



**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: October 24, 2025

SUBJECT: Next Meeting's Agenda

The next meeting of the **Curriculum and General Education Committee** will be held on **Friday, October 24th 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 September 26, 2025, Curriculum & General Education meeting
- IV. CONSENT** – Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. There is no discussion of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda and move to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).

A. Allied Health/Applied Tech Division – Course Revisions

- 1. CTRP 1070 Legal Terminology I (14)
- 2. CTRP 1075 Legal Terminology II (17)
- 3. CTRP 1080 Court and Deposition Procedures (20)
- 4. CTRP 1090 Punctuation and Grammar (23)
- 5. CTRP 1142 100 WPM Machine Shorthand Speed Building: 2-Voice (26)
- 6. CTRP 1143 140 WPM Machine Shorthand Speed Building: 4-Voice (30)
- 7. CTRP 1144 180 WPM Machine Shorthand Speed Building: 4-Voice (34)
- 8. CTRP 1151 80 WPM Machine Shorthand Speed Building: Literary and Jury Charge (38)
- 9. CTRP 1210 Proofreading for the Court Reporter (42)
- 10. CTRP 1250 Certified Shorthand Reporter Preparation (42)
- 11. DNTL 2244 Community Oral Health II (2444) (48)
- 12. PHED 1505 Women's Intercollegiate Golf (66)

13. PHED 1509	Women's Intercollegiate Volleyball (69)
14. PHED 1510	Women's Intercollegiate Soccer (72)
15. PHED 1523	Beginning Weightlifting and Physical Fitness (75)
16. PHED 1529	Water Aerobics (78)
17. PHED 1532	Low Impact Aerobics (81)
18. PHED 1533	Walking for Fitness (84)
19. PHED 1623	Intermediate Weightlifting and Physical Fitness (87)
20. PHED 1629	Intermediate Water Aerobics (91)
21. PHED 1632	Intermediate Low Impact Aerobics (94)
22. PHED 1644	Introduction to Physical Education (98)
23. PHED 1646	Techniques in Athletic Taping I (102)
24. PHED 1723	Advanced Weightlifting and Physical Fitness (105)
25. PHED 1729	Advanced Water Aerobics (109)
26. PHED 1823	Elite Weightlifting and Physical Fitness (113)
27. PHED 2505	Advanced Women's Intercollegiate Golf (117)
28. PHED 2509	Advanced Women's Intercollegiate Volleyball (120)
29. PHED 2510	Advanced Women's Intercollegiate Soccer (124)
30. PHED 1507	Intercollegiate Softball (128)
31. PHED 1511	Men's Intercollegiate Soccer (131)
32. PHED 1514	Intercollegiate Baseball (135)
33. PHED 1520	Beginning Golf (138)
34. PHED 1524	Softball (141)
35. PHED 1528	Beginning Volleyball (145)
36. PHED 1534	Basketball and Physical Fitness (149)
37. PHED 1535	Baseball and Physical Fitness (153)
38. PHED 1539	Fundamentals of Baseball (158)
39. PHED 1542	Beginning Soccer (160)
40. PHED 1721	Offseason Intercollegiate Golf (164)
41. PHED 1724	Offseason Intercollegiate Softball (167)
42. PHED 1728	Offseason Intercollegiate Volleyball (171)
43. PHED 1734	Offseason Intercollegiate Basketball and Physical Fitness (175)
44. PHED 1735	Offseason Intercollegiate Baseball and Physical Fitness (179)
45. PHED 1742	Offseason Intercollegiate Soccer (183)
46. PHED 2507	Advanced Intercollegiate Softball (187)
47. PHED 2511	Advanced Men's Intercollegiate Soccer (191)
48. PHED 2514	Advanced Intercollegiate Baseball (195)

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

1. COMM 1520	Argumentation and Debate (199)
2. COMM 1530	Interpersonal Communication (206)
3. ARTH 1510	Survey of Art from Prehistory to the Medieval Era (C1100) (214)
4. ARTH 1520	Survey of Art from the Renaissance to Contemporary (C1200) (224)

C. English Division – Course Revision

1. ENGL 1650	Introduction to Literature (C1002) (235)
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D. Math and Science Division – Course Revisions

1. ASTR 1511	Introduction to Astronomy with Lab (C1000) (246)
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Curriculum and General Education Committee Agenda October 24, 2025

2. BIOL 1500 Introduction to Biology (C1001) (254)
3. BIOL 1510 Introduction to Biology with Lab (C1000) (260)
4. MATH 2100 Calculus I: Late Transcendentals (C2211) (268)
5. MATH 2120 Calculus II: Late Transcendentals (C2221) (275)

E. DL Approvals – General (281-335)

1. COMM 1520 Argumentation and Debate
2. COMM 1530 Interpersonal Communication
3. CTRP 1070 Legal Terminology I
4. CTRP 1080 Court and Deposition Procedures
5. CTRP 1090 Punctuation and Grammar
6. CTRP 1142 100 WPM Machine Shorthand Speed Building: 2-Voice
7. CTRP 1143 140 WPM Machine Shorthand Speed Building: 4-Voice
8. CTRP 1144 180 WPM Machine Shorthand Speed Building: 4-Voice
9. CTRP 1151 80 WPM Machine Shorthand Speed Building: Literary and Jury Charge
10. CTRP 1210 Proofreading for the Court Reporter
11. CTRP 1250 Certified Shorthand Reporter Preparation
12. ECEF 1583 Infant Massage
13. ECEF 1584 Field Experience: Infant and Toddler Care and Curriculum
14. ECEF 1590 Health, Safety, and Nutrition
15. ECEF 1611 Introduction to Children with Special Needs Birth to Age Eight
16. ECEF 1612 Curriculum and Intervention for Children with Special Needs

V. INFORMATION ITEMS

- A. TOP to CIP transition (336)

VI. DISCUSSION ITEMS

- A. COR Title 5 Memo (339)
- B. Other

VII. NEXT MEETING: November 21, 2025, from 10:30-12:30pm in the Cougar Room

VIII. PROGRAM STATUS: See the table below

Program	Tech Review Approved	C & GE Approved	Board Approved	Status
Psychology ADT	March 14, 2024	March 22, 2024	April 10, 2024	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	Revision Submitted
History ADT	September 17, 2025	n/a	n/a	Submitted – only added HIST 2000

* New Program

IX. ADJOURNMENT



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

Memorandum

PRESENT: M. Mayfield, T. Mendoza, J. Rangel-Escobedo, C. Duron, D. Garza, B. Devine, A. Bledsoe, D. Rodenhauser, K. Webster, J. Lopez, M. Oja, V. Jacobi, G. Bormann

ABSENT: K. Bandy, T. Payne,

DATE: September 26, 2025

MINUTES

I. CALL TO ORDER

The committee was called to order at 10:31am.

II. PUBLIC COMMENTARY

No public commentary.

III. APPROVAL OF MINUTES: From August 21, 2025, Curriculum & General Education meeting
Minutes approved as is.

IV. ACTION ITEMS

A. Charter Update

After reviewing, M. Mayfield made a motion for approval. This was seconded by D. Rodenhauser and unanimously approved by all. This will move forward to the Academic Senate.

V. NEW BUSINESS

A. Allied Health/Applied Tech Division – New Program

1. Environmental Health and Safety Degree

This item was pulled and tabled. There needs to be an updated LMI, and the Program Learning Outcomes are pending approval.

B. Business, Arts, & Humanities Division – New Courses

1. ASL 1500 American Sign Language I

This course (B. 1) was approved on a motion by B. Devine, seconded by D. Rodenhauser, and unanimously approved by all.

2. SLP 1400 Introduction to Speech and Language Pathology

3. SLP 1500 Introduction to Communication Disorders

4. SLP 1550 Speech and Language Development

The Distance Education portion for B. 1-4 was approved on a motion by B. Devine, seconded by A. Bledsoe, and unanimously approved by all.

5. SLP 2400 Introduction to Phonetics
6. SLP 2500 Childhood Disorders and Treatment
7. SLP 2600 Introduction to Augmentative and Alternative Communication
8. SLP 2700 Adult Disorders and Treatment
9. SLP 2800 Fieldwork Experience

The courses under B. were renumbered to adhere to the Common Course Numbering taxonomy. B. 2-9 were approved on a motion by B. Devine, seconded by A. Bledsoe, and unanimously approved by all.

C. Learning Support Division – New Courses

1. DS 9250 Self Determination Program Orientation and Foundations
2. DS 9260 Person-Centered Planning Foundations
3. DS 9280 Self Determination Program Independent Facilitator Level I

Items C. 1-3 were approved on a motion by B. Devine, seconded by C. Duron, and unanimously approved by all.

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A. Allied Health/Applied Tech Division – Program Revisions

1. Welding Program Electric and Magnetic Fields Warning
2. Court Reporting Certificate of Achievement

B. Allied Health/Applied Tech Division – Course Revisions

1. ENER 1620 Fundamentals of Instrumentation
2. ENER 1630 Energy Analytics
3. ENER 2900 Energy Technology Capstone
4. HLED 1510 Principles of Healthy Living
5. OSH 0555 Excavation, Trenching, and Soil Mechanics
6. OSH 0601 Basic Employee Safety for General Industry
7. OSH 0604 Supervisor Safety Training
8. OSH 0606 Hazardous Material (HAZMAT) First Responder Awareness
9. OSH 0607 Medic First Aid Training/CPR
10. OSH 0608 Hazardous Waste Operations Emergency Response (HAZWOPER) Annual Refresher
11. OSH 0609 Emergency Response Technician Training
12. OSH 0612 Forklift Training for Operators
13. OSH 0613 California Commercial Driver License Permit Preparation
14. OSH 0614 Confined Space Entrant, Attendant, Supervisor Awareness and Rescue
15. OSH 0615 California Oil Producers Confined Space Entry Training

16. OSH 0616 Hazardous Waste Operations and Emergency Response (HAZWOPER) Training
17. OSH 0619 Defensive Driving Course
18. OSH 0625 Passport and Medic First Aid Refresher

C. Allied Health/Applied Tech Division – Inactivations

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

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

1. ECON 2120 Principles of Economics – Micro (CCN ECON C2001)

Item D. 1 was pulled by V. Jacobi to add the prerequisite language. D. 1 was approved unanimously after a motion by A. Bledsoe and a second by B. Devine.

2. ECON 2210 Principles of Economics – Macro (CCN ECON C2002)

E. English Division – Course Revision

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

Item E. 1 was pulled by V. Jacobi and tabled on a motion by V. Jacobi and seconded by D. Rodenhauser and approved by all. This is because more information is needed to satisfy the Cal-GETC requirement.

F. Math and Science Division – Course Revisions

1. BIOL 2201 Introductory Biology – Cells
2. BIOL 2202 General Zoology
3. BIOL 2203 General Botany
4. BIOL 2258 Human Anatomy & Physiology I
5. BIOL 2259 Human Anatomy & Physiology II

Items F. 4-5 were pulled and tabled on a motion by V. Jacobi and seconded by M. Mayfield and approved unanimously. These items were pulled because the Common Course Numbering templates for these courses are going to be released soon.

G. DL Approvals – General

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

Consent items were unanimously approved on a motion by M. Mayfield and seconded by A. Bledsoe.

VII. DISCUSSION ITEMS

A. Common Course Numbering Phase III

Information was relayed about the next phase of Common Course Numbering (CCN) which includes about 40 courses we will need to revise. The templates are set to be released in January or early Spring. It was also mentioned that when reviewing templates, to also look at Cal-GETC standards.

B. Course Outline of Record Data Elements

V. Jacobi shared all of the Course Outline of Record (COR) data elements that are required for J. Norris to enter into the Chancellor's Office Curriculum Inventory System (COCI).

C. New COR Template

V. Jacobi shared a new COR template with a few minor changes to the SLO's section. This new template is up on the website.

D. Programs and Courses for Inactivation

V. Jacobi asked the committee if there were any courses or programs that need to be inactivated. T. Mendoza said that there is one HIST and one ADMJ course to inactivate.

On the other hand, new programs such as Geology and Physics were brought up. Geology will be submitted to Technical Review soon.

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

IX. PROGRAM STATUS: See the table below

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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

The committee was adjourned at 12:25pm.

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/7/2025

Re: Court Reporting COR Review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☒ As part of the 5 year review cycle
- ☒ Other (please explain): CTRP 1070, 1075, 1250, 5 year review including distance learning requests for 1070 and 1250. CTRP 1075 has already been approved for distance learning..

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

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

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

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

[Click here to enter text.](#)

Programs Affected/Stand Alone:

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

Court Reporting degree and certificates.

Click here to enter text.

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

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/7/2025

Re: Court Reporting COR Review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☒ As part of the 5 year review cycle
- ☒ Other (please explain): CTRP 0710, 0580, 1090, 5 year review including distance learning requests for each.

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

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

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

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

[Click here to enter text.](#)

Programs Affected/Stand Alone:

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

Court Reporting degree and certificates.

Click here to enter text.

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

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/7/2025

Re: Court Reporting COR Review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☒ As part of the 5 year review cycle
- ☒ Other (please explain): CTRP 1142, 1143, 1151, 1144 5 year review including distance learning requests for each.

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

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

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

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

[Click here to enter text.](#)

Programs Affected/Stand Alone:

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

Court Reporting degree and certificates.

Click here to enter text.

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

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

Reviewed by: K. Bandy
 Reviewed by: ~~G. Shaw~~ L. McDonnell
 Textbook Update: Spring ~~2022~~ 2025
 C & G Ed approval: ~~April 21, 2022~~
 Board approval: ~~May 11, 2022~~
 Semester effective:

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Court Reporting (CTRP) ~~1070~~ 0570 Legal Terminology I (3 Units)
 [formerly Court Reporting 57, CTRP 1070]

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Prerequisite: None

Hours and Units Calculations:

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

Catalog Description: This course will provide a background of basic legal terminology. The course will explore Latin prefixes and Latin suffixes, which will allow for correct spelling, pronunciation and definition of basic legal terms. This course meets the requirements of the Court Reporters Board of California leading to certification to take the state Certified Shorthand Reporter test. This course is offered on a Pass/No Pass basis only.

Type of Class/Course: Degree Credit

Representative Texts: ~~Patterson, Nancy, CSR, CRI, RPR. Legal Terminology for the Court Reporter, NCRS.~~

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Kauffman, Kent D., and Gordon W. Brown. *Legal Terminology*, 7th Edition. Pearson, ~~2018~~ 2019.

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Additional Required Materials: None

Student Learning Outcomes:

Course #11. – Exhibit a high level of knowledge of basic legal terms to adequately record or transcribe legal proceedings.

Course Objectives:

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

1. have a working knowledge of basic legal terms: Law of Practice & Procedure, Criminal Law, Torts, Contracts, and Personal Property & Agency,
2. use knowledge of legal terms and their meanings to improve ~~stone writing~~ recording speed,
3. know the difference between a Latin prefix and a suffix, and
4. incorporate the correct legal terms to improve quality of transcript preparation.

