Project experiments.
Writing: Students write their Research Project using scientific report format; including Introduction, Methods and Materials, Results, Discussion, and Literature cited sections.

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 8~~6~~ hours per week outside of the regular class time doing the following:

1. Studying,
2. Answering questions,
3. Reading of textbook and lab manual, and

4. Completing written lecture and lab assignments.

Methods of Instruction:

1. Lectures,
2. Class discussions,
3. Multimedia presentations, and
4. Hands-on molecular biology laboratory techniques and critical analysis of results.

Methods of Evaluation:

1. Proctored, closed book/closed note unit examinations approximately every 4 weeks. The exams consist of multiple choice, matching, and essay type questions.
2. Scientific research paper
3. Weekly quizzes
4. Analysis and evaluation write-ups of laboratory exercises.

The grading is based on the mastery of the subject matter.

Laboratory Category: Extensive Laboratory

Pre delivery criteria: All of the following criteria are met by this lab.
1. Curriculum development for each lab.
2. Published schedule of individual laboratory activities.
3. Published laboratory activity objectives.
4. Published methods of evaluation.
5. Supervision of equipment maintenance, laboratory setup, and acquisition of lab materials and supplies.

During laboratory activity of the laboratory: All of the following criteria are met by this lab.
1. Instructor is physically present in lab when students are performing lab activities.
2. Instructor is responsible for active facilitation of laboratory learning.
3. Instructor is responsible for active delivery of curriculum.
4. Instructor is required for safety and mentoring of lab activities.
5. Instructor is responsible for presentation of significant evaluation.

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

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

Supplemental Data:

TOP Code:	040100: Biology, General

SAM Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSB2: CSU Area B2 CSB3: CSU Area B3 IG5B: IGETC Area 5B IG5C: IGETC Area 5C LNS: Local GE Natural Science Cal-GETC
Discipline	Biological Sciences

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West Kern Community College District

Reviewed by: S. Lytle
Reviewed by: G. Golling
Date revised: Spring ~~2015~~ 2025
C&GE approved: ~~May 11, 2015~~
Board approved: ~~June 10, 2015~~
Semester effective: ~~Spring 2016~~

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Biology (BIOL) 2202 General Zoology (5 Units) CSU:UC
[formerly Zoology 1A]

Prerequisite: Eligibility for Mathematics 1500 or higher

Advisory: Completion of Biology 2201 and eligibility for English ~~1500~~ C1000, C1000E, 1502 strongly recommended

~~Prerequisite knowledge/skills:~~

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

~~1. identify numbers as belonging to specified sets, and graph discrete and continuous sets of real numbers,~~
~~2. perform the basic arithmetic operations with positive and negative real numbers, plus raising to powers,~~
~~3. know and apply the rules of exponents and the order of operations in algebraic calculations,~~
~~4. apply the properties of addition and multiplication for real numbers and identify their use in practice,~~
~~5. solve linear equations and inequalities in one variable, and analyze and solve applications leading to such equations or inequalities,~~
~~6. solve and graph the solutions of compound inequalities or absolute value inequalities in one variable,~~
~~7. perform addition, subtraction, multiplication and division of polynomials,~~
~~8. factor simple polynomials, with special emphasis on trinomials quadratic in form, and solve related polynomial equations,~~
~~9. add, subtract, multiply and divide rational algebraic expressions, and simplify to lowest terms,~~
~~10. solve equations involving rational algebraic expressions, and analyze and solve word problems leading to such equations,~~
~~11. simplify radical expressions involving numbers and/or variables,~~
~~12. use fractional exponents,~~
~~13. perform addition, subtraction, multiplication and division of expression involving radicals and complex numbers and simplify the results, including rationalization of denominators,~~
~~14. solve equations that involve radicals,~~
~~15. solve quadratic equations in one variable, and equations quadratic in form, by factoring, completing the square, and the quadratic formula,~~
~~16. analyze and solve application problems requiring the use of quadratic equations,~~

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

Total Hours: 48 hours lecture (96 hours outside of class); 96 hours lab (~~144~~ 240 hours total)

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Catalog Description: This course is intended for majors, and includes a survey of animal phyla and non-photosynthetic, single-celled, eukaryotic taxa. It covers the comparative structure, function, and life cycles of animals, as well as principles of evolution, taxonomy, and systematics. Topics include development, morphology and physiology, phylogeny, and behavior of animals, as well as principles of evolution, mechanisms of evolutionary change, and speciation. Field trips are required. Students who intend to transfer to a UC should take BIOL 2202 after BIOL 2201. C-ID: BIOL 150; BIOL 135S

Type of Class/Course: Degree Credit

Text:
Hickman, Cleveland P., et al. *Integrated Principles of Zoology*. 18th ed., McGraw-Hill, 2019.
~~Hickman, Cleveland, et al. *Integrated Principles of Zoology*. 1618th ed. New York: McGraw, 201420. Print.~~

Additional Instructional Materials: none

Course Objectives:

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

1. Recognize characteristics of major animal taxa,
2. Understand the phylogenetic relationships among major animal taxa,
3. Construct and interpret phylogenies,
4. Identify and describe structures in animals from a variety of phyla and relate them to their functions, including nutrient acquisition, circulation, respiration, movement, nervous and sensory function, and reproduction,
5. Illustrate and exemplify physiological functions across the animal phyla,
6. Compare and contrast anatomical and physiological features of selected animal phyla.
7. Understand and compare different patterns of animal development and life cycles of animals and non-photosynthetic, single-celled, eukaryotic taxa,
8. Identify examples of animal behavior and explain the evolutionary significance of particular behaviors,
9. Describe the development, evolutionary origins and modifications of representative structures,
10. Describe the significance of sexual reproduction,
11. Describe the origin of multicellularity,
12. Describe mechanisms of evolutionary change, including speciation,
13. Provide evidence for evolution,
14. Acquire, use, and cite scientific literature appropriately in scientific writing,
15. Apply scientific methodology and reasoning through active experimentation, investigations, or other activities, and
16. Demonstrate critical thinking/scientific reasoning skills.

Course Level Student Learning Outcomes

1. Demonstrate a coherent understanding of the relationship between animal diversity, form and function, habitat, and lifestyle.

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Local General Education Learning Outcomes

1. Develop an understanding of the relationship between science and other human behaviors.
2. Demonstrate the scientific method.

Course Scope, and Content: (Lecture)

Unit I Biological Principles and the Science of Zoology
- A. Fundamental Properties of Life
- B. Zoology as a Part of Biology
- C. Principle of Science

Unit II Cells as Units of Life
- A. Review of Mitosis
- B. Review of Cellular Respiration

Unit III Genetics
A. Review

Unit IV Organic Evolution
A. Darwinian Evolutionary Theory
B. Microevolution: Genetic Variation and Change Within Species
C. Mechanisms of Evolutionary Change
    a. Natural Selection, Genetic Drift, Gene Flow, Mutation, Non-random mating.
D. Principle of Population Genetics
E. Macroevolution: Major Evolutionary Events
    a. Speciation
F. Precambrian Animal Evolution

Unit V The Reproductive Process
A. Asexual: Budding, Fragmentation, Parthenogenesis
B. Sexual: Variety of Techniques
C. Review of Meiosis

Unit VI Principles of Development for Representative Animals and Non-Photosynthetic Single-Celled Eukaryotic Taxa.
A. Cleavage and Development
B. Life Cycles

Unit VII Architectural Pattern of an Animal
A. Animal Body Plans
B. Components of Animal Bodies
C. Complexity and Body Size