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Course Scope and Content:

- Unit I Terms used in Practice and Procedure
- A. Court systems and jurisdiction
 - B. Criminal and civil trial procedure



- C. Defensive pleadings in civil trials
- D. Methods of discovery
- E. Pretrial hearing and jury trial
- F. Steps in a trial

- Unit II Terms Used in Criminal Law
- A. Crimes, accomplices and defenses
 - B. Crimes against property
 - C. Crimes against person and human habitation
 - D. Homicide, and crimes against morality and drug abuse

- Unit III Terms Used in Law of Torts
- A. Torts and tortfeasors, intentional torts
 - B. Negligence and product liability

- Unit IV Terms Used in Law of Contracts
- A. Formation of contracts, contract requirements
 - B. Third parties and discharge of contracts

- Unit V Terms Used in Law of Personal Property and Agency
- A. Personal property and bailments
 - B. Intellectual property and law of agency

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 legal terms, definitions, and usage
2. Preparing for weekly quiz
3. Dictionary building, if applicable
4. Completing assignments

Methods of Instruction:

1. Direction and instruction
2. Workbook assignments
3. Lecture
4. Class discussion

Methods of Evaluation:

1. Weekly quiz based on previous weeks' lessons
2. Direct evaluation of work product
3. Class discussion
4. Correct usage, spelling and definition of legal terms
5. Written mid-term exam
6. Final written exam

TOP Code:	051430 Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	N/A-online; offline
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:	Y: Course is a part of a cooperative education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	No
Discipline:	Court Reporting

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Prepared by: ~~G. Shaw~~ **L. McDonnell**

Reviewed by: K. Bandy

Reviewed by:

Date reviewed:

Textbook Update: ~~Fall 2019~~ **Spring 2025**

Board approved:

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Court Reporting (CTRP) ~~1075~~ **0575** Legal Terminology II (3)
[Formerly CTRP 1075]

Prerequisite: ~~None~~ **A**

Hours and Units Calculations:

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

Catalog Description: This course is designed to provide an overview of terminology of the legal profession. The course will cover laws of wills and estates, real property, family law, negotiable instruments, business organization, and bankruptcy. The common legal terms used in these areas will be emphasized. This course meets the requirements of the Court Reporters Board of California leading to certification to take the Certified Shorthand Reporter test. This course is offered on a Pass/No Pass basis only.

Type of Class/Course: Degree Credit

Representative Texts: Kauffman, Kent D., and Gordon W. Brown. *Legal Terminology*, 7th Edition. Pearson, ~~2018~~ **2019**.

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Student Learning Outcomes:

- ~~1. Course #1—Exhibit a high level of knowledge of basic legal terms in areas of wills, estates, family law, business, bankruptcy, and others to adequately record or transcribe legal proceedings~~

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Course Objectives:

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

- have a working knowledge of basic legal terms in: law of wills and estates, law of real property, family law, law of negotiable instruments, and business organization and bankruptcy,
- use knowledge of legal terms and their meanings to improve ~~steno-writing~~ **recording** speed,
- know the difference between a Latin prefix and a suffix, and
- incorporate the correct legal terms to improve quality of transcript preparation.

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Course ~~Scope and~~ Content:

Unit I	Law of Wills and Estates A. Parties to a Will B. Statutory Requirements and Advance Directives
Unit II	Terms Used in Law of Real Property A. Freehold Estates and Leasehold Estates
Unit III	Marriage, Divorce and Dissolution of Marriage



- A. Prenuptial Contracts, Marriage Formalities,
- B. Annulment of Marriage, Separation of Spouses, Divorce or Dissolution of Marriage

Unit IV Terms Used in Law of Negotiable Instruments
A. Kinds of Negotiable Instruments and Transfer of Negotiable Instruments

Unit V Terms Used in Business Organization and Bankruptcy
A. Sole Proprietorship, Partnership, Corporation,
B. Limited Liability Company, Joint Venture and Franchise

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 legal terms, definitions, and usage
2. Preparing for weekly quiz
3. Dictionary building, if applicable
4. Completing assignments

Methods of Instruction:

1. Direction and instruction
2. Workbook assignments
3. Lecture
4. Class discussion

Methods of Evaluation:

1. Weekly quiz based on previous weeks' lessons
2. Direct evaluation of work product
3. Class discussion
4. Correct usage, spelling and definition of legal terms
5. Written mid-term exam
6. Final written exam

TOP Code:	051430 Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable
Program Status:	2: Stand alone

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



Reviewed by: ~~G. Shaw L. McDonnell~~

Reviewed by: K. Bandy

Date reviewed: Spring ~~2022-2025~~

C & GE approved: ~~April 21, 2022~~

Board approved: ~~May 11, 2022~~

Semester effective: Fall 2025

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Court Reporting 0580 Court and Deposition Procedures (3 Units)

[Formerly Court Reporting 58, Court Reporting 1080]

Prerequisite: Proficiency of 160 words per minute.

Advisory:- ~~None. Eligibility for English 1000 and Reading 1005 strongly recommended~~

Hours and Units Calculations:

32 hours lecture. 64 Outside of Class Hours; 48 hours lab (144 Total Student Learning Hours) 3 Units

Catalog Description: Emphasizes role of the official and freelance reporter in preparation of deposition and court transcripts, marking and handling of exhibits, indexing and storing notes, reporting techniques and ethics; also, the course includes the communication skills, professional image and business etiquette expected of the reporter. This course meets the requirements of the Court Reporters Board of California.

Type of Class/Course: Degree Credit

Representative Texts: ~~National Court Reporting Systems. Deposition Procedures in Southern California Workbook, Volumes 1 & 2. 2nd edition. United States: National Court Reporting Systems, N. Patterson, 2005.~~ McCormick, Robert and Blake, Melissa. Complete Court Reporter's Handbook and Guide for Realtime Writers, Sixth Edition-Modified, 2019

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California Codes Review Book (latest edition)

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Additional Instructional Materials:

Merriam-Webster Dictionary (latest edition); handouts of actual court material

Student Learning Outcomes:

1. Course #1—Identify roles and expectations of a court reporter.
2. Course #2—Prepare official and deposition transcripts based on state requirements.
3. Course #3—Exhibit a high level of knowledge in areas of court procedures, California Codes, transcript preparation, court reporter ethics, professionalism and deposition procedures.

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Course Objectives:

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

1. know what is expected of the reporter in official (court) and freelance situations,
2. understand the procedures in place for the official and freelance reporter and the differences attributed to each,
3. recognize and understand the role of the court officials and support staff,
4. prepare official and deposition transcripts according to the codes set forth by the state of California,
5. identify the levels of courts within the state and describe their role within the judicial system,



6. identify state and federal legal systems and basic legal citations,
7. have a thorough understanding of the ethics required of the reporter,
8. acquire the level of information required to pass the Professional Practice portion of the California Certified Shorthand Reporter's exam, if applicable, and
9. acquire the level of information required to pass the Registered Professional Reporter's exam, if applicable.

Course Scope ~~and Content~~ and :

Unit I Speed Building Techniques

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Learning Activities Required Outside of Class:

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

1. Read material provided by instructor
2. Research as requested by instructor
3. Dictionary building, if applicable
4. Preparing assignments given by instructor

Methods of Instruction:

1. Direction and instruction
2. Demonstration
3. Guest speaker

Methods of Evaluation

1. Participation in class discussion
2. Homework assignments
3. Ability to answer at least 75% of questions on quizzes and tests correctly
4. Thoroughness of demonstration of reporter deposition or courtroom responsibilities, such as read back, the swearing in of witnesses, and the handling of exhibits
5. Knowledge as indicated through a final exam

Supplemental Data:

TOP Code:	051430 Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable

Program Status:	2: Stand alone
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	Y: Course is a part of a cooperative education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	No
Discipline:	Court Reporting



Reviewed by: ~~G. Shaw~~ L. McDonnell
Reviewed by: K. Bandy
Text update: Spring ~~2022~~ 2025
Date reviewed: ~~Fall 2022~~
Board approved:

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Court Reporting (CTRP) ~~1090~~ 0590 Punctuation and Grammar (4 Units)
[formerly Court Reporting 59, CTRP 1090]

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Advisory: ~~None. Eligibility for English 1000 and Reading 1005 strongly recommended~~

Hours and Unit Calculations:

64 hours lecture. (128 Outside-of-class Hours); (192 Total Student Learning Hours) 4 Units

Catalog Description: A comprehensive course covering standard English rules for grammar, punctuation, and capitalization with particular emphasis on punctuating the reporter's transcript. This course contains specialized English topics as they apply to the reporting profession. Grammar for reporters emphasizes parts of speech and parts of sentence structure. This course lays an essential foundation for correct grammar and punctuation, as well as an overview of proofreading techniques that apply to verbatim transcripts. This course meets the requirements of the Court Reporters Board of California. This course is offered on a Pass/No Pass basis only.

Type of Class/Course: Degree Credit

Representative Texts: ~~Funk, Wilfred and N. Lewis. 30 Days to a More Powerful Vocabulary. 1st edition. Pocket Book/Simon Schuster, 1970. Wakeman Wells, Margie. Court Reporting: Bad Grammar/Good Punctuation, 2011.~~
~~Morson, Lillian I. Morson's English Guide for Court Reporters. 2nd edition. 1997. Wakeman Wells, Margie. Court Reporting: Bad Grammar/Good Punctuation Workbook, 2012.~~

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Additional Instructional Materials:

~~Stenography machine, computer for word processing.~~

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Student Learning Outcomes:

Course #1-1. Identify specific punctuation guidelines for the Certified Shorthand Reporter and Registered Professional Reporter Examination
Course #2-2. Use appropriate English grammar and punctuation standards to adequately record and transcribe court proceedings

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Course Objectives:

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

1. use correct and appropriate punctuation, including, but not limited to: periods and questions marks; commas; quotation marks; semicolons; colons and dashes; number forms; hyphens; abbreviations; apostrophes; capitalization,
2. insert correct and appropriate punctuation in the course of taking actual verbatim transcripts as well as during proofreading and transcript preparation,
3. gain increased word knowledge/vocabulary,
4. produce improved tests, must-types and other court reporting program work product as assigned,



5. demonstrate effective listening technique in order to transcribe from ~~steno~~ notes verbatim dictation, and
6. adhere to specific punctuation guidelines for the Certified Shorthand Reporter and Registered Professional Reporter examinations.

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Course Scope, Content:

Unit I: Punctuation Use

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. Read assigned book material
2. Prepare homework as assigned
3. Review classroom instruction

Methods of Instruction:

1. Direction and instruction
2. ~~Live dictation~~
3. Spelling and word usage
4. Required non-tested transcription

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Methods of Evaluation

1. Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling
2. Weekly quizzes, mid-term exam, final exam. Each represents one-third of the final grade for the class with the stipulation that the final exam must be passed with a grade of 75% or higher.
3. ~~Live dictation from qualified staff reader or instructor and read back with correct punctuation inserted by student~~ Participation in class discussion

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Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable <u>online;offline</u>
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable

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



Updated by: ~~G. Shaw~~ L. McDonnell

Reviewed by: K. Bandy

Date Revised: ~~Fall 2021~~ Spring 2025

Text Update: Spring ~~2022~~ 2025

C & GE Update: ~~April 21, 2022~~

Board Approved: ~~May 11, 2022~~

Semester Effective:

Court Reporting (CTRP) ~~1142-642~~ 100 WPM Machine Shorthand Speed Building – 2-Voice (5 Units)

[Formerly CTRP ~~1042~~ 1142]

~~Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1151 and 1161~~

Prerequisite knowledge/skills:

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

- ~~1. Listen and write record dictated material at varying speeds;~~
- ~~2. Attain speed and accuracy on stenotype machine at higher speeds with increasingly complex material;~~
- ~~3. Transcribe dictated jury charge, literary and 2-Voice material at 80 wpm with 97.5 percent accuracy;~~
- ~~4. Use material learned in academics to improve quality of transcripts and work product on and off the stenotype machine;~~
- ~~5. Operate a stenotype machine and work to master keyboard;~~
- ~~6. Demonstrate effective listening technique in order to transcribe from steno notes verbatim dictation;~~
- ~~7. Demonstrate ear-finger coordination ability in taking dictation as well as in transcription;~~
- ~~8. Recognize appropriate words when transcribing from dictated material (i.e. Effect/affect or doe/dough); use of conflict-free theory methods;~~
- ~~9. Provide correct punctuation in dictated and transcribed material;~~
- ~~10. Read steno notes out loud at rapid rate of speed;~~
- ~~11. Proofread using proofreader marks;~~
- ~~12. Effectively use a dictionary, spell-check software, stenographic computer software dictionary and other resources to produce verbatim and usable transcripts;~~
- ~~13. Improve ability to meet deadlines with transcribed work product, and~~
- ~~14. Develop concentration skills.~~

Advisory: ~~Eligibility for English 1000 and Reading 1005 strongly recommended~~ None.

Hours and Unit Calculations:

256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building ~~writing~~ strategies to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and further develops sufficient skills to ~~write~~ record 2-Voice material ~~on a stenotype machine~~ at 100 words per minute (wpm) for a minimum of five minutes with a goal of 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.



Type of Class/Course: Degree Credit

Text: Merriam-Webster Dictionary (latest edition)

Additional Materials: Stenography machine ~~and stenograph paper~~ or voice writing equipment

Student Learning Outcomes:

1. Course #1 – Demonstrate appropriate listening and writing proficiency levels in 2-Voice at 100 wpm to adequately record and transcribe materials.
2. Course #2 – Demonstrate speed and accuracy on stenotype machine at 100 wpm.
3. Course #3 – Pass 100 wpm five minute 2-Voice test.

Course Objectives:

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

1. Listen and ~~write~~ record increasingly more complex 2-Voice material at varying speeds,
2. Attain speed and accuracy ~~on stenotype machine~~ at higher speeds with increasingly complex dictated material,
3. Pass one five-minute 2-Voice dictation test at 100 wpm with a pass rate of 97.5%,
4. Use material learned in academics to improve quality of transcripts and work product ~~on and off the stenotype machine,~~
5. ~~Operate a stenotype machine and work to master keyboard,~~
6. Demonstrate effective listening technique in order to transcribe from ~~steno~~ notes verbatim dictation,
7. Demonstrate ~~ear finger coordination~~ ability in taking dictation as well as in transcription,
8. Recognize appropriate words when transcribing from dictated material (i.e. Effect/affect or doe/dough); use of conflict-free theory methods,
9. Provide correct punctuation in dictated and transcribed material,
10. Read ~~steno~~ notes out loud at rapid rate of speed,
11. Proofread using proofreader marks,
12. Effectively use a dictionary, spell check software, ~~stenographic computer~~ software dictionary and other resources to produce verbatim and usable transcripts,
13. Improve ability to meet deadlines with transcribed work product, and
14. Develop concentration skills.