Unit VIII Phylogeny and Evolutionary History of Animals
A. Linnaeus and Taxonomy
B. Species
C. Taxonomic Characters and Phylogenetic Reconstruction
D. Major Divisions of Life
E. Major Subdivisions of the Animal Kingdom
F. Systematics and Taxonomy: Classification Schemes

Unit IX Unicellular Eukaryotes
A. Form and Function
B. Major Protozoan Taxa
C. Phylogeny and Adaptive Diversification

Unit X Survey and Phylogeny/Evolutionary History of Animal Phyla
A. Study of morphology, physiology, taxonomy, locomotion, reproduction, behavior and ecology of the major phyla, classes and orders.
B. Study of How Animal Structures are Related to Their Development, Evolutionary Origins, and Modification.
C. Phyla studied:
    1. Porifera, ~~Placozoa~~

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2. Cnidaria, Ctenophora
3. Platyhelmenthes
4. Nematoda, Nemertea, Rotifera
5. Mollusca
6. Annelida
7. Arthropoda
8. Echinodermata
9. Chordata

Unit XI Anatomy and Physiology: Support, Protection, and Movement
A. Integument
B. Skeletal System
C. Muscular System
D. Animal Movement

Unit XII Anatomy and Physiology: Other Tissue and Organ Systems
A. Excretory System
B. Circulatory System
C. Respiratory System
D. Digestive System
E. Nervous System
F. Endocrine System
G. Immune System

Unit XIII Animal Behavior
A. Describing behavior: Principles of Classical Ethology
B. Control of Behavior
C. Social Behavior

Unit XIV Animal Ecology
A. The Hierarchy of Ecology
B. Extinction and Biodiversity

Course Scope and Content (Laboratory):

Unit I Basics of Science
A. Experimental Design
B. Scientific Method
C. Hypothesis generation
D. Performance of the actual experiment

Unit II Measurement and Unit Conversions
A. Length, weight and volume measurements
B. English system of measure
C. Metric system of measure
C. Unit conversions and calculations

Unit III Microscope Use

A. Basic Technique for both Compound and Dissection Scopes
B. Microscope parts
C. Calculation of total magnification
D. Determination of field size

Unit IV Basic Chemistry
A. pH
B. Buffers
C. Diffusion and Osmosis
D. Hemolysis and Crenation

Unit V Mitosis
A. The cell cycle
B. Interphase
C. Stages of mitosis
D. Cytokinesis

Unit VI Cellular Respiration and Respiratory Physiology
A. pH indicators
B. The bicarbonate buffer system
C. Exercise physiology
D. Exercise demands on cellular respiration

Unit VII Isolation of Animal DNA
A. Laboratory technique
B. Precipitation
C. Buffer use
D. Importance of DNA as genetic blueprint
E. DNA use in evolutionary phylogeny

Unit VIII Heart Dissection: Anatomy and Physiology
A. Anatomy of chambers, vessels and structures
B. Physiology of blood flow
C. O_2 and CO_2 levels in the heart and vessel structures
D. Atherosclerosis anatomy and physiology
E. Physiology of heart contraction

Unit IX Brain Dissection: Anatomy and Physiology
A. Anatomy of structures
B. Physiology of specific brain parts
C. White and gray matter differences in anatomy and physiology
D. Neuron Anatomy

Unit X Natural Selection Experiments
A. Predator/Prey interactions
B. Adaptations of predators and prey
C. Natural selection
D. Mate choice, Non-random mating

Unit XI Construction of the Phylogenetic Tree for Animals
A. Evolution of animals
B. How to construct a phylogenetic tree
C. Phyla of some animal phlya
D. Identification of traits of some animal phyla
E. Evolutionary advancements of some animal phyla
F. How to use a dichotomas key

Unit XII Comparative Phylogeny/Evolutionary History/Survey of Representative Animals and Non-Photosynthetic Single-Celled Eukaryotic Taxa.
Utilizing Microscopic Examination, Observation, Dissection, and Field Trips
A. Functional Morphology
B. Physiology
C. Behavior
D. Ecology
E. Groups and Phyla Studied:
1. Protozoa
2. Porifera, ~~Placozoa~~
3. Cnidaria, ~~Ctenophora~~
4. Platyhelmenthes
5. Nematoda
6. Mollusca
7. Annelida
8. Arthropoda
9. Echinodermata
10. Chordata

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Representative Assignments:

Reading: Students research, review, and analyze multiple sources as part of a library research assignment regarding the evolution and current research on a particular genus and species of animal.
Writing: Students write multiple paragraphs for a library research assignment regarding the evolution and current research on a particular genus and species of animal.

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. Completing required reading
3. Written work
4. ~~Insect collection~~
4. Animal PowerPoint Project: Current Research or Phylogenetic Analysis of One Species of Animal

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Methods of Instruction:

1. Assigned reading from text and selected references
2. Lecture and demonstrations given by instructor
3. Laboratory exercises using living and prepared materials
4. Field trips to make observations in nature

Methods of Evaluation:

1. Substantial writing assignments, including:
   a. essay exams
   b. laboratory reports
   c. term or other papers
2. Computational or non-computational problem-solving demonstrations, including:
   a. exams
   b. homework problems
   c. field work
   d. laboratory reports
3. Skill demonstrations, including:
   a. field work
   b. dissection
4. Proctored, closed book/closed note unit examinations approximately every 4 weeks which include:
   a. multiple choice
   b. matching items
   c. true/false items
   d. essay

~~The grading is based on the mastery of the subject matter.~~

Laboratory Category: Extensive Laboratory

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

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

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

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

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

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

Supplemental Data:

TOP Code:	040700 Zoology
SAM Priority Code:	E: Non-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
Eligible for Pass/No Pass:	Yes
Discipline	Biological Sciences~~y~~

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West Kern Community College District

Reviewed by: W. Berry
Reviewed by: G. Golling
Date revised: ~~Fall 2015~~ Spring 2025
C&GE approved: ~~September 11, 2015~~
Textbook updated: ~~Spring 2019~~

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Biology (BIOL) 2203 General Botany (4 Units) CSU:UC
[formerly Botany 1 and Botany 1L]

Prerequisite: Eligibility for Mathematics 1500 or higher

Advisory: Completion of Biology 2201 and eligibility for English ~~1500~~ C1000, C1000E, 1502strongly recommended

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

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

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23. analyze and solve application problems requiring the use of linear systems of equations in two or three variables,
24. evaluate determinants and use them to solve linear systems of equations,
25. determine whether or not a specified relation is a function,
26. for a function, compute the value of the function given the value of the independent variable, and be able to construct the inverse of simple functions in numeric or algebraic terms,
27. identify the quadratic equation representing a specific conic section, and be able to draw the graph of a conic section by analyzing its equation, or to write the equation of a specified conic section,
28. solve nonlinear systems of equation involving the intersection of two conic sections or a conic section and a straight line,
29. compute and graph specified exponential and logarithmic functions,
30. know the properties of logarithms (product, quotient, power and change of base rules) and be able to use them in practical numerical computations using a table of common logarithms or a calculator, and
31. solve simple exponential and logarithmic equations.

Total Hours: 48 hours lecture (96 hours outside of class); 59 hours lab (~~107~~ 203 total hours)

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Catalog Description: This course is intended for majors and covers comparative diversity, structure, and function of plant, fungal, and protistan phyla. Topics include development, morphology and physiology, taxonomy and systematics. Principles of population and community ecology and ecosystem interactions are emphasized. Students who intend to transfer to a UC should take BIOL 2202 after BIOL 2201. C-ID: BIOL 155; BIOL 135~~S. Transfer credit: CSU;UC~~

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Type of Class/Course: Degree Credit

Text:

Bidlack, James E. et al. *Sterns's Introductory Plant Biology*. 15th ed., McGraw-Hill, 2020.

Bidlack, James E. *Laboratory Manual for Stern's Introductory Plant Biology*. 15th ed., McGraw-Hill, 2020.

~~Stern, Kingsley R. *Introductory Plant Biology*. 13th ed. New York: McGraw, 2013. Print.~~

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~~Bidlack, James E. & Stern, Kingsley R. *Sterns's Introductory Plant Biology*. 13th~~15th ed. New York: McGraw, 20142021. Print

~~Bidlack, James, et al. *Laboratory Manual for Stern's Introductory Plant Biology. 14th Edition.* McGraw-Hill Education, 2017.~~

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~~Bidlack, James E. *Laboratory Manual for Stern's Introductory Plant Biology*. 15th Edition. McGraw Hill, 2021.~~

Additional Required Materials: Course Syllabus, Course Outline and Objectives, and Laboratory Handouts

Course Objectives:

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

1. Recognize characteristics of plants, fungi, and photosynthetic protistans, and their phylogenetic relationships,
2. Construct and interpret phylogenies,
3. Describe and contrast life cycles within and among major plant, fungal, and photosynthetic protistan taxa,
4. Describe the structural organization of major plant, fungal, and photosynthetic protistan taxa,
5. Identify and describe plant structures and relate them to their functions, including transpiration, photosynthetic pathways, and energy and nutrient acquisition,
6. Describe how organisms are organized into and interact within and among populations and communities,
7. Describe the processes that occur within ecosystems including flow of energy, and the role of nutrient cycling in maintaining ecosystem integrity,
8. Provide evidence for evolution in plants and photosynthetic protistans,
9. Acquire, use and cite of scientific literature for scientific writing,
10. Apply scientific methodology and reasoning through active experimentation and experiences, and
11. Demonstrate critical thinking and scientific reasoning skills.

Course Level Student Learning Outcomes

1. Demonstrate a coherent understanding of the relationship between plant diversity, form and function, habitat, and lifestyle.

Local General Education Learning Outcomes

1. Develop an understanding of the relationship between science and other human behaviors.
2. Demonstrate the scientific method.

Course Scope and Content (Lecture):

Unit I Introduction

A. Relationship of Humans to their Environment
B. Botany as a Science
C. Diversification of Plant Study
D. Attributes of Living Things

Unit II Ecology

A. Plants and the Environment (Populations, Communities, Ecosystems)
B. Biological Interactions among Populations
C. Community Structure and Succession
D. Factors affecting Ecosystem Diversity

E. Interspecific Interactions (Population & Community)
F. Nutrient Cycling and Ecosystem Integrity
G. Conservation and Human Interactions

Unit III Plant Cells and Tissues

A. Cell Structure and Communication
B. Cellular Components
C. Plant Systems Structure
D. Cellular Reproduction
E. Plant Tissues

Unit IV Stems

A. Stem Structure and Function
B. Stem Growth and Development
C. Monocot vs. Dicot Stems
D. Specialized Stems
E. Wood and Its Uses

Unit V Roots

A. Root Development
B. Root Structure and Function
C. Monocot vs. Dicot Roots
D. Specialized Roots
E. Mycorrhizae
F. Soil Structure and Chemistry

Unit VI Leaves

A. Leaf Structure and Function
B. External Leaf Morphology
C. Leaf Classification
D. Internal Leaf Structure
E. Leaf Abscission
F. The Change of Leaf Colors
G. Specialized Leaves
H. Ecological Relevance of Leaves

Unit VII Plant Transport Systems

A. Molecular Movement
B. Water and Mineral Absorption
C. Water Movement and Transpiration
D. Mineral and Sugar Transport
~~E.~~ Regulation of Transpiration

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Unit VIII Photosynthesis and Respiration

A. Process of Photosynthesis
B. The Importance of Photosynthesis
C. Light Energy and Absorption
D. Comparison Between C3, C4 and CAM Photosynthesis
E. Conditions Affecting the Rate of Photosynthesis
F. Process of Cellular Respiration
G. Anaerobic Respiration
H. Factors Affecting the Rate of Respiration
I. Comparison of Photosynthesis and Respiration

Unit IX Plant Reproduction

A. Sexual Reproduction in Plants
B. Structure and Function of Flowers
C. Modified Flowers
D. Pollination
E. Pollination Vectors
F. Flower Recognition, Energetics, and Pollination Ecology
G. Gamete Production
H. Seed Structure and Function
I. Seed and Fruit Development
J. Seed and Fruit Dispersal

Unit X Growth and Development

A. Germination
B. Anatomy of a Seedling
C. Plant Development
D. Environmental Factors and Plant Development
E. Plant Hormones

Unit XI Survey of Kingdoms – Archaea, Protista, Fungi, and Plantae

A. Study of Morphology, Physiology, Taxonomy, Ecology, Life Cycles, and Economic Importance of the Major Plant Phyla and Classes
    1. Kingdom Archaea
        a. Phylum Archaebacteria – primitive bacteria (methane, salt and sulfolobus bacteria
    2. Kingdom Bacteria – true bacteria
        a. Phylum ~~Bacteriophyta~~ Eubacteria – true bacteria
            1) Class Eubacteriae – unpigmented, purple, and green sulfur bacteria
            2) Class Cyanobacteriae – blue-green bacteria ~~(formerly blue-green algae)~~
    3. Kingdom Protista
        a. Phylum Chlorophyta – green algae
        b. Phylum Chromophyta – brown, golden brown, and yellow-green algae~~, and diatoms~~

c. Phylum Rhodophyta – red algae
d. Phylum Euglenophyta – euglenoids
e. Phylum Dinophyta ~~(Pyrophyta)~~ – dinoflaellates
f. Phylum Myxomycota – plasmodial slime molds
g. Phylum Dictyosteliomycota – cellular slime molds
h. Phylum Oomycota – water mold, potato blight

4. Kingdom Fungi
a. Phylum Chytridiomycota – chytrids
b. Phylum Zygomycota – coenocytic fungi or zygote fungi
~~c.~~ Phylum Ascomycota – sac fungi ~~(lichens)~~
d. Phylum Basidiomycota – club fungi
e. Phylum Deuteromycota – imperfect fungi

~~5.~~ Kingdom Plantae ~~(Metaphyta)~~
a. Phylum Hepaticophyta – liverworts
b. Phylum Anthocerotophyta – hornworts
c. Phylum Bryophyta – mosses
d. Phylum Psilotophyta – whisk ferns
e. Phylum Lycophyta – club mosses
f. Phylum Equisetophyta – horsetails
g. Phylum Polypodiophyta ~~(Pterophyta)~~ – ferns
h. Phylum Pinophyta ~~(Coniferophyta)~~ – conifers
i. Phylum Ginkophyta – Ginkgo
j. Phylum Cycadophyta – cycads
k. Phylum Gnetophyta – (Gnetum, Ephedra, Welwitschia)
l. Phylum Magnoliophyta ~~(Anthocephyta)~~ – flowering plants
1) Class Magnoliopsida – dicots
2) Class Liliopsida – monocots

B. The Importance of Plants

Course Scope and Content (Laboratory):