Course Scope and Content (laboratory):

- Unit I Speed Building Techniques
- A. Daily observations
 - B. Dictation at 100 wpm of various complex 2-Voice material
 - C. Theory techniques through timed dictation tests
 - D. Theory techniques through word usage and spelling tests
 - E. Concentration and listening skills: timed dictation tests
 - F. Read back ~~steno~~ notes
 - G. Complex material from legal opinion, literary, medical, and multi-voice

- Unit II Dictation/Transcription Outcome
- A. Daily observations
 - B. Personal dictionary
 - C. Identify homonyms, numbers, possessives and symbols

- D. ~~Writing~~ **Practicing** “briefs”, (~~steno~~ shorthand abbreviations)
- E. Read and transcribe ~~steno~~ notes
- F. Transcribe, edit and proofread timed dictation documents

Unit III

Skills development

- A. Build speed and continue to master ~~writing~~ **recording** dictated material
- B. Practice material from various media sources **to improve speed**
- C. ~~Lab practice material (CD’s, DVD’s, tapes, etc) to improve speed~~

Learning Activities Required Outside of Class:

The students in this class will be given the opportunity to practice with school-approved speed-building material a minimum of 1 hour per day outside of the regular class time. Additionally, students are expected to do the following:

1. Read material to improve vocabulary, spelling, and word usage,
2. Required non-tested transcription,
3. Court observation, and
4. Dictionary building.

Methods of Instruction:

1. Direction and instruction,
2. Specialized software,
3. Live dictation **in person or via Zoom**,
4. Spelling and word usage,
5. Required non-tested transcription,
6. Court observations, and
7. Dictionary building.

Methods of Evaluation:

1. Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2. Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3. Live dictation from qualified staff readers,
4. Speed building ~~tapes in lab environment and~~ **audio** to be used as homework as needed, and
5. Timed dictation tests on new 2-Voice material at 100 wpm with a pass rate of 97.5% in order to advance to next level.

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable Synchronous online course
Funding Agency:	Y: Not Applicable (funds not used)



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

Updated by: ~~G. Shaw~~ L. McDonnell

Reviewed by: K. Bandy

Date Revised: ~~Fall 2021~~ Spring 2025

Text Update: Spring ~~2022~~ 2025

C & GE Update: ~~April 21, 2022~~

Board Approved: ~~May 11, 2022~~

Semester Effective:

Court Reporting (CTRP) ~~1143~~ 0643 140 WPM Machine Shorthand Speed Building 4-Voice (5 Units)

[Formerly CTRP ~~1043~~ 1143]

Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1152 and 1162

Prerequisite knowledge/skills:

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

1. Listen and write record dictated 2-Voice at varying speeds;
2. Attain speed and accuracy on stenotype machine at higher speeds with increasingly complex 2-Voice material;
3. Transcribe dictated jury charge, literary and 2-Voice material at 140 wpm with 97.5 percent accuracy;
4. Use material learned in academics to improve quality of transcripts and work product on and off the stenotype machine;
5. Operate a stenotype machine and work to master keyboard;
6. Demonstrate effective listening technique in order to transcribe from steno notes verbatim dictation;
7. Demonstrate ear-finger coordination ability in taking dictation as well as in transcription;
8. Recognize appropriate words when transcribing from dictated material (i.e. Effect/affect or doe/dough); use of conflict-free theory methods;
9. Provide correct punctuation in dictated and transcribed material;
10. Read steno notes out loud at rapid rate of speed;
11. Proofread using proofreader marks;
12. Effectively use a dictionary, spell-check software, stenographic computer software dictionary and other resources to produce verbatim and usable transcripts;
13. Improve ability to meet deadlines with transcribed work product, and
14. Develop concentration skills.

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended None.

Hours and Unit Calculations:

256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and develops sufficient skills to ~~write record~~ 4-Voice material ~~on a stenotype machine~~ at 140 words per minute (wpm) for a minimum of ten-minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

Text: Merriam-Webster Dictionary (latest edition)

Additional Materials: Stenography machine ~~and stenograph paper~~ or voice writing equipment

Student Learning Outcomes:

1. Course #1 – Demonstrate appropriate listening and writing proficiency levels in 4-Voice at 140 wpm to adequately record and transcribe materials.
2. Course #2 – Demonstrate speed and accuracy on stenotype machine at 140 wpm.
3. Course #3 – Pass 140 wpm ten (10) minute 4-Voice test.

Course Objectives:

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

1. Listen and ~~write~~ record 4-Voice at varying speeds,
2. Attain speed and accuracy ~~on stenotype machine~~ at higher speeds with increasingly complex 4-Voice material,
3. Pass one ten-minute 4-Voice dictation test at 140 wpm with a pass rate of 97.5%,
4. Use material learned in academics to improve quality of 4-Voice transcripts and work product ~~on and off the stenotype machine,~~
5. ~~Operate a stenotype machine and work to master keyboard.~~
6. Demonstrate effective listening technique in order to transcribe from ~~steno~~ notes verbatim dictation,
7. Demonstrate ~~ear-finger coordination~~ ability in taking dictation as well as in transcription,
8. Recognize appropriate words when transcribing from dictated material (i.e. Effect/affect or doe/dough); use of conflict-free theory methods,
9. Provide correct punctuation in dictated and transcribed material,
10. Read ~~steno~~ notes out loud at rapid rate of speed,
11. Proofread using proofreader marks,
12. Effectively use a dictionary, spell check software, ~~stenographic computer~~ software dictionary and other resources to produce verbatim and usable transcripts,
13. Improve ability to meet deadlines with transcribed work product, and
14. Develop concentration skills.

Course Scope and Content (laboratory):

- Unit I Speed Building Techniques
- A. Daily observations
 - B. Dictation at 140 wpm of various complex 4-Voice material
 - C. Theory techniques through timed dictation tests
 - D. Theory techniques through word usage and spelling tests
 - E. Concentration and listening skills: timed dictation and Multi-voice tests
 - F. Read back ~~steno~~ notes
 - G. Complex material from legal opinion, literary, medical and multi-voice

- Unit II Dictation/Transcription Outcome
- A. Daily observations
 - B. Personal dictionary
 - C. Identify homonyms, numbers, possessives and symbols
 - D. ~~Writing~~ Practicing “briefs”, (~~steno~~ shorthand abbreviations)
 - E. Read and transcribe ~~steno~~ notes

F. Transcribe, edit and proofread timed dictation documents

Unit III

Skills development

- A. Build speed and continue to master ~~writing~~ recording dictated material
- B. Practice material from various media sources to improve speed
- C. ~~Lab practice material (CD's, DVD's, tapes, etc) to improve speed~~

Learning Activities Required Outside of Class:

The students in this class will be given the opportunity to practice with school-approved speed-building material a minimum of 1 hour per day outside of the regular class time in addition to the following:

1. Read material to improve vocabulary, spelling, and word usage,
2. Required non-tested transcription,
3. Court observation, and
4. Dictionary building.

Methods of Instruction:

1. Direction and instruction
2. Specialized software
3. Live dictation in person or via Zoom
4. Spelling and word usage
5. Required non-tested transcription
6. Court observations
7. Dictionary building

Methods of Evaluation:

1. Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2. Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3. Live dictation from qualified staff readers,
4. Speed building ~~tapes in lab environment and~~ audio to be used as homework as needed, and
5. Timed dictation tests on new 4-voice material at 140 wpm with a pass rate of 97.5% in order to advance to next level.

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable <u>Synchronous online course</u>
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
Discipline:	Court Reporting

Updated by: ~~G. Shaw~~ L. McDonnell
Reviewed by: K. Bandy
Date Revised: ~~Fall 2021~~ Spring 2025
Text Update: Spring ~~2022~~ 2025
C & GE Update: ~~April 21, 2022~~
Board Approved: ~~May 11, 2022~~
Semester Effective:

Court Reporting (CTRP) ~~1144~~ 644 180 WPM Machine Shorthand Speed Building — 4 Voice (5 Units)
[Formerly CTRP ~~1044~~ 1144]

~~Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1153 and 1163~~

Prerequisite knowledge/skills:

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

- ~~1. Listen and write record dictated 4 Voice at varying speeds;~~
- ~~2. Attain speed and accuracy on stenotype machine at higher speeds with increasingly complex 4-Voice material;~~
- ~~3. Transcribe dictated jury charge, literary and 4 Voice material at 160 wpm with 97.5 percent accuracy;~~
- ~~4. Use material learned in academics to improve quality of 4 Voice transcripts and work product on and off the stenotype machine;~~
- ~~5. Operate a stenotype machine and work to master keyboard;~~
- ~~6. Demonstrate effective listening technique in order to transcribe from steno notes verbatim dictation;~~
- ~~7. Demonstrate ear-finger coordination ability in taking dictation as well as in transcription;~~
- ~~8. Recognize appropriate words when transcribing from dictated material (i.e. effect/affect or doe/dough); use of conflict free theory methods;~~
- ~~9. Provide correct punctuation in dictated and transcribed material;~~
- ~~10. Read steno notes out loud at rapid rate of speed;~~
- ~~11. Proofread using proofreader marks;~~
- ~~12. Effectively use a dictionary, spell-check software, stenographic computer software dictionary and other resources to produce verbatim and usable transcripts;~~
- ~~13. Improve ability to meet deadlines with transcribed work product, and~~
- ~~14. Develop concentration skills.~~

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended~~None.~~

Hours and Unit Calculations:

256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and develops sufficient skills to ~~write record~~ 4-Voice material ~~on a stenotype machine~~ at 180 words per minute (wpm) for a minimum of ten-minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

Type of Class/Course: Degree Credit

Text: Merriam-Webster Dictionary (latest edition)

Additional Materials: Stenography machine ~~and stenograph paper~~ or voice writing equipment

Student Learning Outcomes:

1. Course #1 – Demonstrate appropriate listening and writing proficiency levels in 4-Voice at 180 wpm to adequately record and transcribe materials.
2. Course #2 – Demonstrate speed and accuracy on stenotype machine at 180 wpm.
3. Course #3 – Pass 180 wpm ten (10) minute 4-Voice test.

Course Objectives:

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

1. Listen and ~~write~~ record 4-Voice at varying speeds,
2. Attain speed and accuracy ~~on stenotype machine~~ at higher speeds with increasingly complex Multi-voice material,
3. Pass one ten-minute 4-Voice dictation test at 180 wpm with a pass rate of 97.5%,
4. Use material learned in academics to improve quality of 4-Voice transcripts and work product ~~on and off the stenotype machine,~~
5. ~~Operate a stenotype machine and work to master keyboard.~~
6. Demonstrate effective listening technique in order to transcribe from ~~steno~~ notes verbatim dictation,
7. Demonstrate ~~ear-finger coordination~~ ability in taking dictation as well as in transcription,
8. Recognize appropriate words when transcribing from dictated material (i.e. effect/affect or doe/dough); use of conflict-free theory methods,
9. Provide correct punctuation in dictated and transcribed material,
10. Read ~~steno~~ notes out loud at rapid rate of speed,
11. Proofread using proofreader marks,
12. Effectively use a dictionary, spell check software, ~~stenographic computer~~ software dictionary and other resources to produce verbatim and usable transcripts,
13. Improve ability to meet deadlines with transcribed work product, and
14. Develop concentration skills.

Course Scope and Content (laboratory):

- Unit I Speed Building Techniques
- A. Daily observations
 - B. Dictation at 180 wpm of various complex jury 4-Voice material
 - C. Theory techniques through timed dictation tests
 - D. Theory techniques through word usage and spelling tests
 - E. Concentration and listening skills: timed dictation and Multi-voice tests
 - F. Read back ~~steno~~ notes
 - G. Complex material from legal opinion, literary, medical, and multi-voice

- Unit II Dictation/Transcription Outcome
- A. Daily observations
 - B. Personal dictionary
 - C. Identify homonyms, numbers, possessives and symbols
 - D. Writing Practicing “briefs”, (~~steno~~ shorthand abbreviations)
 - E. Read and transcribe ~~steno~~ notes

F. Transcribe, edit and proofread timed dictation documents

Unit III

Skills development

- A. Build speed and continue to master ~~writing~~ **recording** dictated material
- B. Practice material from various media sources **to improve speed**
- C. ~~Lab practice material (CD's, DVD's, videos, etc) to improve speed~~

Learning Activities Required Outside of Class:

The students in this class will be given the opportunity to practice with school-approved speed-building material a minimum of 1 hour per day outside of the regular class time in addition to the following:

1. Read material to improve vocabulary, spelling, and word usage,
2. Required non-tested transcription,
3. Court observation, and
4. Dictionary building.

Methods of Instruction:

1. Direction and instruction,
2. Specialized software,
3. Live dictation **in person or via Zoom**,
4. Spelling and word usage,
5. Required non-tested transcription,
6. Court observations, and
7. Dictionary building.

Methods of Evaluation:

1. Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2. Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3. Live dictation from qualified staff readers,
4. Speed building ~~tapes in lab environment and~~ **audio** to be used as homework as needed, and
5. Timed dictation tests on new 4-Voice material at 180 wpm with a pass rate of 97.5%.

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable Synchronous online course
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable

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



Revised by: ~~G. Shaw-L.~~
~~McDonnell~~

Reviewed by: K. Bandy

Date Reviewed: ~~Fall 2021~~ ~~Spring~~
~~2025~~

Text Update: Spring ~~2022~~ ~~2025~~

C & GE Approved: ~~April 21, 2022~~

Board Approved: ~~May 11, 2022~~

Semester Effective:

Court Reporting (CTRP) ~~1151~~ ~~0651~~ 80 WPM Machine Shorthand Speed Building Literary and Jury Charge (5 Units) ~~[Formerly CTRP 1151]~~

~~Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1131 and 1141~~

~~Prerequisite knowledge/skills:~~

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

- ~~1. Record dictated one and two stroke words, arbitraries, punctuation symbols, numbers, and amounts of money, and~~
- ~~2. Transcribe dictated jury charge, literary, medical and 2 voice material at 80 wpm with 97.5 percent accuracy, and read fluently and accurately from shorthand notes.~~

Advisory: ~~Eligibility for English 1000 and Reading 1005 strongly recommended~~ ~~None.~~

Hours and Unit Calculations:

256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building ~~writing~~ strategies to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and will introduce the student in developing sufficient skills to ~~write record~~ literary and, jury charge material ~~on a stenotype machine~~ at 80 wpm for a minimum of five minutes with a goal of 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

Text: Merriam-Webster Dictionary (latest edition)

Additional Instructional Materials:

Stenography machine ~~and stenograph paper~~ ~~or voice writing equipment~~

Student Learning Outcomes:

- ~~1. Course #1—Demonstrate appropriate listening and writing proficiency levels in Literary and Jury Charge at 80 wpm to adequately record and transcribe materials.~~
- ~~2. Course #2—Demonstrate speed and accuracy on stenotype machine at 80 wpm.~~
- ~~3. Course #3—Pass 80 wpm five minute Literary and Jury Charge tests.~~

Course Objectives:

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

1. Listen and ~~write~~ **record** increasingly more complex material at varying speeds,
2. Attain speed and accuracy ~~on stenotype machine~~ at higher speeds with increasingly complex dictated literary and jury charge material,
3. Pass one (1) five-minute literary and one (1) five-minute jury charge dictation test at 80 wpm with a pass rate of 97.5%,
4. Use material learned in academics to improve quality of transcripts and work product ~~on and off the stenotype machine,~~
5. ~~Operate a stenotype machine and work to master keyboard,~~
6. Demonstrate effective listening technique in order to transcribe from ~~steno~~ notes verbatim dictation,
7. Demonstrate ~~ear finger coordination ability~~ in taking dictation as well as in transcription,
8. Recognize appropriate words when transcribing from dictated material (i.e. effect/affect or doe/dough); use of conflict-free theory methods,
9. Provide correct punctuation in dictated and transcribed material,
10. Read ~~steno~~ notes out loud at rapid rate of speed,
11. Proofread using proofreader marks,
12. Effectively use a dictionary, spell check software, ~~stenographic computer~~ **software** dictionary and other resources to produce verbatim and usable transcripts,
13. Improve ability to meet deadlines with transcribed work product, and
14. Develop concentration skills.