Unit I The Microscope
A. Microscope Anatomy
B. Using the Microscope

Unit II The Scientific Method and Metric Measurements
A. Application of the Scientific Method
B. Metric Units of Measurement
C. Metric Conversions

Unit III Introduction to Plant Classification and Identification
A. Binomial Nomenclature
B. Classification of Major Groups
C. Phylogenetic Relationships
D. Dichotomous Keys
E. Interpretation and Construction of Cladogram

Unit IV Collecting and Pressing Plants

A. Collect Plant specimens from the Field Using Proper Technique
B. Identify Unknown Plant Specimens
C. Prepare Quality Herbarium Specimens
D. Importance of Herbaria in Plant Biology Research
E. Field Trip- North vs. South Facing Slopes

Unit V Mitosis – Cell Division
A. Cell Cycle
B. Stages of Mitosis
C. Influence on Evolution

Unit VI Stems
A. External Anatomy of a Woody Twig
B. Anatomy of Herbaceous Dicot Stem
C. Anatomy of Woody Dicot Stem
D. Anatomy of Monocot Stems

Unit VII Leaves
A. Leaf Anatomy
B. Leaf Arrangement
C. Specialized Leaves

Unit VIII Roots
A. Importance and Development of Root Hairs
B. Dicot vs. Monocot Roots
C. Formation of Lateral Roots

Unit IX Flowers, Fruits, and Seeds
A. Anatomy of the Flower
B. Classification of Fruits
C. Seed Anatomy

Unit X Plant Metabolism
A. Factors Influencing Photosynthetic Rates
B. Factors Influencing Cell Respiration Rates

Unit XI Plant Growth, Development and Regulation
A. Role of Plant Hormones
B. Meiosis
C. Alternation of Generations

Unit XII Plant Groups and Identification
A. Classification of Organisms in Domains and Kingdoms
B. Comparison Between Photosynthetic Bacteria, Green Algae and Plants
C. Life Cycle of a Fungus
D. Life Cycle of a Bryophyte
E. Life Cycle of a Typical Fern
F. Life Cycle of a Pine Tree
G. Life Cycle of a Flowering Plant

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Unit XIII Local Plant Identification
A. Taxonomy
B. Application of Dichotomous Keys

Unit XIV Field Trip –Botanical Garden
A. Recognize Characteristics of Plants
B. Observe Evolutionary Relationships

Representative Assignments:

Reading: Weekly readings from textbook chapters and laboratory investigations. Research the specific growth requirements of a chosen plant species.
Writing: Write weekly lab reports based on plant experiments. Write a detailed research paper that synthesizes scientific literature on the plant's environmental needs as well as potential applications of this knowledge in horticulture and agriculture.

Learning Activities Required Outside of Class

The students in this class will spend a minimum of 9 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Skill practice
4. Completing required reading
5. Problem solving activity and exercise
6. Written work

Methods of Instruction:

1. Assigned readings from the text and selected references
2. Lecture and demonstration by instructor using models, charts, multimedia, and preserved specimens
3. Class discussion
4. Audiovisual presentations
5. Field trips
6. Hands-on laboratory techniques and critical analysis of results
7. Focus Questions

Methods of Evaluation:

1. Substantial writing assignments, including:
   a. essay exam
   b. digital photo essay and slideshow
2. Computational or non-computational problem-solving demonstrations, including:
   a. exams
   b. homework problems

3. Other examinations, including:
   a. multiple choice
   b. matching items
   c. true/false items
   d. fill in
   e. essay
   f. demonstration of laboratory techniques
   g. identification of laboratory specimens
4. Plant collection project
~~4.~~5. Plant growth project

Laboratory Category: Extensive Laboratory

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

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

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

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

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

1. Instructor is responsible for personal evaluation of significant student outcomes, (lab exercises, exams, practical's, notebooks, plant collections), that become a component for the student grade that cover the majority of lab exercises performed during the course.
2. Instructor is responsible for supervision of laboratory; clean up of equipment, and materials.

Supplemental Data:

TOP Code:	040200: Botany, General
SAM Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable(funds not used)

Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSB2: CSU Area B2 CSB3: CSU Area B3 IG5B: IGETC Area 5B IG5C: IGETC Area 5C LNS: Local GE Natural Science
Discipline	Biological Sciences~~y~~

TAFTCOLLEGE

~~Prepared by: W. Berry~~
Reviewed by: ~~A. Jarrahian~~ Wendy Berry
Reviewed by: S. Lytle
Date Reviewed: Spring 2025
~~Date Prepared: Fall 2018~~
Text update: Spring 2022
C & GE approved: ~~March 7, 2019~~
Board approved: ~~April 10, 2019~~
Semester effective: ~~Spring 2020~~

Biology (BIOL) 2258 Human Anatomy & Physiology I (5 Units) CSU/UC

Prerequisite: None

Advisory: Eligibility for English ~~1500~~C1000, C1000E, 1502, Math 1500, and successful completion of CHEM 1510 and BIOL 1500 or BIOL 1510 strongly recommended.

Hours and Unit Calculations:
48 hours lecture (96 Outside of class hours); 96 hours lab (~~192~~240 Total Student Learning Hours) 5 Units

Catalog Description: This is the first semester of a one-year course sequence which examines the physiological principles, function, organization, integration and homeostasis of the human body at the cellular, tissue, organ, organ system and organismal level: integumentary system, skeletal, smooth and cardiac muscles, nervous system, and sensory organs. This course is primarily intended for Nursing, Allied Health, Kinesiology, and other health related majors. Not open to students who have credit of C or better in Biology 2250 and/or Biology 2257.

Type of Class/Course: Degree Credit

Tortora, Gerard J., and Bryan H. Derrickson. *Principles of Anatomy and Physiology,* 16th ed., Wiley, 2020.

~~Texts: Tortora, Gerard J. and Bryan H. Derrickson *Principles of Anatomy and Physiology*. 16th ed. Hoboken: John Wiley & Sons, Inc. 2021.~~

~~Additional Required Materials:~~

~~Allen and Harper. Laboratory Manual for Anatomy and Physiology. 6th ed. John Wiley & Sons, 2017.~~

Recommended Material:
Allen and Harper. *Laboratory Manual for Anatomy and Physiology*. 7th ed. Allen & Harper, 2020.

Instructor syllabus and individual handouts for each laboratory exercise.

Course Objectives:

By the end of the course, a successful student will be able to:
1. Describe and distinguish various roles of major classes of biomolecules in living cells,

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2. Describe key functional features of different types of human cells and how they communicate,
3. Distinguish between the major tissue types,
4. Identify structures and functions of major organ systems and the physiological mechanisms underlying their operation,
5. Relate structure and function at the cellular through system levels of organization of human body systems,
6. Demonstrate an understanding of how organ systems of the body are integrated and regulated,
7. Demonstrate an understanding of how homeostasis is maintained in the body,
8. Demonstrate knowledge of metabolic and physiological disorders of the major organ systems,
9. Describe structural or anatomical changes that occur in disease, injury, or gaining of the human body systems,
10. Demonstrate the ability to identify and palpate structures of the human body,
11. Analyze experimental data to demonstrate physiological properties, and
12. Demonstrate an understanding of the scientific method, experimental design, and the philosophy of science. Apply the scientific method and philosophy of science by designing components of and carrying out physiological experiments.

Course Level Student Learning Outcomes

1. Demonstrate an understanding of the relationship between tissues, organs, and organ systems from a structural and functional perspective.