Course Scope and Content (laboratory):

- | | |
|----------|--|
| Unit I | <p>Speed Building Techniques</p> <ol style="list-style-type: none"> A. Daily observations B. Dictation at 80 wpm of various complex literary and jury charge material C. Theory techniques through timed dictation tests D. Theory techniques through word usage and spelling tests E. Concentration and listening skills: timed dictation F. Read back steno notes G. Complex material from legal opinion, literary, medical, and multi-voice |
| Unit II | <p>Dictation/Transcription Outcome</p> <ol style="list-style-type: none"> A. Daily observations B. Personal dictionary C. Identify homonyms, numbers, possessives and symbols D. Writing Practicing "briefs", (steno shorthand abbreviations) E. Read and transcribe steno notes F. Transcribe, edit and proofread timed dictation documents |
| Unit III | <p>Skills development</p> <ol style="list-style-type: none"> A. Build speed and continue to master writing recording dictated material B. Practice material from various media sources to improve speed C. Lab practice material (CD's, DVD's, tapes, etc) to improve speed |

Learning Activities Required Outside of Class:

The students in this class will be given the opportunity to practice with school-approved speed-building material a minimum of 1 hour per day outside of the regular class time. Additionally, students are expected to do the following:



1. Read material to improve vocabulary, spelling, and word usage,
2. Required non-tested transcription,
3. Court observation, and
4. Dictionary building.

Methods of Instruction:

1. Direction and instruction,
2. Specialized software,
3. Live dictation in person or via Zoom,
4. Spelling and word usage,
5. Required non-tested transcription,
6. Court observations, and
7. Dictionary building.

Methods of Evaluation:

1. Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2. Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3. Live dictation from qualified staff readers,
4. Speed building ~~tapes in lab environment and~~ audio to be used as homework as needed, and
5. Timed dictation tests on new material at 80 wpm in two areas; jury charge, literary, with a pass rate of 97.5%.

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable <u>Synchronous online course</u>
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program



Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Court Reporting



Prepared by: ~~G. Shaw-L. McDonnell~~

Reviewed by: K. Bandy

Date prepared: ~~Fall 2020~~ Spring 2025

C & GE approved: ~~November 19, 2020~~

Board approved: ~~January 13, 2021~~

Semester effective: Fall 2025

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Court Reporting (CTRP) 0710 Proofreading for the Court Reporter (2 Units)
[formerly CTRP 1210]

Prerequisite: ~~Successful completion of CTRP 0590 (formerly CTRP 1090) with a grade of "C" or better~~

Advisory: ~~Eligibility for English 1000 and Reading 1005 strongly recommended~~ None.

Hours and Unit Calculations:

24 hours lecture (48 Outside of Class Hours) 24 hours lab. (96 Total Student Learning Hours) 2 Units

Catalog Description: -This course will discuss the fundamentals of word division, capitalization, expressions of numbers, punctuation, grammar and proofreading in court reporting. The course will provide practice on writing, proofreading and editing various transcripts and documents. An extensive review of parts of speech and types and classification of sentences will be presented.

Type of Class: Degree Credit

Representative Texts: Materials prepared and assigned by the Instructor

Student Learning Outcome:

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Course #1-1. Identify errors in written text and apply correct punctuation, spelling, and formatting to correct or record omissions, errors, or inconsistencies found.

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Course Objectives:

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

1. demonstrate the ability to proofread for keyboarding errors, word division errors, and capitalization errors,
2. demonstrate the ability to proofread for abbreviation errors and rough drafts, number expression errors, and sentence construction errors,
3. demonstrate the ability to proofread for comma errors,
4. demonstrate the ability to proofread for other punctuation errors, format errors of letters and memos, and format errors of reports and job search documents,
5. demonstrate the ability to proofread for editing for content, clarity, and conciseness; and proofreading and editing on computer, and
6. demonstrate the ability to determine internet features to access the online program.

Course Scope and Content:



- Unit I Spelling in Documentation and Transcripts
A. Proofreading Transcripts
B. Editing Documentation
- Unit II Word Usage in Court Reporting
A. Introduction
B. Homophones
- Unit III Numbers in Court Reporting
A. ~~Writing Number Strings and Sequence on the Steno Machine~~
B. Transcribing Numbers
C. Proofreading Finished Transcript
- Unit IV Content and punctuation in Court Reporting
A. Proofreading Transcript and Documentation for General, Legal, Jury Charge, Medical, Technical
B. Proofreading Transcript and Documentation for Two-Voice/Multiple-Voice/Deposition and Multiple-Voice/Court.

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Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 43 hours per week outside of the regular class time doing the following:

1. Read material provided by instructor
2. Research as requested by instructor
3. Dictionary building, if applicable
4. Preparing assignments given by instructor

Methods of Instruction:

1. Lecture
2. Multimedia
3. Cooperative/collaborative learning
4. Online demonstrations
5. Learning experiences outside the classroom, and performance

Methods of Evaluation

1. Participation in class discussion
2. Homework assignments
3. Quizzes and tests
4. Direct evaluation of documents proofread by student.
5. Final exam

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



Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable
Program Status:	2: Stand alone
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	Y: Course is a part of a cooperative education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	No
Discipline:	Court Reporting



Prepared by: ~~G. Shaw~~ L. McDonnell
Reviewed by: K. Bandy
Date Prepared: Spring ~~2022~~ 2025
C & G Ed approval: ~~April 18, 2022~~
Board Approved: ~~May 11, 2022~~
Semester Effective: ~~Fall 2024~~

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Court Reporting (CTRP) ~~1250~~ 0750 Certified Shorthand Reporter Preparation (2 units)
[formerly Court Reporting 61, CTRP 1250]

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Prerequisite: Proficiency of 180 words per minute, ~~successful completion of CTRP 0580 (formerly CTRP 1080) with a grade of "C" or better.~~

Hours and Unit Calculations:

32 hours lecture. (64 Outside-of-class Hours); (96 Total Student Learning Hours) 2 Units

Catalog Description: Comprehensive review of all academic course material, as well as court reporting related courses, which are necessary to take the Registered Professional Reporter and Certified Shorthand Reporter tests. Extensive reviews of vocabulary, legal and medical terminologies, court and deposition review (including various State and Federal codes), ethics, grammar and punctuation development, anatomy, and spelling. This course meets the requirements of the Court Reporters Board of California.

Type of Class/Course: Degree Credit

Representative TextsText: Merriam-Webster Dictionary (latest edition)

Benoit, Monette. ~~Court Reporter Reference Textbook, 2nd ed. Benoit: WeR, 2006~~ Purple Books: Complete Written Knowledge Test Prep Textbook, Seventh Edition, 2022.

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Benoit, Monette. ~~Court Reporter Reference Workbook, 2nd ed. Benoit: WeR, 2006~~ Written Knowledge Test Prep Companion Study Guide, Fourth Edition, 2022.

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Benoit, Monette. ~~Study Guide to Court Reporter Reference Textbook, 2nd ed. Benoit: WeR, 2006~~ Written Knowledge Test Prep Workbook, Fourth Edition, 2022.

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Benoit, Monette. ~~Realtime Vocabulary Workbook, 2nd ed. Benoit: WeR, 2006~~ Third Edition, 2022.

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~~Freer, Carolee. California Codes Review Book (latest edition)~~

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Additional Instructional Materials: ~~Stenography machine, computer for word processing;~~ newspaper articles, court reporting magazine articles, court transcripts.

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Student Learning Outcomes:

- ~~Course #1--Exhibit a high level of knowledge in all academic areas provided in the program including English, Medical, Legal, Transcript Procedures, Technology and Resource Materials.~~

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Course Objectives:



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

1. Have determined areas needing additional study in order to pass a state or national certification test,
2. Successfully review specific material generally found on certification tests, and
3. Qualify for the national Registered Professional Reporter test and/or the California Certified Shorthand Reporter test.

Course Scope and Content (Lecture):

Unit I: Court and Deposition Procedures

- A. Review textbook Chapters specific to Court and Deposition Procedures

Unit II: Spelling and Vocabulary

- A. Review textbook chapters specific to Spelling and Vocabulary guidelines in relation to Court Reporting
- B. Medical terminology

Unit III: California Codes

- A. Review textbook chapters specific to California Codes for the Court Reporter

Unit IV: Ethics for Court Reporters

- A. Review pertinent textbook material concerning ethical behavior for court reporters

Unit V: Professional Practices

- A. Business etiquette, professional appearance, attitude, and demeanor
- B. Interviewing skills
- C. Resume writing

Learning Activities Required Outside of Class:

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

1. Studying for the Professional Practice and English portions the state certification, if applicable
2. Studying for the national Registered Professional Reporter exam, if applicable
3. Independent review outside class of all courses taken
4. Studying material provided by instructor for both the RPR and CSR

Methods of Instruction:

1. Direction and instruction
2. Small group topic discussion
3. Demonstration of student knowledge through quizzes and tests

Methods of Evaluation:

1. Assessment test given at onset of class
2. Direct evaluation of required homework, if applicable
3. Weekly quizzes on various subject matter relating to state and national testing subjects



- 4. Class discussion participation
- 5. Performance on final exam

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable <u>Online; offline</u>
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Court Reporting

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/7/2025

Re: DNTL 2244

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): COR Review and SLO 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 _____

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.

Prepared by: C. Adriano
Reviewed by: D. Champion
Reviewed by: E. Hershkowitz
Date Prepared: ~~Fall 2024~~ **Fall 2025**

Dental Hygiene (DNTL) 24244 Community Oral Health II (2 Units) CSU
[formerly Dental Hygiene 44]

Prerequisite: ~~Prerequisite:~~ Successful completion of all first, second, and third semester dental hygiene program courses with a grade of 'C' or better.

Advisory: -None

Hours and Units Calculation: -32 hours lecture + 64 Outside-of-class-Hours (96 Total Student Learning Hours)

Catalog Description: -This course expands on the dental hygienists' role in the community by examining epidemiological patterns of oral diseases and methodologies used in oral health research.- Emphasis is placed on critically evaluating literature to equip students with the skills necessary for implementing evidence-based practices in dental hygiene.

Type of Class/Course: -Degree Credit

Representative Texts: Nathe, Nielsen Christine. *Dental Public Health & Research: Contemporary Practice for the Dental Hygienist*, 4th ed., 2023 update, Pearson, 2017.

Additional Instructional Materials: -None

Course Objectives:

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

1. Describe the research methods used in community dental health
2. Explain the importance of evidence-based research in relation to patient treatment.
3. Discuss oral epidemiological terminology and current trends.
4. Interpret oral health data by proper application of statistical principles and tests.
5. Develop answers to research questions through review and evaluation of appropriate evidence-based literature.
6. Describe the role of ethics in research.

Student Learning Outcomes (SLO)

1. Demonstrate an understanding of oral health research principles, including ethical research conduct, appropriate research methodologies, biostatistical tools and oral epidemiology to inform clinical decision making and contribute to population-level oral health improvement strategies.
2. Formulate a research question relevant to dental hygiene practice, critically evaluate current scientific literature, synthesize evidence to draw informed conclusions, and

effectively communicate findings to peers to support evidence-based clinical decision-making.

Course Scope and Content:

- Unit I Research in Dental Hygiene
 - A. Research in Dental Public Health
 - B. Historical Aspects of Research in Dental Hygiene
 - C. Ethical Principles in Research

- Unit II The Research Process
 - A. Evidence Based Pyramid
 - B. Research Approaches
 - C. Experimental Design
 - D. Risk versus Causality

- Unit III Biostatistics
 - A. Descriptive Statistics
 - B. Graphing Data
 - C. Correlation
 - D. Inferential Statistics
 - E. Interpretation of Data and Research Results

- Unit IV Oral Epidemiology
 - A. Terminology
 - B. Measurement in Epidemiology
 - C. Epidemiology Surveillance and Reports
 - D. Validity of Epidemiological Studies
 - E. Current Oral Epidemiological Findings

- Unit V Evaluation of Scientific Literature and Dental Products
 - A. Regulation of Dental Care Products
 - B. Evaluation of Advertisements
 - C. Evaluation of Scientific Literature

- Unit VI Careers in Dental Public Health
 - A. Federal/National Public Health Career Opportunities
 - B. State Opportunities
 - C. Local Opportunities
 - D. Registered Dental Hygienist in Alternative Practice (RDHAP)

Learning Activities Required Outside of Class:

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

1. Planning and implementing an oral health education program for a selected target population
2. Homework Assignments
3. Assigned reading

Methods of Instruction:

1. Lecture
2. Discussion
3. Group Activities
4. Guest speakers
5. Audio visual presentations

Methods of Evaluation:

1. Quizzes
2. Written Assignments
3. Exams
4. Oral Presentations
5. Research Project

Supplemental Data:

TOP Code:	124020: Dental Hygienist
SAM Priority Code:	B: Advanced Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable

Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
<u>Discipline:</u>	<u>Dental Technology</u>

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/9/2025

Re: 5 year review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☐ Other (please explain): Includes PHED 1523, 1623, 1723, 1823, 1505 and 2505. 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.

Liberal Arts Area of Emphasis: Health and Physical Education: Associate in Arts, Kinesiology: Associate in Arts for Transfer, Kinesiology: Sports Management, Associate in Arts, Physical Education: Associate in Arts

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

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

[Click here to enter text.](#)

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/17/2025

Re: 5 year review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☐ Other (please explain): Includes PHED 1509 and 2509. There are no changes to the SLO's.