Local General Education Learning Outcomes

1. Develop an understanding of the relationship between science and other human behaviors.
2. Demonstrate the scientific method.

Course Scope and Content:

Unit I — Introduction to Anatomy and Physiology
- A. History of anatomy and physiology
- B. Levels of structural organization
- C. Review of human body systems
- D. Homeostasis of the human body
- E. Control of homeostasis (negative and positive feedback loops)
- F. Basic anatomical terminology
- G. Medical imaging techniques

Unit II — Chemical Organization of the Cell
- A. Basic atomic structure
- B. Chemical bonds used in living cells
- C. Chemical elements used in cells
- D. Water characteristics important to cellular function
- E. Electrolyte functions in cells
- F. Maintaining pH in body fluids
- G. Structure and function of major macromolecules in cells

Unit III — Cell Structure and Function

A. Cell size and shape
B. Movement of materials across cell membranes
C. Active cell processes
D. Cell structures
E. Organization of cells
F. Cell to cell communication
G. Control of cellular processes by nucleic acids
H. Reproduction of somatic cells: normal and abnormal

Unit IV Histology
A. Structure, function, and classification of epithelial tissue
B. Structure, function, and classification of connective tissue
C. Structure, function, and classification of muscle tissue
D. Structure, function, and classification of nervous tissue

Unit V Integumentary System
A. Layers of the skin
B. Accessory structures of the skin
C. Function of the Integumentary system
D. Skin properties and conditions
E. Role of the Integumentary system in maintaining homeostasis
F. Clinical application

Unit VI The Skeletal System
A. Functions of the skeleton
B. Histology of bone
C. Bone development, growth, and repair
D. Joint classification
E. Bone fractures and disorders
F. Role of bone tissue in homeostasis
G. Classification and identification of bones
H. Clinical application

Unit VII The Muscular System
A. Histology of muscles
B. Structure and function of muscle tissue
C. Microscopic functional anatomy of skeletal muscle during contraction and relaxation
D. Excitation of skeletal muscle, membrane potentials, and action potentials
E. Sliding filament theory of muscle contractions
F. Physiological properties of muscle
G. Types of muscle contractions
H. Structural and functional characteristics of skeletal muscle
I. Basic structure and function of smooth muscle
J. Clinical application: abnormal contractions of muscle tissue
K. Role of the Muscular System in maintaining homeostasis

Unit VIII The Nervous System
A. Function of the Nervous System
B. Classification of nervous tissue

C. Types of neurons
D. Physiological properties of neurons
E. Electrical properties of cells: membrane permeability, active transport, and Na^+/K^+ pumps, resting potential
F. Nerve impulse, membrane potential and action potential
G. The nervous message: synapse function and types of neurotransmitters
H. Effects of chemicals and drugs on the synapse
I. Anatomical and functional classification of the nervous system
J. Central nervous system and anatomy of the developing brain
K. Component structures of the brain
L. Cerebral spinal fluid formation and function
M. Spinal cord structure and function
N. Components of the peripheral nervous system
O. Spinal and cranial nerve distribution and function
P. Components of a reflex arc
Q. Clinical application

Unit IX The Autonomic Nervous System
A. Autonomic nervous system structural and functional anatomy
B. Structure and function of the parasympathetic division
C. Structure and function of the sympathetic division
D. Effects of sympathetic and parasympathetic stimulation
E. Effects of drugs on the ANS
F. Clinical application
G. Role of the Nervous System in maintaining homeostasis

Unit X Sensory Receptors and Special Senses
A. Structure and function of sensory receptors
B. Anatomy of the eye
C. Physiology of the eye: lens accommodation, retinal stimulation, nervous message transmission to Central Nervous System visual centers
D. Common disorders of the eye
E. Innervation of the ear for hearing and equilibrium
F. Anatomy of the ear: middle ear, internal ear, otolithic organs
G. Physiology of hearing: steps in sound perception
H. Physiology of equilibrium: static and dynamic
I. Motion sickness related to equilibrium sense
J. Clinical application

Course Scope and Content: Laboratory

Unit I Basic Laboratory Calculations and Concepts of Concentration
A. Laboratory calculations including the metric system and conversions, atomic number, atomic mass, serial dilution math problems, and molar and percent solution calculations.
B. Performing osmosis experiments to demonstrate effects of concentration, molecular weight, and temperature on rates of diffusion.
C. Preparation of serial dilutions
D. Safety issues in handling blood specimens

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Unit II — Cellular Metabolism and Biomolecules
A. Demonstration of the major groups of biomolecules through basic chemical and physical reactions.
B. Perform experiments to test for the presence of simple sugars, starches, and proteins in an unknown solution.
C. Experimentation of digestion of complex biomolecules.

Unit III — Cells and Tissues
A. Introduction to the microscope
B. Elementary tissue identification

Unit IV — Anatomy of Integumentary System
A. Identification of skin layers and accessory structures using skin model
B. Observation of skin histological slides

Unit V — Anatomy of Skeletal System
A. Identifications of bones and bone markings
B. Observation of bone histological slides

Unit VI — The Anatomy of the Muscular System
A. Muscle identification and muscle features
B. Observation of muscle histological slides
C. Muscle construction using Clay Maniken's

Unit VII — Using the ~~PowerLab~~ Biopac BSL System to Study Human Muscle Physiology
A. Explanation and demonstration of the ~~Powerlab~~ Biopac BLS System with typical electrodes and transducers
B. Conduct an exercise to determine the motor points in human muscle
C. Determination of the major characteristics of human muscle
D. Determination of factors that affect fatigue in human muscle groups
E. Making electromyograms of human muscle activity in antagonistic muscles.

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Unit VIII — Anatomy of the Nervous System
A. Identification of structures of the brain
B. Identification of structures of the spinal cord
C. Peripheral Nervous System identification

Unit IX — Special Senses
A. Identification of eye structures
B. Dissection of cow eye
C. Identification of ear structures
D. Experimentation on visual sense
E. Experimentation on auditory sense
F. Experimentation on gustatory sense
G. Experimentation on proprioceptive sense
H. Experimentation on tactile sense

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Representative Assignments:

Reading: Weekly readings from course textbook and laboratory investigations.
Writing: Write weekly lab reports based on dissections, experiments, or physiological simulations.

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

Methods of Instruction

1. Assigned reading from text and selected references
2. Lectures and demonstrations given by instructor using models, charts, multimedia, and preserved specimens.
3. Dissection of selected organs
4. Multimedia presentations
5. Construction of representative anatomical organ systems using clay models
6. IPAD flashcards
7. Practice lab exams
8. Performance of laboratory exercises under direct supervision of the instructor

Methods of Evaluation

1. Substantial writing assignments, including:
    a. Focus questions
    b. Essay exams
    c. Laboratory reports
2. Computational or non-computational problem-solving demonstrations, including:
    a. Unit exams
    b. Lecture and lab quizzes
3. Skills demonstrations, including:
    a. Dissection
    b. Construction of muscles using Clay Maniken's
4. Proctored, closed book/closed note examinations that include:
    a. Multiple choice
    b. Completion
    c. Identification
        i. Surface anatomy
        ii. Models, charts, preserved specimens

Laboratory Category: Extensive Laboratory

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

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

During laboratory activity of the laboratory: All of the following criteria are met by this lab.
1. Instructor is physically present in lab when students are performing lab activities.
2. Instructor is responsible for active facilitation of laboratory learning.
3. Instructor is responsible for active delivery of curriculum.
4. Instructor is required for safety and mentoring of lab activities.
5. Instructor is responsible for presentation of significant evaluation.

Post laboratory activity of the laboratory: All of the following criteria are met by this lab.
1. Instructor is responsible for personal evaluation of significant student outcomes (lab exercises, exams, practicals, notebooks, portfolios, etc.) that become a component of the student grade that cover the majority of lab exercises performed during the course.
2. Instructor is responsible for supervision of laboratory clean up of equipment and materials.

Supplemental Data:

TOP Code:	04100: Anatomy and Physiology
SAM Priority Code:	E: Non-Occupational
Distance Education:	No
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable

Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	LNS: Local GE Natural Science
Disciplines List:	Biological Sciences~~,~~ or~~,~~ Nursing

TAFTCOLLEGE

~~Prepared by: W. Berry~~
Reviewed by: ~~A. Jarrahian~~ Wendy Berry
Reviewed by: S. Lytle
Text update: Spring 2022
~~Date Prepared: December 14, 2018~~
C & GE approved: ~~March 7, 2019~~
Board approved: ~~April 10, 2019~~
Semester effective: ~~Spring 2020~~

Biology (BIOL) 2259 Human Anatomy & Physiology II (5 Units) CSU/UC

Prerequisite: Successful completion of BIOL 2258 with a 'C' or better.

Advisory: Eligibility for English ~~1500~~C1000, C1000E, 1502, Math 1500, and successful completion of CHEM 1510 and BIOL 1500 or BIOL 1510 strongly recommended

Hours and Unit Calculations:
48 hours lecture (96 Outside of class hours); 96 hours lab (~~192~~240 Total Student Learning Hours) 5 Units

Catalog Description: This is the second semester of a one-year course sequence which examines the physiological principles, function, organization, integration and homeostasis of the human body at the cellular, tissue, organ, organ system and organismal level: endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive system. This course is primarily intended for Nursing, Allied Health, Kinesiology, and other health related majors. Not open to students who have credit of C or better in Biology 2250 and/or Biology 2257.

Type of Class/Course: Degree Credit

Texts:

Tortora, Gerard J., and Bryan H. Derrickson. *Principles of Anatomy and Physiology,* 16th ed., Wiley, 2020.

~~Tortora, Gerard J. and Bryan H. Derrickson. *Principles of Anatomy and Physiology* 16th ed. Hoboken: John Wiley & Sons, Inc. 2022.~~

~~Additional Required Materials:~~

~~Allen and Harper. *Laboratory Manual for Anatomy and Physiology*. 6th ed. John Wiley & Sons, 2017.~~

Recommended Material:
Allen and Harper. *Laboratory Manual for Anatomy and Physiology*. 7th ed. Allen & Harper, 2020.

Instructor syllabus and individual handouts for each laboratory exercise.

Course Objectives:

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

1. Describe and distinguish various roles of major classes of biomolecules in living cells,
2. Describe key functional features of different types of human cells and how they communicate,
3. Distinguish between the major tissue types,
4. Identify structures and functions of major organ systems and the physiological mechanisms underlying their operation,
5. Relate structure and function at the cellular through system levels of organization of human body systems,
6. Demonstrate an understanding of how organ systems of the body are integrated and regulated,
7. Demonstrate an understanding of how homeostasis is maintained in the body,
8. Demonstrate knowledge of metabolic and physiological disorders of the major organ systems,
9. Describe structural or anatomical changes that occur in disease, injury, or gaining of the human body systems,
10. Demonstrate the ability to identify and palpate structures of the human body,
11. Analyze experimental data to demonstrate physiological properties, and
12. Demonstrate an understanding of the scientific method, experimental design, and the philosophy of science. Apply the scientific method and philosophy of science by designing components of and carrying out physiological experiments.

Course Level Student Learning Outcomes

1. Demonstrate an understanding of the relationship between tissues, organs, and organ systems from a structural and functional perspective.

Local General Education Learning Outcomes

1. Develop an understanding of the relationship between science and other human behaviors.
2. Demonstrate the scientific method.

Course Scope and Content:

Unit I — Endocrine System

A. Comparison of the endocrine and nervous system function and regulation
B. Cell to cell communication
C. Distinction between endocrine and exocrine glands
D. Control of the secretion of hormones
E. Pituitary gland hormones and their functions
F. Non-pituitary gland hormones and their functions
G. Clinical application
H. Role of the Endocrine system in maintaining homeostasis

Unit II — Cardiovascular System: Blood and Lymph

A. Functions and regulation of the cardiovascular system
B. Components of the cardiovascular system
C. Primary function of blood and lymph
D. Components of blood: plasma and formed elements
E. Life cycle of erythrocytes
F. Hemostasis: vascular spasm, platelet plug, coagulation

G. Anticoagulant and thrombolytic agents used in hemostasis
H. ABO and Rh blood groups
I. Transfusion reactions
J. Hemolytic disease of the newborn
K. Common disorders of the clotting mechanisms
L. Formation and circulation of lymph
M. Clinical application

Unit III Cardiovascular System: Heart
A. Heart anatomy
B. The heart beat and nodal tissue
C. Characteristics of cardiac muscle tissue
D. Systemic and pulmonary circuit
E. The Cardiac cycle and electrocardiogram
F. Factors that control cardiac output
G. Alterations of heart rate and rhythm
H. Heart sounds
I. Clinical application

Unit IV Cardiovascular System: Blood Vessels
A. Categories and functions of blood vessels
B. Factors that affect blood pressure
C. Factors that control pressure, flow, and velocity of fluid in a vessel
D. Blood distribution in the Cardiovascular system
E. Pulse Points
F. Types of shock
G. Systemic circulation through arteries
H. Systemic circulation through veins
I. Hepatic portal circulation
J. Fetal circulation
K. Common disorders that affect the cardiovascular system: hypertension, hypotension, and shock
L. Clinical application

Unit V Lymphatic System and Immunity
A. Lymphatic system structure and function
B. Innate Immunity
C. Adaptive Immunity
D. Cell-Mediated Immunity
E. Antibody-Mediated Immunity
F. Immunological Memory
G. Allergy and hypersensitivity
H. Clinical application

Unit VI The Respiratory System
A. Function, regulation, and components of the respiratory system
B. Lung volumes and capacities
C. Exchange and transport of respiratory gases

D. Control of breathing
E. Respiratory system disorders
F. Clinical application

Unit VII Digestive System
A. Function and components of the digestive system
B. Function and control of specific digestive organs: mouth, pharynx, esophagus, stomach, small intestine, large intestine, pancreas, liver, and gall bladder
C. Digestion in the small intestine
D. Intermediary metabolism overview
E. Digestive system disorders
F. Clinical application

Unit VIII Urinary System
A. Function, regulation and components of the Urinary System
B. Microscopic structure of the nephron
C. Renal physiology: glomerular filtration, tubular reabsorption, and tubular secretion
D. Regulation of electrolyte and water balance in the body
E. Production of hypertonic vs. hypotonic urine
F. Urine transport, storage and elimination
G. Urinary System disorders
H. Clinical application

Unit IX The Reproductive System
A. Development of the Reproductive Systems
B. Sex determination
C. Formation of gametes by Meiosis
D. Spermatogenesis vs. Oogenesis
E. Overview of function, regulation and components of the female and male reproductive system
F. Physiology of an erection and ejaculation
G. Constituents of ejaculate
H. Pathway of oocyte
I. Phases of the female reproductive cycle
J. Role of hormones and prostaglandins in reproduction
K. Clinical application