The textbooks are not within the last 5 years, however, they are still the best textbooks for these 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.](#)

Programs Affected/Stand Alone:

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

Liberal Arts Area of Emphasis: Health and Physical Education: Associate in Arts, Kinesiology: Associate in Arts for Transfer, Kinesiology: Sports Management, Associate in Arts, Physical Education: Associate in Arts and Intercollegiate Volleyball program.

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

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/17/2025

Re: 5 year review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☒ As part of the 5 year review cycle
- ☐ Other (please explain): Includes PHED 1510 and 2510. There are no changes to the SLO's.
The textbooks are not within the last 5 years, however, they are still the best textbooks for these
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.](#)

Programs Affected/Stand Alone:

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

Liberal Arts Area of Emphasis: Health and Physical Education: Associate in Arts, Kinesiology: Associate in Arts for Transfer, Kinesiology: Sports Management, Associate in Arts, Physical Education: Associate in Arts and Intercollegiate Women's Soccer program.

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

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/17/2025

Re: 5 year review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☒ As part of the 5 year review cycle
- ☐ Other (please explain): Includes PHED 1529, 1629, 1729, 1532, 1632, 1533 1644 1646.

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.

Liberal Arts Area of Emphasis: Health and Physical Education: Associate in Arts, Kinesiology: Associate in Arts for Transfer, Kinesiology: Sports Management, Associate in Arts, Physical Education: Associate in Arts

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

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

[Click here to enter text.](#)

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/9/2025

Re: 5 year review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☐ Other (please explain): Includes PHED 1742, 1735, 1734, 1728, 1724, 1721, all intercollegiate offseason courses. Also, PHED 1542, 1539, 1535, 1534, 1528, 1524, 1520, all are beginning athletic courses and an Introduction course. 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.

Liberal Arts Area of Emphasis: Health and Physical Education: Associate in Arts, Kinesiology: Associate in Arts for Transfer, Kinesiology: Sports Management, Associate in Arts, Physical Education: Associate in Arts and Intercollegiate Athletic programs.

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

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

[Click here to enter text.](#)

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 7/17/2025

Re: 5 year review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☐ Other (please explain): Includes PHED 1514, 2514, 1511, 2511, 1507, 2507. There are no changes to the SLO's. The textbooks are not within the last 5 years, however, they are still the best textbooks for these 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.](#)

Programs Affected/Stand Alone:

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

Liberal Arts Area of Emphasis: Health and Physical Education: Associate in Arts, Kinesiology: Associate in Arts for Transfer, Kinesiology: Sports Management, Associate in Arts, Physical Education: Associate in Arts and Intercollegiate Athletic programs.

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

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

[Click here to enter text.](#)



~~Created by: K. Bandy~~

~~Reviewed by: B. Ferguson~~

~~Reviewed by: T. Thompson K. Bandy~~

~~Reviewed by: G. Golling~~

~~Date reviewed: February 29, 2016 July 9,~~

C & GE approved: ~~March 14, 2016~~

Board approved: ~~April 13, 2016~~

Semester effective: ~~Spring 2017~~

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2025,

Physical Education (PHED) 1505 Women's Intercollegiate Golf (2 Units; limit 4 Units) CSU

Advisory: Experience in playing competitive golf is desirable

Total Hours: 160 lab hours

Catalog Description: This course is designed for those students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games ~~are~~ is considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Representative Texts: ~~United States Golf Association. Rules of Golf. USGA, 2015. Print.~~
United States Golf Association. Rules of Golf. USGA, 2023-45. Print.

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Additional Instructional Materials: Individual golf clubs and equipment

Student Learning Outcomes

1. Ability to perform essential skills, putting, chipping & full swing in order to play golf.
2. Working knowledge of rules and etiquette in game situations
3. Understand strategies in course management during a round of golf
4. Develop team values

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Course Objectives:

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

1. gain-Gain participation in an individual and team sport,
2. P-participate competitively, and
3. further-Further her athletic abilities in golf.

Course Scope and Content: (Laboratory)

Unit I Training and Conditioning for Golf
 A. Agility—
 B. Physical Strength—



- C. Speed
- D. Endurance

Unit II Fundamentals of golf
A. Set ups
B. Swing

Unit III Skill Development
A. Iron Play
B. Wood Play
C. Chipping
D. Putting

Unit IV Rules and Strategies of Individual Play
A. Course Management
B. Shot Selection

Unit V Rules and Etiquette
A. Sportsmanship
B. Ethics

Methods of Instruction:

1. Practice of basic skills and techniques
2. Basic training programs
3. Practice games
4. Intercollegiate competition
5. Oral instruction
6. Multimedia presentations

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. performance exam
 - b. Intercollegiate competition
2. Written assignments

Supplemental Data:

TOP Code:	083520: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)



Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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	Health or PE or Kinesiology or Coaching



Reviewed by: K. Bandy
Reviewed by: ~~B. Ferguson~~ M. Rossi
Date reviewed: ~~February 24, 2019~~ July 15, 2025
C& GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
State Approved: ~~July 2, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1509 Women's Intercollegiate Volleyball (2 Units; limit 4 Units) CSU:UC
[formerly Physical Education 9A]

Advisory: Experience in playing competitive volleyball is desirable

Hours and Unit Calculations:

Total Contact Hours: 160 lab hours. (160 Total Student Learning Hours) 2 Units

Catalog Description: This course is designed for those students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games ~~are~~ is considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Representative Texts: Brown L., Ferrigno V. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

American Volleyball Coaches Association (AVCA). *The Volleyball Drill Book*. 2nd ed., Human Kinetics, 2012.

Additional Instructional Materials: Volleyball Equipment

Student Learning Outcomes

- ~~1. Ability to perform essential skills; passing, setting, hitting and serving~~
- ~~2. Apply offensive and defensive strategies in game situations~~
- ~~3. Differentiate between positive and negative sportsmanlike attitudes~~
- ~~4. Develop team values~~

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Course Objectives:

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

- ~~gain~~ Gain participation in a team sport,
- ~~P~~ Participate competitively, and
- ~~further~~ Further her athletic abilities in volleyball.

Course Scope and Content:



Unit I Training and Conditioning for Volleyball

- A. Agility
- B. Strength
- C. Jump Training
- D. Endurance

Unit II Basic Skills Performed in Volleyball

- A. Serving
- B. Passing
- C. Setting
- D. Attacking
- E. Blocking
- F. Digging

Unit III Rules and Strategies of Team Play

- A. Offensive Rules
- B. Defensive Rules
- C. Transitioning
- D. Sportsmanship and ethics
- E. Serve Receive
- F. Offensive Systems
- G. Hitter Coverage
- H. Defensive Systems

Learning Activities Required Outside of Class:

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

- 1. Skill practice
- 2. Working on individual skills,
- 3. Keeping a notebook using class materials,
- 4. Studying multimedia presentations and
- 5. Reading of the textbook

Methods of Instruction:

- 1. Practice of basic skills and techniques,
- 2. Basic training programs,
- 3. Practice games, and
- 4. Intercollegiate competition
- 5. Oral instruction and
- 6. Multimedia presentations

Methods of Evaluation:

- 1. Skill demonstrations, including:
 - a. performance exam
 - b. Intercollegiate games
- 2. Written assignments



Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO YES
Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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Textbook justification: There have not been any edition updates to either textbook offering. These are still the best books for the course.

Reviewed by: K. Bandy
 Reviewed by: ~~A. Cutrona~~ L. Martin
 Date reviewed: ~~February 28, 2019~~ July 15, 2025
 C & GE Approved: ~~April 4, 2019~~
 Board Approved: ~~May 8, 2019~~
 State Approved: ~~July 2, 2019~~
 Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1510 Women's Intercollegiate Soccer (2 Units; limit 4 Units) CSU:UC [formerly Physical Education 10A]

Advisory: -Experience in playing competitive soccer is desirable

Hours and Unit Calculations:

Total Contact Hours: 160 lab hours. (160 Total Student Learning Hours) 2 Units

Catalog Description: -This course is designed for those students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Representative Texts: Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Gatz, G. *Complete Conditioning for Soccer*. Human Kinetics, 2009.

Additional Instructional Materials: None

Student Learning Outcomes

1. Perform essential skills: passing, trapping, heading, shooting
2. Apply offensive and defensive strategies in game situations.
3. Differentiate between positive and negative sportsmanlike attitudes
4. Develop team values
5. Develop fundamentals of competing at a college level

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Course Objectives:

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

1. participate effectively in a team sport,
2. participate competitively, and
3. further athletic abilities in soccer.



Course Scope and Content:

- Unit I Training and Conditioning for Soccer
 - A. Cardiovascular fitness
 - B. Quickness
 - C. Strength
 - D. Endurance

- Unit II Basic Skills Performed in Soccer
 - A. Trapping
 - B. Passing
 - C. Dribbling
 - D. Movement
 - E. Formations
 - F. Shooting
 - G. Stance
 - H. Pressure

- Unit III Rules
 - A. Offense
 - B. Defense
 - C. Transition
 - D. Sportsmanship and ethics

- Unit IV Team Strategy
 - A. Patterns of play
 - B. Positional attack
 - C. Team attack
 - D. Application of strategy

Learning Activities Required Outside of Class:

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

1. Skill practice
2. Working on individual skills,
3. Studying multimedia presentations, and
4. Reading of the textbook.

Methods of Instruction:

1. Practice of basic skills and techniques
2. Basic training programs
3. Practice games
4. Intercollegiate competition
5. Oral instruction and
6. Multimedia

Methods of Evaluation:



1. Skill demonstrations, including:
 - a. Performance exams
 - b. Rules of the game
 - c. Soccer terminology

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO YES
Taft College General Education:	CSE: CSU Area E
Disciplines	Health or PE or Kinesiology or Coaching

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Reviewed by: K. Bandy
Reviewed by: ~~V. Maiocco~~
Reviewed by: B. Ferguson
Date Reviewed: ~~February 26, 2019~~ July 9, 2025
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Textbook update: Spring 2025
Semester effective: Spring 2025

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Physical Education (PHED) 1523 Beginning Weight Lifting and Physical Fitness (1 Unit) CSU:UC
[formerly Physical Education 23ABCD]

Prerequisite: None

Hours and Unit Calculations:

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

Catalog Description: This activity course is designed to introduce weight training and physical fitness to the beginning student. This course will introduce the proper techniques of weight training and how the exercise corresponds with the muscles of the human body, along with use of correct safety measures.

Type of Class/Course: Degree Credit

Representative Texts:

National Strength & Conditioning Association, editor. *Strength Training*. 2nd ed., Human Kinetics, 2016

National Strength & Conditioning Association, and Margaret T. Jones, editors. *NSCA's Guide to Program Design*. 2nd ed. Human Kinetics, 2024.

Additional Instructional Materials: Notebook

Student Learning Outcomes:

1. Improve or maintain strength and/or cardiovascular fitness
2. Independently and safely use weight room equipment
3. Exhibit proper range of motion.
4. Perform training exercises at home.

#1 - Improve or maintain strength and/or cardiovascular fitness

#2 - Independently and safely use weight room equipment

#3 - Exhibit proper range of motion.

#4 - Perform training exercises at home.

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Course Objectives:

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

1. Increase cardiovascular endurance,
2. Increase the level of physical fitness in the individuals so they can enjoy participation in recreational and competitive sports,
3. Expand the body's ability to adapt to the stimuli of internal and external forces, and to perform the tasks of everyday living more effectively,
4. Appraise the importance of physical activity and how it plays an important role in extending life expectancy, and
5. Keep accurate records of physical activity performed.

Course Scope and Content:

- | | |
|----------|--|
| Unit I | Introduction, Overview of Course, Expectations, Weight Room Procedures |
| | A. Equipment |
| | B. Equipment and Weight Room Safety |
| Unit II | Stretching, Weight Training |
| | A. Static and Dynamic Stretching |
| | B. Free weights |
| | C. Weight machines |
| Unit III | Cardiovascular Exercise |
| | A. Elliptical Machine |
| | B. Treadmill |
| | C. Stationary Bicycle |
| | D. Walking / Jogging |

Learning Activities Required Outside of Class:

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

1. Skill practice

Methods of Instruction:

1. Oral Instruction,
2. Demonstration, and
3. Mediated Learning.

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams,
 - b. Skill improvement, and
 - c. Safe weight lifting technique.

Supplemental Data:

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TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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:	Health or PE or Kinesiology or Coaching



Reviewed by: K. Bandy
Reviewed by: ~~V. Waugh~~ B. Ferguson
Date Reviewed: ~~Spring 2019~~ July 16, 2025
Textbook update: ~~Spring 2019~~
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1529 Water Aerobics (1 Unit) CSU
[Formerly Physical Education 21ABCD]

Prerequisite: None

Hours and Unit Calculations:

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

Catalog Description: This is an activity class providing cardiovascular conditioning, muscle strengthening, and flexibility through water exercise (not swimming), emphasizing low impact on joints. The class is intended for beginners and can be used for rehabilitation and as a cross-training activity for athletes.

Type of Class/Course: Degree Credit

Representative Texts:

Gibson, Terry-Ann Spitzer, and Werner W.K. Hoeger. *Water Aerobics for Fitness and Wellness*. 4th ed. Cengage Learning, 2011.

Additional Instructional Materials: None

Course Objectives:

Student Learning Outcomes

1. Students will utilize rhythmical and aerobic movement in water designed to improve flexibility, strength, and endurance

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Course Objectives:

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

1. Demonstrate muscle tone and flexibility,
2. Demonstrate cardiovascular fitness,
3. Estimate the target heart rate according to their respective age, and
4. Evaluate the degree of personal fitness level.

Course Scope and Content

Unit I Exercise Patterns



- A. Warm-up
- B. Aerobic exercise
- C. Strength and flexibility
- D. Body toning exercises
- E. Cool down/relaxers

Unit II Cardiovascular and Heart Rate Monitoring

- A. Characteristics of a healthy heart
- B. Pulse measurements
- C. Target heart rate

Unit III Exercise Program Development

- A. Healthy alignment for efficiency and injury prevention
- B. Body control
- C. Balancing muscle groups
- D. Varying direction of muscle groups

Unit IV Change of Pace Activities

- A. Deep water exercises
- B. Kick boards

Unit V Before and After Self-Evaluation Tests

- A. Comparison of resting, training and recovery heart rate
- B. Overall wellness

Methods of Instruction:

- 1. Oral instruction,
- 2. Demonstration, and
- 3. Mediated learning.

~~Learning Activities Required Outside of Class:~~

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

- ~~1. Reading assigned text and~~
- ~~2. Skill practice.~~

Methods of Evaluation:

- 1. Performance exams,
- 2. Completion of self-evaluation, and
- 3. Skill improvement.

Supplemental Data:

TOP Code:	083500: Physical Education
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SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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:	Health or PE or Kinesiology or Coaching



Reviewed by: K. Bandy
Reviewed by: ~~V. Waugh~~ B. Ferguson
Date Reviewed: ~~Spring 2019~~ July 16, 2025
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1532 Low Impact Aerobics (1 Unit) CSU:UC
[formerly Physical Education 32ABCD]

Prerequisite: None

Hours and Unit Calculations:

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

Catalog Description: This is an activity course using low-impact dance techniques aerobically and intended for the beginner. Emphasis is placed on the development of aerobic fitness and becoming familiar with body movement. Music and various pieces of equipment are used while performing routines. Low-impact aerobics means that one foot always remains in contact with the floor.

Type of Class/Course: Degree Credit

Representative Texts:

Bishop, Jan Galen. *Fitness through Aerobics*. 9th ed., Human Kinetics, 2014.

Additional Instructional Materials: Heart rate chart

Suggested Instructional Materials: 3-5 lb. weights, stability ball, floor-work mat.

Course Objectives:

Student Learning Outcomes

1. Perform aerobic exercise routines; race walking, toning, rubber bands/ropes, and floor exercises in order to contribute to lifelong fitness and health.

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

1. Perform basic steps in dance,
2. Perform combinations of various steps to music,
3. Define aerobic fitness,
4. Define circuit training,
5. Define interval training,
6. Calculate training rates for his/her body,
7. Evaluate his/her own body in terms of aerobic fitness,
8. Perform spot-toning exercise using free weights,
9. Race walk 1 1/2 miles for time to appraise, and
10. Use resistance training machines properly.

Course Scope and Content:

Unit I Introduction and Orientation to Class Procedures

- A. Benefits of aerobic conditioning
- B. Proper shoe selection
- C. Weight usage in workouts
- D. Importance of hydration
- E. Warm-up/Cool-down exercises

- Unit II Basic Dance Steps
- A. Calculation and taking of pulse
 - B. Calculation of the Target Heart Rate Zone

- Unit III Techniques and Combinations
- A. Introduction of equipment
 - B. Introduction to dance fitness

- Unit IV Aerobic Dance Routines (Non-Stop)
- A. Racewalking program
 - B. Toning weights
 - C. Rubberbands/ropes
 - D. Toning floor exercises

- Unit V Review of Semester
- A. Measure body fitness aerobically

- Unit VI Yoga
- A. Develop strength and flexibility
 - B. Learn to how to use yoga to reduce stress, increase energy and enhance concentration
 - C. Basic yoga practice and poses

Learning Activities Required Outside of Class:

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

- 1. Skill practice and
- 2. Reading assigned text.

Methods of Instruction:

- 1. Demonstration by instructor,
- 2. Class participation,
- 3. Several fitness appraisals,
- 4. Lots of encouragement and positive input by the instructor, and
- 5. Creative dance days: students make steps into a dance routine.

Methods of Evaluation:

- 1. Skill demonstrations, including:
 - a. Performance exams and
- 2. Written exams.

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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	Health or PE or Kinesiology or Coaching



Reviewed by: K. Bandy
~~Reviewed by: V. Maiocco~~
Reviewed by: B. Ferguson
Date Reviewed: ~~February 27, 2019~~ July 16, 2025
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1533 Walking for Fitness (1 Unit) CSU

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 48 lab hours (48 Total Student Learning Hours) 1 Unit.

Catalog Description: This course is designed to improve fitness. This includes improvement in the following fitness components: muscular strength/endurance, flexibility and range of motion, core strength and postural strength, improvement in body composition, and improvement in cardiovascular conditioning.

Type of Class/Course: Degree applicable

Representative Texts: Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Additional Instructional Materials: Note pad for logging students' workouts.

Course Objectives:

Student Learning Outcomes

1. Student will improve their cardiovascular and fitness level by semester's end.

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Course Objectives:

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

1. Improve cardiovascular and muscular strength,
2. Improve cardiovascular and muscular endurance,
3. Improve flexibility and range of motion,
4. Improve core strength, and
5. Develop and implement a health plan.

Course Scope and Content

- Unit I Progressive Warm-up and Stretch
- A. Dynamic stretching
 - B. Static stretching



- Unit II Core Strength Training/Low Back Training
- A. Crunches
 - B. Medicine balls
 - C. Planks
 - D. Hyperextensions
- Unit III Strength Training (Individualized Program/Circuit Training)
- A. Circuit training weight program
- Unit IV Cardiovascular Conditioning
- A. Walking or running to achieve ones Target Heart Rate

~~Learning Activities Required Outside of Class:~~

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

- ~~1. Skill practice,~~
- ~~2. Weight/strength training, and~~
- ~~3. Maintaining a proper and balanced nutritional diet.~~

Methods of Instruction:

- 1. Introduce Target Heart Rate and the health consequences,
- 2. Explain and demonstrate how one should pre and post activity stretch,
- 3. Demonstrate the benefits of core conditioning,
- 4. Elaborate the importance of increasing the intensity of the workout throughout the semester, and
- 5. Mention the importance of working out in proper attire; running shoes, shorts, sweats, and shirts.

Methods of Evaluation:

- 1. Skill demonstrations:
 - a. Performance exams,
 - b. Skill improvement, and
 - c. Develop and keep a personal health journal for the duration of the semester.

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)



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

Reviewed by: K. Bandy

Reviewed by: ~~V. Maiocco~~

Reviewed by: B. Ferguson

Date Reviewed: ~~February 26, 2019~~ July 9, 2025

C&GE Approved: ~~April 4, 2019~~

Board Approved: ~~May 8, 2019~~

Textbook Update: Spring 2025

Semester effective: Spring 2025

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Physical Education (PHED) 1623 Intermediate Weight Lifting and Physical Fitness (1 Unit) CSU

Prerequisite: ~~Successful completion of PHED 1523 with a grade of 'C' or better~~

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

- ~~1. Demonstrate knowledge of proper use of weight room equipment and safety procedures~~

Hours and Unit Calculations:

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

Catalog Description: This course will continue to advance upon the proper techniques of weight training that was introduced in Beginning Weight Training and Physical Fitness. This course will also show how the exercise corresponds with the muscles of the human body, along with use of correct safety measures.

Type of Class/Course: Degree Credit

Representative Texts:

National Strength & Conditioning Association, editor. *Strength Training*. 2nd ed., Human Kinetics, 2016.

National Strength & Conditioning Association, and Margaret T. Jones, editors. *NSCA's Guide to Program Design*. 2nd ed. Human Kinetics, 2024.

Additional Instructional Materials: Notebook

Student Learning Outcomes:

1. Independently and safely use weight room equipment.
2. Exhibit proper range of motion.
3. Improve or maintain strength and/or cardiovascular fitness.
4. Perform training exercises at home.

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~~• #1- Independently and safely use weight room equipment.~~

~~• #2- Exhibit proper range of motion.~~

~~• #3- Improve or maintain strength and/or cardiovascular fitness.~~

~~• #4- Perform training exercises at home.~~

Course Objectives:

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

1. Demonstrate an increase in physical strength and endurance,
2. Demonstrate an increase the overall level of physical fitness,
3. Expand the body's ability to adapt to the stimuli of internal and external forces, and to perform the tasks of everyday living more effectively,
4. Appraise the importance of physical activity and how it plays an important role in extending life expectancy,
5. Keep accurate records of physical activity performed,
6. Practice all rules of safety, and
7. Describe a variety of equipment and exercises.

Course Scope and Content (laboratory):

Unit I	Introduction, Overview of Course, Expectations, Weight Room Procedures
	A. Equipment
	B. Equipment and Weight Room Safety
	C. Equipment theory
Unit II	Stretching, Weight Training
	A. Static and Dynamic Stretching
	B. Free weights
	C. Weight machines
	D. Core exercises
	E. Biomechanics
Unit III	Cardiovascular Exercise
	A. Elliptical Machine
	B. Treadmill
	C. Stationary Bicycle
	D. Walking / Jogging
Unit IV	Developing a personalized program
	A. Cardiovascular training
	B. Resistance training
	C. Testing and re-measurement

~~Learning Activities Required Outside of Class:~~

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

- ~~1. Skill practice~~



Methods of Instruction:

1. Oral Instruction,
2. Demonstration, and
3. Mediated Learning.

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams,
 - b. Skill improvement, and
 - c. Safe weight lifting technique

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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:	Health or PE or Kinesiology or Coaching



Reviewed by: K. Bandy
Reviewed by: ~~V. Waugh~~ B. Ferguson
Date Reviewed: ~~Spring 2019~~ July 16, 2025
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1629 Intermediate Water Aerobics (1 Unit) CSU

Prerequisite: ~~Successful completion of PHED 1529 with a grade of 'C' or better~~

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

- ~~1. Demonstrate muscle tone and flexibility,~~
- ~~2. Demonstrate cardiovascular fitness,~~
- ~~3. Estimate the target heart rate according to their respective age, and~~
- ~~4. Evaluate the degree of personal fitness level.~~

Hours and Unit Calculations:

Total Contact Hours: 48 hours lab (48 Total Student Learning Hours) 1 unit

Catalog Description: This class is designed to provide ~~callisthenic~~-callisthenic-type exercises and routines using the resistance of the water as a means for developing cardiovascular endurance, strength, flexibility, and coordination. Posture and appearance will improve through performance and understanding of using ~~the~~ water as a resistance. The class can be used for rehabilitation and as a cross-training activity for athletes.

Type of Class/Course: Degree Credit

Representative Texts:

Gibson, Terry-Ann Spitzer, and Werner W.K. Hoeger. *Water Aerobics for Fitness and Wellness*. 4th ed. Cengage Learning, 2011.

Additional Instructional Materials: None

Course Objectives:

Student Learning Outcomes

1. Students will utilize rhythmical and aerobic movement in water designed to improve flexibility, strength, and endurance.

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Course Objectives:

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

1. Demonstrate improvement of muscle tone and flexibility,
2. Demonstrate shallow water resistance training moves,
3. Demonstrate improvement of cardiovascular fitness,
4. Estimate the target heart rate according to their respective age and target conditioning



level, and

9.5. Evaluate the degree of personal fitness level.

Course Scope and Content (laboratory):

- | | |
|----------|---|
| Unit I | Exercise Patterns: <ul style="list-style-type: none">A. Aquatic warm-up proceduresB. Aerobic movementsC. Building strength and flexibilityD. Aquatic resistance training movesE. Cool down/relaxers |
| Unit II | Assessment of Fitness <ul style="list-style-type: none">A. FlexibilityB. Muscular strengthC. Muscular enduranceD. Cardiovascular endurance |
| Unit III | Skill Development <ul style="list-style-type: none">A. Extension and downward movementB. JoggingC. ScissorsD. Resistance |
| Unit IV | Workout Types <ul style="list-style-type: none">A. BasicB. Interval trainingC. Deep water joggingD. Resistance |
| Unit V | Before and After Self-Evaluation Tests <ul style="list-style-type: none">A. Comparison of resting, training and recovery heart rateB. Overall wellness |

Methods of Instruction:

1. Oral instruction,
2. Demonstration, and
3. Mediated learning.

~~Learning Activities Required Outside of Class:~~

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

- ~~1. Reading assigned text and~~
- ~~2. Skill practice.~~



Methods of Evaluation:

1. Performance exams,
2. Completion of self-evaluation, and
1. Skill improvement

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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:	Health or PE or Kinesiology or Coaching



Reviewed by: K. Bandy
Reviewed by: ~~V. Waugh~~ B. Ferguson
Date Reviewed: ~~Spring 2019~~
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1632 Intermediate Low Impact Aerobics (1 Unit) CSU

Prerequisite: ~~Successful completion of PHED 1532 with a grade of 'C' or better.~~

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

- ~~1. Perform basic steps in dance;~~
- ~~2. Perform combinations of various steps to music;~~
- ~~3. Define aerobic fitness;~~
- ~~4. Define circuit training;~~
- ~~5. Define interval training;~~
- ~~6. Calculate training rates for his/her body;~~
- ~~7. Evaluate his/her own body in terms of aerobic fitness;~~
- ~~8. Perform spot-toning exercise using free weights;~~
- ~~9. Race/walk 1 1/2 miles for time to appraise, and~~
- ~~10. Use resistance training machines properly.~~

Hours and Unit Calculations:

Total Contact Hours: 48 hours lab (48 Total Student Learning Hours) 1 Unit.

Catalog Description: This is an activity course using low-impact aerobic dance techniques at the intermediate level. Emphasis is placed on the development of aerobic fitness, flexibility, stress reduction, and cardiovascular endurance. The course combines activity and a variety of musical rhythms. Low-impact aerobics means that one foot always remains in contact with the floor.

Type of Class/Course: Degree Credit

Representative Texts:

Bishop, Jan Galen. *Fitness through Aerobics*. 9th ed., Human Kinetics, 2014.

Additional Instructional Materials: Heart-rate chart

Suggested Instructional Materials: 3-5 lb. weights, stability ball, floor-work mat.

Course Objectives:

Student Learning Outcomes

1. Continue strength increase and/or cardiovascular fitness that began in PHED 1523.

Course Objectives:

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

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1. Appraise increased levels of physical fitness through flexibility and cardiovascular endurance exercises,
2. Describe the physiological benefits of aerobic conditioning,
3. Estimate target heart rate according to their respective age,
4. Identify the components of aerobic conditioning and the prevention of injuries, and
5. Complete an intermediate-level workout in required time.

Course Scope and Content (laboratory):

- | | |
|----------|---|
| Unit I | Benefits of Aerobic Conditioning <ol style="list-style-type: none"> A. Cardiovascular B. Muscular system C. Skeletal system D. Psychological and physical |
| Unit II | Injuries <ol style="list-style-type: none"> A. Causes and prevention |
| Unit III | Fitness Assessment <ol style="list-style-type: none"> A. Health inventory B. Body composition, flexibility and strength tests C. Calculate heart rate D. Measurements |
| Unit IV | Stress Management and Exercise <ol style="list-style-type: none"> A. Identify signs of stress B. Strategies and techniques for managing stress |
| Unit V | Posture analysis <ol style="list-style-type: none"> A. Posture assessment B. Prevention and correction exercises |
| Unit VI | Aerobic workout <ol style="list-style-type: none"> A. Cardio-muscular B. Muscular strength and endurance C. Flexibility |

~~Learning Activities Required Outside of Class:~~

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

- ~~1. Skill practice and~~
- ~~2. Reading assigned text.~~

Methods of Instruction:

1. Demonstration by instructor,
2. Class participation,
3. Several fitness appraisals,



4. Lots of encouragement and positive input by the instructor, and
5. Creative dance days: students make steps into a dance routine.

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams and
2. Written exam

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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:	Health or PE or Kinesiology or Coaching
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Reviewed by: K. Bandy
Reviewed by: ~~V. Maio~~ B. Ferguson

Date reviewed: ~~February 27, 2019~~ July 17, 2025
C&GE approved: ~~April 4, 2019~~
Board approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1644 Introduction to Physical Education (3 Units) CSU:UC
[Formerly Physical Education 44]

Advisory: Eligibility for English ~~1500-C1000, C1000E, or 1502~~ is strongly recommended

Hours and Unit Calculations:

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

Catalog Description: This course provides an orientation to the profession of physical education and will explore the historical aspects of physical education and sport. Fieldtrips may be required.