Course Scope and Content: Laboratory

Unit I Anatomy of the Endocrine System
A. Identification of Endocrine glands
B. Torso Models
C. Neurohypophysis, adenohypophysis
D. Blood Sugar Experiment
~~C.~~E. Fetal Pig Dissection

Unit II Cardiovascular System: Heart
A. Heart structure identification
B. Heart Models

C. Dissection of Sheep heart
D. Evaluation of a normal EKG, heart sounds and pulse wave
E. Determination of cardiovascular fitness with physical exercise

Unit III Cardiovascular System: Blood
A. Evaluation of formed element morphology: RBC, WBC and platelets
~~A.~~B. Differential WBC count
~~B.~~C. Determination of hemoglobin content
~~C.~~D. Determination of hematocrit
~~D.~~E. Evaluation of hemostasis: bleeding time, coagulation time, triple response
~~E.~~F. ABO blood type determination
~~F.~~G. Blood compatibility and transfusion

Unit IV Cardiovascular System: Blood Vessels
A. Blood vessel identification
B. Circulatory system models
C. Determination of arterial blood pressure
D. Determination of venous pressure
E. Evaluation of one-way valves in veins
F. Determination of capillary flow: white reaction, red reaction, red flare
G. Hyperemia and microcirculation
H. Determination of vascular fitness

Unit V Respiratory System
A. Identification of respiratory organs
B. Conductive vs. respiratory division identification
C. Respiratory tree models
D. Lung models
E. Determination of respiratory volumes and capacities using a spirometer
F. Evaluation of the regulation of acid-base balance through the process of respiration
~~G. Fetal pig dissection~~ Pulse oximeter

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Unit VI Digestive System
A. Identification of digestive organs
B. Experimentation on enzyme activity
C. Digestive physiology lab
D. Fetal pig dissection

Unit VII Urinary System
A. Identification of urinary system organs
B. Kidney models
C. Blood pressure as it relates to blood composition and blood volume
D. Urinalysis examination

Unit VIII Cell Division
A. Analysis and drawing of the stages of Mitosis
B. Analysis and drawing of the stages of Meiosis I and Meiosis II
C. Drawing of the cell cycle

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Unit IX Reproductive System

A. Identification of the organs of the male and female reproductive systems
B. Female reproductive system models
C. Male reproductive system models
D. Spermatogenesis vs Oogenesis
E. Microscopic observation of mature human sperm
F. Microscopic observation of spermatogenesis in rat testes
G. Microscopic observation of oogenesis in cat ovaries

Representative Assignments:

Reading: Weekly readings from course textbook and laboratory investigations.
Writing: Write weekly lab reports based on dissections, experiments, or physiological simulations.

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 10~~6~~ hours per week outside of the regular class time doing the following:

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

Methods of Instruction

1. Assigned reading from text and selected references
2. Lectures and demonstrations given by instructor using models, charts, multimedia, and preserved specimens.
3. Dissection of selected organs
4. Multimedia presentations
5. IPAD flashcards
6. Practice lab exams
7. Performance of laboratory exercises under direct supervision of the instructor

Methods of Evaluation

1. Substantial writing assignments, including:
    a. Focus questions
    b. Essay exams
    c. Laboratory reports
2. Computational or non-computational problem-solving demonstrations, including:
    a. Unit exams
    b. Lecture and lab quizzes
3. Skills demonstrations, including:
    a. Dissection
    b. ~~Construction of muscles using Clay Manikin's~~ Biopac Student Learning System
4. Proctored, closed book/closed note examinations that include:
    a. Multiple choice

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b. Completion
c. Identification
    i. Surface anatomy
    ii. Models, charts, preserved specimens

Laboratory Category: Extensive Laboratory

Pre delivery criteria: All of the following criteria are met by this lab.
1. Curriculum development for each lab.
2. Published schedule of individual laboratory activities.
3. Published laboratory activity objectives.
4. Published methods of evaluation.
5. Supervision of equipment maintenance, laboratory setup, and acquisition of lab materials and supplies.

During laboratory activity of the laboratory: All of the following criteria are met by this lab.
1. Instructor is physically present in lab when students are performing lab activities.
2. Instructor is responsible for active facilitation of laboratory learning.
3. Instructor is responsible for active delivery of curriculum.
4. Instructor is required for safety and mentoring of lab activities.
5. Instructor is responsible for presentation of significant evaluation.

Post laboratory activity of the laboratory: All of the following criteria are met by this lab.
1. Instructor is responsible for personal evaluation of significant student outcomes (lab exercises, exams, practicals, notebooks, portfolios, etc.) that become a component of the student grade that cover the majority of lab exercises performed during the course.
2. Instructor is responsible for supervision of laboratory clean up of equipment and materials.

Supplemental Data:

TOP Code:	04100: Anatomy and Physiology
SAM Priority Code:	E: Non-Occupational
Distance Education:	N/A
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course

Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	LNS: Local GE Natural Science
Disciplines List:	Biological Sciences~~,~~ or~~,~~ Nursing

TAFTCOLLEGE

Course Development Memo

To:	Greg Bormann Chief Instructional Officer Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Kanoe Bandy
Division:	Applied Technologies
Date:	8/6/2025
Re:	MEDA courses requesting distance learning approval

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): I would like to submit the following courses and distance education forms for the following MEDA courses; MEDA 1101, 1102, 1103, 1104, 1105, 1106, 1107. If approved, this will send the number of distance learning courses offered in the program over 50%. The only courses that the division is not requesting distance learning approval are the externships and the lab courses.

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.

*SLOs are required

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

☐ 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.

*SLOs are required

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: MEDA 1101

Course Title: Introduction to Health Careers

Submitted by: Kanoe Bandy

Date: 8-6-2025

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.

   ☐ 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:

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

TAFTCOLLEGE

DE Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: MEDA 1102

Course Title: Communication in Healthcare

Submitted by: Kanoe Bandy

Date: 8-6-2025

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.

   ☐ 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:

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

TAFTCOLLEGE

DE Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Revised 12-09-19

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: MEDA 1103

Course Title: Medical Law, Ethics, and IT Security

Submitted by: Kanoe Bandy

Date: 8-6-2025

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.

   ☐ 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:

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

TAFTCOLLEGE

DE Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: MEDA 1104

Course Title: Electronic Health Record

Submitted by: Kanoe Bandy

Date: 8-6-2025

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.

   ☐ 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:

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

TAFTCOLLEGE

DE Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: MEDA 1105

Course Title: Medical Office Procedures

Submitted by: Kanoe Bandy

Date: 8-6-2025

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.

   ☐ 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:

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

TAFTCOLLEGE

DE Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: MEDA 1106

Course Title: Basic Medical Insurance and Billing

Submitted by: Kanoe Bandy

Date: 8-6-2025

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.

   ☐ 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:

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

DE Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: MEDA 1107

Course Title: Basic ICD and CPT Coding

Submitted by: Kanoe Bandy

Date: 8-6-2025

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.

   ☐ 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:

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

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

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

   ADA and 508 Compliance Requirements:
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   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

TAFTCOLLEGE

DE Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: Disability Services 0050

Course Title: Self Determination Program Orientation and Foundations

Submitted by: Kelly Kulzer-Reyes

Date: 4 February 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.

   ☒ 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:

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

DE Committee Comments:

Approved by DLEC on March 10, 2025

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

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: Disability Services 0060

Course Title: : Person-Centered Planning Foundations

Submitted by: Kelly Kulzer-Reyes

Date: 4 February 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.