Type of Class/Course: Degree Credit

Representative Texts: Lumpkin, Angela. *Introduction to Physical Education, Exercise Science, and Sport*. 11th ed. McGraw-Hill Education, ~~2012~~. 2020

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Additional Instructional Materials: None

Course Objectives:

Student Learning Outcomes

1. Differentiate the difference between sport, fitness, and physical education
2. Be able to discuss educational aspects concerning physical education
3. Possess a working knowledge of career aspects in the field of physical education
4. Be able to discuss the importance of physical education in history, as well as in the future

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Course Objectives:

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

1. ~~1.4.~~ appraise the area of physical education as a career objective,
2. compare and contrast physical education with other professions,
3. discuss the historical aspects of physical education by earlier civilizations,
4. demonstrate knowledge ~~on-of~~ how sport and physical education came to be on the college campus,
5. discuss the importance of the history of the Olympic Games,
6. explain what is the role of the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD),
7. examine how the NCAA (National Collegiate Athletic Association) works on the college campus,
8. debate the importance of physical education at the elementary school level,

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9. evaluate how Title IX changed physical education and sport, and
10. analyze why physical education and sport often gets hit hard in budget problems.

Course Scope and Contents:

- Unit I Understanding the Context of Lifespan Sport, Fitness, and Physical Education
- a. The Obesity Health Care Crisis
 - b. Heritage of Physical Education, Sport and Fitness in the US
 - c. Changing Philosophies for Sport, Fitness, and PE
- Unit II Sport
- a. Basic Concepts of Sport
 - b. Sport Programs and Professions
 - c. Problems and Issues in Sport
- Unit III Fitness
- a. Basic Concepts of Fitness
 - b. Fitness Programs and Professions
 - c. Problems and Issues in Fitness
- Unit IV Physical Education
- a. Basic Concepts of Physical Education
 - b. Physical Education Programs and Professions
 - c. Problems and Issues in Physical Education
- Unit V Building a National Infrastructure to Support Physical Activity and Health Lifestyles
- a. The Crucial Themes Defining Our Present and Future
 - b. The Physical Science Subdisciplines Supporting Professions
 - c. The Social Science Subdisciplines Supporting the Professions

Representative Assignments:

Reading:

- Students will be required to read daily and weekly materials from textbooks, journals, websites, and instructor handouts.
- College level reading from selected chapters of the textbook is required prior to material being discussed in class.
- Additional reading may be assigned that include professional journals or websites that support course content.

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Writing:

- Students will write at least one paper (2-3 page) summarizing their research on a specific movement skill. Most common assignments are related to specific sport and exercise movements.
- Students are required writing assignment discussing in depth what they have learned in regards to basic principles in fitness and wellness. The paper will be college level with appropriate research if needed and APA or MLA format.
- Students are required to submit short written assignments in regards to the five health parameters in fitness and wellness. Writing is to show college level thinking with completeness and objective data, reasoned conclusions that demonstrate critical thinking and applies new information from the course content.

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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. Skill practice
2. Readings from the text
3. Following relevant physical education and sport issues

Methods of Instruction:

1. Lecture
2. Class discussion
3. Audio-visual aids
4. Reading assignments
5. Visitations to local high school P.E. classes and athletic programs
6. Visitations to local elementary physical education classes
7. Visitations to area fitness clubs
8. Visitations to area golf courses and bowling alleys
9. Research projects

Methods of Evaluation:

- ~~1.~~ 1. Mid-term exam
- ~~0-2.~~ Final exam
- ~~1-3.~~ Unit tests
- ~~2-4.~~ Written summary of visitations
- ~~3-5.~~ In-class discussions

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Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course

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

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Reviewed by: B. Ferguson
Reviewed by: K. Bandy
Date reviewed: ~~February 26, 2019~~ July 17, 2025

C&GE approved: ~~April 4, 2019~~

Board Approved: ~~May 8, 2019~~

Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1646 Techniques in Athletic Taping I (1 Unit) CSU:UC
[Formerly Physical Education 46A]

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 8 hours lecture (16 Outside of class hours); 24 hours lab (48 Total Student Learning Hours) 1 Unit

Catalog Description: This course provides instruction in the basic techniques required in preventing athletic injuries by the use of tape and wraps. Practical application of anatomy and kinesiology in emergency first aid and therapy methods used in athletics ~~are~~ emphasized.

Type of Class/Course: Degree Credit

Representative Texts:

Perrin, David H. *Athletic Taping and Bracing*, 4th ed. New York: Human Kinetics, 2018.

Required Instructional Materials: Assorted types and sizes of athletic tape and elastic bandages

~~Course Objectives:~~

Student Learning Outcomes

1. Properly tape various joints of the body for specific athletic injuries
2. Perform various compression wraps for various athletic injuries

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Course Objectives:

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

1. Recall and reproduce prophylactic taping and wrapping for several specific ~~sport~~ sport-related injuries.
2. Discuss the reasoning behind taping and wrapping athletic injuries, and
3. Illustrate several athletic injuries, the assessment procedures for each, and the tape or wrap procedure that specifically relates.

Course Scope and Content:

Unit I Introduction and Ankle



- a. Ankle Taping
- Unit II Ankle (cont'd) and Big Toe
 - a. Ankle Compression Wrap
 - b. Turf Toe Taping
- Unit III Foot and Heel
 - a. Longitudinal Arch Taping
 - b. Heel Bruise Taping
- Unit IV Ankle Evaluation
 - a. Bony landmarks
 - b. Soft Tissue
 - c. Special Tests
- Unit V Foot, Lower leg, and Crutches
 - a. Metatarsal Arch Pad
 - b. Shin Splint Taping
 - c. Crutch fitting
- Unit VI Achilles Tendon
 - a. Achilles Tendon Taping
- Unit VII Knee
 - a. Patellar Tendon Taping
 - b. Knee Compression Wrap

Representative Assignments:

Reading: Assigned reading from textbook.

Writing: Write a five-page research project evaluating and analyzing the athletic injury of an assigned contemporary female athlete in a major sporting event. Discuss the treatments utilized to aide in her recovery; research other options both successful and unsuccessful. Present the findings both orally and in writing. This assignment should provide a synthesis of course concepts and an analysis of the role of an athletic trainer.

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. Practicing taping techniques
2. Practicing wrapping techniques
3. Practicing proper evaluation procedures and methods

Methods of Instruction:

1. Lecture
2. Hands-on
3. Class discussion

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Methods of Evaluation:

1. Practical examination

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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:	Health or PE or Kinesiology or Athletic

Reviewed by: K. Bandy
 Reviewed by: ~~V. Maiocco~~
 Reviewed by: B. Ferguson
 Date Reviewed: ~~February 26, 2019~~ July 9, 2025
 C&GE Approved: ~~April 4, 2019~~
 Board Approved: ~~May 8, 2019~~
 Textbook update: Spring 2025
 Semester effective: Spring 2025

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Physical Education (PHED) 1723 Advanced Weight Lifting and Physical Fitness (1 Unit) CSU

Prerequisite: ~~Successful completion of PHED 1623 with a grade of 'C' or better~~

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

- ~~1. Demonstrate proper use of weight room equipment and safety procedures;~~
- ~~2. Demonstrate ability to build an individual fitness program, and~~
- ~~3. Demonstrate fitness record keeping.~~

Hours and Unit Calculations:

Total Contact Hours: 48 lab hours (48 Total Student Learning Hours) 1 Unit.

Catalog Description: This activity course will continue to advance upon the proper techniques of weight training that was introduced in Intermediate Weight Training and Physical Fitness. This course is designed for the motivated and fit individual who wishes to increase their physical potential.

Type of Class/Course: Degree Credit

Representative Texts:

National Strength & Conditioning Association, editor. *Strength Training*. 2nd ed., Human Kinetics, 2016.

National Strength & Conditioning Association, and Margaret T. Jones, editors. *NSCA's Guide to Program Design*. 2nd ed. Human Kinetics, 2024.

Additional Instructional Materials: Notebook

Student Learning Outcomes:

1. Utilize proper techniques of weight lifting learned in PHED 1523 and PHED 1623.
2. Exhibit proper range of motion in various weight lifting techniques.
3. Continue strength increase and/or cardiovascular fitness that began in PHED 1523, continued in PHED 1623, and show evidence of advanced knowledge of how strength and fitness can continue to improve through these techniques.

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~~#1 - Utilize proper techniques of weight lifting learned in PHED 1523 and PHED 1623.~~

~~#2 - Exhibit proper range of motion in various weight lifting techniques.~~

~~#3--Continue strength increase and/or cardiovascular fitness that began in PHED 1523, continued in PHED 1623, and show evidence of advanced knowledge of how strength and fitness can continue to improve through these techniques.~~

~~#4--Perform training exercises at home~~

Course Objectives:

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

1. List methods of providing resistance for muscle,
2. Demonstrate correct safety procedures with regard to weight machines and free weights,
3. Prepare a comprehensive weight-training program based upon sound goals,
4. Appraise the importance of physical activity and how it plays an important role in extending life expectancy,
5. Describe various resistance exercises for specific muscle groups, and
6. Keep accurate records of work out routines and be able to offer suggestions of other exercises that will work muscle groups.

Course Scope and Content (Laboratory):

Unit I Introduction, Overview of Course, Expectations, Weight Room Procedures

- A. Safety procedures
- B. Use of equipment and introduction of new equipment
- C. Warm-up and cool-down techniques

Unit II Stretching, Weight Training

- A. Stretching techniques
- B. Techniques for improving: power, endurance, strength
- C. Different techniques for training, i.e. isometric, plyometric, isotonic

Unit III Cardiovascular Exercise

- A. Elliptical Machine
- B. Treadmill
- C. Stationary Bicycle
- D. Walking / Jogging

Unit IV Developing a personalized program for an advanced student

- A. Muscular fitness assessment
- B. Proper exercise prescription and goal setting
- C. Program evaluation

~~Learning Activities Required Outside of Class:~~

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

- ~~1. Skill practice and~~

2. ~~Maintain a workout log book.~~

Methods of Instruction:

1. Oral Instruction
2. Demonstration
3. Mediated Learning

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams,
 - b. Skill improvement, and
 - c. Safe weight lifting technique

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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:	Health or PE or Kinesiology or Coaching



Reviewed by: K. Bandy
Reviewed by: ~~V. Waugh~~ B. Ferguson
Date Reviewed: ~~Spring 2019~~ July 16, 2025
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1729 Advanced Water Aerobics (1 Unit) CSU

Prerequisite: ~~Successful completion of PHED 1629 with a grade of 'C' or better~~

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

- ~~1. Demonstrate muscle tone and flexibility,~~
- ~~2. Demonstrate cardiovascular fitness,~~
- ~~3. Estimate the target heart rate according to their respective age, and~~
- ~~4. Evaluate the degree of personal fitness level.~~

Hours and Unit Calculations:

Total Contact Hours: 48 hours lab (48 Total student learning hours) 1 Unit

Catalog Description:- This is an activity course designed to improve muscular strength, flexibility, and cardiovascular fitness, while reducing stress on the body by performing exercises in the water. Exercises will involve variations in movement and tempo, both with and without a resistive implement, to achieve advanced fitness improvements. This course is designed for those individuals with a high degree of aerobic fitness. The class can also be used for rehabilitation and as a cross-training activity for athletes.

Type of Class/Course: Degree Credit

Representative Texts:

Gibson, Terry-Ann Spitzer, and Werner W.K. Hoeger. *Water Aerobics for Fitness and Wellness*. 4th ed. Cengage Learning, 2011.

Additional Instructional Materials: None

Course Objectives:

Student Learning Outcomes

1. Students will utilize rhythmical and aerobic movement in water designed to improve flexibility, strength, and endurance.

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Course Objectives:

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

1. Demonstrate improvement of muscle tone and flexibility,
2. Demonstrate shallow water resistance training moves,



- 7.3. Demonstrate improvement of cardiovascular fitness,
- 8.4. Adjust and yield to buoyancy equipment,
- 9.5. Modify exercise intensity as appropriate,
- 10.6. Estimate the target heart rate according to their respective age and target conditioning level,
- 11.7. Evaluate the degree of personal fitness level, and
- 12.8. Describe the benefits of exercise and its importance to a healthy lifestyle.

Course Scope and Content (laboratory):

- | | |
|----------|--|
| Unit I | Components of an aquatic workout: <ul style="list-style-type: none">A. Buoyancy warm-upB. Cardio warm-upC. Aerobic segmentD. Aerobic cool-downE. Muscular conditioningF. Stretching/warm-down |
| Unit II | Assessment of fitness <ul style="list-style-type: none">A. FlexibilityB. Muscular strengthC. Muscular enduranceD. Cardiovascular endurance |
| Unit III | Upper and lower body movements <ul style="list-style-type: none">A. Extension and downward movementB. kickingC. ScullingD. ResistanceE. Push and PullF. Lever length |
| Unit IV | Workout types <ul style="list-style-type: none">A. Water weightsB. Interval trainingC. Deep water joggingD. ResistanceE. MogulsF. Kick variations |
| Unit V | Before and After Self-Evaluation Tests <ul style="list-style-type: none">A. Comparison of resting, training and recovery heart rateB. Overall wellness |

Methods of Instruction:

1. Oral instruction,
2. Demonstration, and
3. Mediated learning.



~~Learning Activities Required Outside of Class:~~

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

- ~~1. Reading assigned text and~~
- ~~2. Skill practice.~~

Methods of Evaluation:

1. Performance exams,
2. Completion of self-evaluation, and
3. Skill improvement

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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:	Health or PE or Kinesiology or Coaching



Reviewed by: K. Bandy
Reviewed by: ~~V. Maiocco~~
Reviewed by: B. Ferguson
Date Reviewed: ~~February 26, 2019~~ ~~July 9, 2025~~
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Textbook update: Spring 2025
Semester effective: Spring 2025

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Physical Education (PHED) 1823 Elite Weight Lifting and Physical Fitness (1 Unit) CSU

Prerequisite: ~~Successful completion of PHED 1723 with a grade of 'C' or better.~~

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

- ~~1. Demonstrate proper use of weight room equipment and safety procedures;~~
- ~~2. Demonstrate ability to build an individual fitness program;~~
- ~~3. Demonstrate fitness record keeping; and~~
- ~~4. Be able to assist a beginning weight training student in building a whole body fitness routine based on sound principles and techniques.~~

Hours and Unit Calculations:

Total Contact Hours: 48 lab hours (48 Total Student Learning Hours) 1 Unit.