   ☒ 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:

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
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   e. Hyperlink text is meaningful.
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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.)
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e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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d. Email contact (within or outside the CMS)	j. Instructor-prepared e-lectures or publisher-created e-lectures or materials	p. Videoconferencing
e. Participation in online group collaboration projects	k. Virtual Office hours	q. Live orientation or review sessions
f. Face-to-face informal meetings	l. Screencasts	r. Others as appropriate

DE Committee Comments:

Approved by DLEC on March 10, 2025

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

Curriculum Committee Comments:

Course Approved or Disapproved

TAFTCOLLEGE

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: Disability Services 0080

Course Title: : **Self Determination Program Independent Facilitator Level 1**

Submitted by: Kelly Kulzer-Reyes

Date: 4 February 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.

   ☐ 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%

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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:

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

DE Committee Comments:

Approved by DLEC on March 10, 2025

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

Curriculum Committee Comments:

Course Approved or Disapproved

June 2nd, 3rd, 4th, and 5th (1pm-4pm)

Disciplines	Courses
Administration of Justice	• Introduction to Criminal Justice (C-ID AJ 110) • Concepts of Criminal Law (C-ID AJ 120)
Child Development and Early Childhood Education	• Child, Family, and Community (C-ID CDEV 110) • Principles and Practices of Teaching Young Children (C-ID ECE 120) • Introduction to Curriculum (C-ID ECE 130) • Observation and Assessment (C-ID ECE 200) • Practicum in Early Childhood Education (C-ID ECE 210) • Health, Safety, and Nutrition (C-ID ECE 220) - *held for a future phase* • Teaching in a Diverse Society (C-ID ECE 230) - *held for a future phase*
History	• World History to 1500 (C-ID HIST 150) • World History since 1500 (C-ID HIST 160) • Western Civilization I (C-ID HIST 170) • Western Civilization II (C-ID HIST 180)
Philosophy	• Introduction to Philosophy (C-ID PHIL 100) • Introduction to Logic (C-ID PHIL 110)

June 9th, 10th, and 11th (1pm-4pm)

Disciplines	Courses
Biology (Anatomy & Physiology)	• Human Anatomy and Physiology with Lab I (Part of C-ID BIOL 115 S) • Human Anatomy and Physiology with Lab II (Part of C-ID BIOL 115 S)
Biology (Microbiology)	• Microbiology (No C-ID)
Communication Studies	• Argumentation and Debate (C-ID COMM 120) • Intercultural Communication (C-ID COMM 150)

Disciplines	Courses
English as a Second Language	• Academic Reading and Writing for Multilingual Learners (CCN ENGL C1000)
Political Science	• Introduction to Political Theory and Thought (C-ID POLS 120) • Introduction to Comparative Government and Politics (C-ID POLS 130)

June 16th, 17th, and 18th (1pm-4pm)

Disciplines	Courses
Art History	• Understanding Art (C-ID ARTH 100) • Survey of Modern Art (C-ID ARTH 150)
Chicana/o Studies	• Introduction to Chicana/o Studies (C-ID CHS 101)
Kinesiology	• Introduction to Kinesiology (C-ID KIN 100)
Music	• Music Appreciation (C-ID MUS 100) • Music Fundamentals (C-ID MUS 110)

June 23rd, 24th, 25th, and 26th (1pm-4pm)

Disciplines	Courses
Accounting	• Financial Accounting (C-ID ACCT 110) • Managerial Accounting (C-ID ACCT 120)
Business	• Introduction to Business (C-ID BUS 110) • Business Communication (C-ID BUS 115) • Legal Environment of Business (C-ID BUS 120) • Business Law (C-ID BUS 125) • Business Statistics (CCN STAT C1000)
Mathematics	• Finite Mathematics (C-ID MATH 130) • Business Calculus (C-ID MATH 140) • Multivariable Calculus (C-ID MATH 230)

Disciplines	Courses
Psychology	• Introduction to Biological Psychology (C-ID PSY 150) - *held for a future phase* • Introduction to Research Methods in Psychology (C-ID PSY 200) • Introduction to Research Methods in Psychology with Lab (C-ID PSY 205 B) • Psychology Statistics (CCN STAT C1000)
Sociology	• Social Problems (C-ID SOCI 115) • Introduction to Statistics in Sociology (C-ID SOCI 125) • Introduction to Marriage and Family (C-ID SOCI 130) • Introduction to Gender (C-ID SOCI 140)

California Community Colleges

Course Outline of Record

Technical Guidance Form

=	already required in COCI for MIS (not new element)
=	currently required in Title 5
=	add to Title 5
=	add to PCAH

Data elements required for the COR in COCI

Department and Number (add to PCAH)	
CCN Taxonomy if applicable (add to PCAH)	
Course Title (add to Title 5)	
Taxonomy of Programs Code (TOP) (already required in COCI for MIS)	
Classification of Instructional Programs (CIP) (add to PCAH)	
Basic Skills Status (already required in COCI for MIS)	
SAM Code (already required in COCI for MIS)	
Work Experience (add to PCAH)	
Course Support (already required in COCI for MIS)	
Board Approval (already required in COCI for MIS)	
Board Approval Date (already required in COCI for MIS)	
Expected Number of Contact Hours (currently required in Title 5)	
Outside of Class Hours (currently required in Title 5)	
Pre-requisites (currently required in Title 5)	
Co-requisites (currently required in Title 5)	
Advisories/Recommended Preparation (currently required in Title 5)	
Course Description-Part I (currently required in Title 5)	
Course Description-Part II (add to PCAH)	
Course Outcomes-Part I (add to Title 5)	
Course Outcomes-Part II (add to PCAH)	
Course Objectives-Part I (currently required in Title 5)	
Course Objectives-Part II (add to PCAH)	
Course Content – Part I (currently required in Title 5)	
Course Content – Part II (add to PCAH)	
Examples of reading and writing (currently required in Title 5)	
Examples of outside-of-class assignments (currently required in Title 5)	
Examples of instructional methodology (currently required in Title 5)	
Methods of Evaluation-Part 1 (currently required in Title 5)	
Methods of Evaluation-Part II (add to PCAH)	
Representative Texts – Part I (add to Title 5)	
Representative Texts – Part II (add to PCAH)	

TAFTCOLLEGE

Prepared by:
Reviewed by:
Reviewed by:
Date Prepared:
Date Approved by Curriculum:
Date Board Approved:
Date First Offered:

Prefix Number Full Title (Units) transferability?

Course Support

Contact Hours: Lecture Lab Out of Class Hours Total Hours:

Prerequisite: Just list the class or classes

Corequisites: Just list the class or classes

Advisory:

Catalog Description:
Part 1
Part 2

Course Outcomes:
Part 1
Part 2 (these should be our CSLOs)

Course Objectives:
Part 1
Part 2

Course Content (Please put in Outline form)
Lecture

Lab

Examples of Assignments
Reading

Writing

Examples of Outside of Class Assignments

Examples of Instructional Methodology

Methods of Evaluation
- Part 1
- Part 2

Representative Textbooks

Additional Required Materials: (items the student must buy or material fees).

Discipline:

Supplemental Data:

TOP Code: Taxonomy of Program	
CIP Code: Classification of Program	
SAM Code:	
Basic Skills Status:	
Work Experience:	
Non-credit Category:	
Distance Learning Approval Date:	
Special Class Status:	
Eligible for Credit by Exam:	
Eligible for Pass/No Pass:	