Catalog Description: This activity course is designed for elite weight training. This course will continue to advance upon the proper techniques of weight training that was introduced in Advanced Weight Training and Physical Fitness. This course is designed to build strength and power with exercises that center on the development of core strength and multi-joint power lifts. This course also emphasizes, in the conditioning phase, the development of agility, quickness, coordination, balance and speed through the implementation of competitive drills and routines. This course will further instruct the elite fitness student in the use of peripheral fitness equipment and techniques to propagate their lifelong fitness goals.

Type of Class/Course: Degree Credit

Representative Texts:

National Strength & Conditioning Association, editor. *Strength Training*. 2nd ed., Human Kinetics, 2016.

National Strength & Conditioning Association, and Margaret T. Jones, editors. *NSCA's Guide to Program Design*. 2nd ed. Human Kinetics, 2024.

Additional Instructional Materials: Notebook

Student Learning Outcomes:

- ~~1. Utilize proper techniques of weight lifting learned in PHED 1523, PHED 1623 and 1723.~~
- ~~2. Exhibit proper range of motion in various weight lifting techniques.~~
- ~~3. Continue strength increase and/or cardiovascular fitness that began in PHED 1523, continued in PHED 1723, and show evidence of advanced knowledge of how strength and fitness can continue to improve through these techniques.~~
- ~~4. Perform training exercises at home.~~

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~~#1- Utilize proper techniques of weight lifting learned in PHED 1523, PHED 1623 and 1723.~~

~~#2- Exhibit proper range of motion in various weight lifting techniques.~~

~~#3- Continue strength increase and/or cardiovascular fitness that began in PHED 1523, continued in PHED 1723, and show evidence of advanced knowledge of how strength and fitness can continue to improve through these techniques.~~

~~#4- Perform training exercises at home.~~

Course Objectives:

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

1. Apply proper lifting, breathing and spotting techniques associated with a variety of resistance training exercises,
2. Monitor and adjust weight training programs, using exercise science principles to optimize improvement in muscular strength, hypertrophy and endurance using a variety of training systems,
3. Define and apply to their exercise program the principles of repetition, set, rest period, tempo, path of motion, range of motion, overload and progression resistance,
4. Differentiate between weight training systems using split routines, peripheral heart actions, supersets, circuits, compound sets and power sets, and
5. Describe the function and importance of nutrition in exercise performance, health and body composition.

Course Scope and Content:

Unit I	Introduction, Overview of Course, Expectations, Weight Room Procedures <ol style="list-style-type: none">A. Equipment introductionB. Partner training principlesC. Equipment and Weight Room Safety
Unit II	Stretching, Weight Training <ol style="list-style-type: none">A. StretchingB. EnduranceC. StrengthD. PowerE. Hypertrophy
Unit III	Workouts <ol style="list-style-type: none">A. Split routinesB. SupersetsC. CircuitsD. Power lifts

Learning Activities Required Outside of Class:

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

1. Skill practice and
2. Maintain a workout log book.

Methods of Instruction:

1. Oral Instruction,
2. Demonstration, and
3. Mediated Learning.

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams,
 - b. Skill improvement, and
 - c. Safe weight lifting technique

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable



Cooperative Work Experience:	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:	Health or PE or Kinesiology or Coaching



Reviewed by: K. Bandy
Reviewed by: ~~T. Thompson~~, B. Ferguson
Reviewed by: ~~G. Gelling~~
Date reviewed: ~~February 29, 2016~~ July 9,

C & GE approved: ~~March 13, 2016~~
Board approved: ~~April 13, 2016~~
Semester Effective: ~~Spring 2017~~

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2025

Physical Education (PHED) 2505 Advanced Women's Intercollegiate Golf (2 Units; limit 4 Units) CSU

Prerequisite: ~~Successful completion in Physical Education 1505 with a grade of "C" or better~~ PHED 1505

Total Hours: 107 lab hours

Catalog Description: This advanced course is designed for those students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games ~~are~~ is considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Representative Texts: ~~United States Golf Association. Rules of Golf. USGA, 2015. Print.~~
~~United States Golf Association. Rules of Golf. USGA, 2023. Print.~~

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Additional Instructional Materials: Individual golf clubs and equipment

Student Learning Outcomes

1. ~~Ability to perform essential skills, putting, chipping & full swing in order to play golf.~~
2. ~~Working knowledge of rules and etiquette in game situations~~
3. ~~Understand strategies in course management during a round of golf~~
4. ~~Develop team values~~

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Course Objectives:

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

1. ~~gain~~ Gain participation in an individual and team sport,
2. ~~P~~articipate at a higher level competitively, and
3. ~~further~~ Further her advanced athletic abilities in golf.

Course Scope and Content: (Laboratory)



- Unit I Advanced Training and Conditioning for Golf
 A. Agility
 B. Physical Strength
 C. Speed
 D. Endurance
- Unit II Advanced Fundamentals of Golf
 A. Set up,
 B. Swing
- Unit III Advanced Skill Development
 A. Iron Play
 B. Wood Play
 C. Chipping
 D. Putting
- Unit IV Advanced Strategies of Individual and Team Play
 A. Course Management,
 B. Shot Selection,
- Unit V Rules and Etiquette
 A. Sportsmanship
 B. Ethics
 C. Golf Etiquette

Methods of Instruction:

1. Practice of basic skills and techniques
2. Advanced training programs
3. Practice games
4. Intercollegiate competition
5. Oral instruction
6. Multimedia presentations

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. performance exam
 - b. Intercollegiate competition
2. Written assignments

Supplemental Data:

TOP Code:	083520: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational



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



Reviewed by: K. Bandy
Reviewed by: ~~T. Thompson~~ M. Rossi
Date reviewed: ~~February 24, 2019~~ July 15, 2025
C & GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester Effective: ~~Spring 2020~~

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Physical Education (PHED) 2509 Advanced Women's Intercollegiate Volleyball (2 Units; limit 4 Units)
CSU:UC
[formerly Physical Education 9B]

Prerequisite: ~~Successful completion in Physical Education 1509 with a grade of 'C' or higher~~
~~PHED 1509~~

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

- ~~1. Gain participation in a team sport.~~
- ~~2. Participate competitively, and~~
- ~~3. Further her athletic abilities in volleyball~~

Hours and Unit Calculations:

Total Contact Hours: 160 lab hours. (160 Total Student Learning Hours) 2 Units.

Catalog Description: This advanced course is designed for those students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games ~~are~~ considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Representative Texts:

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

American Volleyball Coaches Association (AVCA). *The Volleyball Drill Book*. 2nd ed., Human Kinetics, 2012.

Additional Instructional Materials: None

Student Learning Outcomes

- ~~1. Ability to perform essential skills; passing, setting, hitting and serving~~
- ~~2. Apply offensive and defensive strategies in game situations~~
- ~~3. Differentiate between positive and negative sportsmanlike attitudes~~
- ~~4. Develop team values~~

Course Objectives:



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

1. ~~gain~~ Gain participation in a team sport,
2. ~~P~~participate at a higher level competitively, and
3. ~~further~~ Further her advanced athletic abilities in volleyball.

Course Scope and Content:

Unit I Advanced Training and Conditioning for Volleyball

- A. Agility,
- B. Strength,
- C. Jump Training, and
- D. Endurance

Unit II Advanced Skills Performed in Volleyball

- A. Serving,
- B. Passing,
- C. Setting,
- D. Attacking,
- E. Blocking, and
- F. Digging

Unit III Rules and Strategies of Team Play

- A. Offensive Rules,
- B. Defensive Rules,
- C. Transitioning,
- D. Sportsmanship and ethics,
- E. Serve Receive,
- F. Offensive Systems,
- G. Hitter Coverage, and
- H. Defensive Systems

Learning Activities Required Outside of Class:

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

1. Individual skill practice
2. Keeping a notebook using class materials
3. Studying multimedia presentations and
4. Reading of the textbook

Methods of Instruction:

1. Practice of basic skills and techniques,
2. Advanced training programs,



3. Practice games, and
4. Intercollegiate competition
5. Oral instruction and
6. Multimedia presentations

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. performance exam
 - b. Intercollegiate games
2. Written assignments

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO YES

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Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

~~Textbook justification: There have not been any edition updates to either textbook offering. These are still the best books for the course.~~

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Reviewed by: K. Bandy
Reviewed by: ~~A. Cutrona~~ L. Martin
Date reviewed: ~~February 29, 2019~~ July
15, 2025
C & GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester Effective: ~~Spring 2020~~

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Physical Education (PHED) 2510 Advanced Women's Intercollegiate Soccer (2 Units; limit 4 Units)
CSU:UC
[formerly Physical Education 10B]

Prerequisite: ~~Successful completion in Physical Education 1510 with a grade of 'C' or higher.~~ PHED
1510

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

- ~~1. participate effectively in a team sport.~~
- ~~2. participate competitively, and~~
- ~~3. further athletic abilities in soccer.~~

Hours and Unit Calculations:

Total Contact Hours: 160 lab hours. (160 Total Student Learning Hours) 2 Units.

Catalog Description: This advanced course is designed for those students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games are considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Representative Texts:

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Gatz, G. *Complete Conditioning for Soccer*. Human Kinetics, 2009.

Additional Instructional Materials: None

Student Learning Outcomes

- ~~1. Perform essential skills: passing, trapping, heading, shooting~~
- ~~2. Apply offensive and defensive strategies in game situations.~~
- ~~3. Differentiate between positive and negative sportsmanlike attitudes~~
- ~~4. Develop team values~~
- ~~5. Develop fundamentals of competing at a college level~~



Course Objectives:

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

1. participate effectively in a team sport,
2. participate at a higher level competitively, and
3. further advanced athletic abilities in soccer.

Course Scope and Content:

Unit I Advanced Training and Conditioning for Soccer

- A. Cardiovascular fitness
- B. Quickness
- C. Strength
- D. Endurance

Unit II Advanced Skills Performed in Soccer

- A. Trapping
- B. Passing
- C. Dribbling
- D. Movement
- E. Formations
- F. Shooting
- G. Stance
- H. Pressure

Unit III Rules

- A. Offense
- B. Defense
- C. Transition
- D. Sportsmanship and ethics

Unit IV Team Strategy

- A. Patterns of play
- B. Positional attack
- C. Team attack
- D. Application of strategy

Learning Activities Required Outside of Class:

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

1. Skill practice
2. Working on individual skills,



3. Studying multimedia presentations, and
4. Reading of the textbook.

Methods of Instruction:

1. Practice of basic skills and techniques
2. Basic training programs
3. Practice games
4. Intercollegiate competition
5. Oral instruction and
6. Multimedia

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams
 - b. Rules of the game
 - c. Soccer terminology

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program



Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO <u>YES</u>
Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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Reviewed by: ~~G. Brixey~~ A. Clark

Reviewed by: B. Ferguson

Reviewed by: K. Bandy

Date reviewed: ~~Spring 2019~~ July 14, 2025

C & GE Approved: ~~April 4, 2019~~

Board Approved: ~~May 8, 2019~~

State Approved: ~~July 2, 2019~~

Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1507 Intercollegiate Softball (2 Units; limit 4 Units) CSU:UC
[formerly Physical Education 7A]

Advisory: Experience in playing competitive softball is desirable

Hours and Unit Calculations:

Total Contact Hours: 160 lab hours. (160 Total Student Learning Hours) 2 Units

Catalog Description: This course is designed for those students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games ~~are~~ is considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Text: None

Additional Instructional Materials:

Brown Lee E., and Vance A. Ferrigno, editors. *Training for Speed, Agility, and Quickness*. 3rd ed.,

Human Kinetics, 2014.

Garman, Judi F., and Michelle M. Gromachi. *Softball Skills and Drills*. 2nd ed., Human Kinetics, 2011.

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Garman, Judi F., and Michelle M. Gromachi. *Softball Skills and Drills*. 2nd ed., Human Kinetics, 2011.

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Student Learning Outcomes:

1. Develop team values
2. Differentiate between positive and negative sportsmanlike attitudes
3. Perform essential skills; fielding, throwing, catching, baserunning, hitting and pitching in order to play softball
4. Apply offensive and defensive strategies in game situations

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Course Objectives:

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



1. prepare student for intercollegiate competition
2. provide the student with practice games, to build depth and strength in their ability to play softball
3. acquaint the student with techniques and strategies used in playing competitive softball
4. improve quickness, strength, and overall conditioning

Course Scope and Content:

Unit I Training and Conditioning for Softball

- A. Quickness
- B. Strength
- C. Cardiovascular
- D. Stamina

Unit II Basic Skills Performed in Softball

- A. Throwing
- B. Catching
- C. Fielding
- D. Batting
- E. Base Running
- F. Pitching

Unit III Rules and Strategies of Team Play

- A. Offensive rules
- B. Defensive rules
- C. Sportsmanship and ethics
- D. Offensive signs
- E. Defensive signs
- F. Scouting

~~Learning Activities Required Outside of Class:~~

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

- ~~1. Skill practice~~
- ~~2. Working on individual skills,~~
- ~~3. Keeping a notebook using class materials,~~
- ~~4. Studying multimedia presentations, and~~
- ~~5. Reading of the textbook.~~

Methods of Instruction:

1. Practice of fundamental skills and strategies,
2. Demonstration,
3. Practice games,
4. Oral instruction, and
5. Multimedia

Methods of Evaluation:



1. Skill demonstrations, including:
 - A. Class performance
 - B. Intercollegiate games

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO Yes
Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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Reviewed by: K. Bandy
Reviewed by: A. Cutrona
Reviewed by: B. Ferguson
Date reviewed: ~~February 28,~~
~~2019~~ July 14, 2025
C & GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
State Approved: ~~July 2, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1511 Men's Intercollegiate Soccer (2 Units; limit 4 Units) CSU:UC
[formerly Physical Education 11A]

Advisory: Experience in playing competitive soccer is desirable

Hours and Unit Calculations:

Total Contact Hours: 160 lab hours. (160 Total Student Learning Hours) 2 Units

Catalog Description: This course is designed for those students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games ~~are~~ is considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

~~Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.~~

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Prickett, Peter. *Football's Principles of Play*. Hawksmoor Publishing, 2021.

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Prickett, P. (2021). *Football's Principles of Play*. Hawksmoor Publishing

~~Gatz, G. *Complete Conditioning for Soccer*. Human Kinetics, 2009.~~

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Additional Instructional Materials: None

Student Learning Outcomes:

1. Perform essential skills: passing, trapping, heading, shooting
2. Apply offensive and defensive strategies in game situations
3. Differentiate between positive and negative sportsmanlike attitudes
4. Develop team values
5. Develop fundamentals of competing at a college level

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Course Objectives:

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



1. ~~partieipate~~ **Participate** effectively in a team sport,
2. ~~P~~articipate competitively, and
3. ~~further~~ **Further** athletic abilities in soccer.

Course Scope and Content:

Unit I Training and Conditioning for Soccer

- A. Cardiovascular fitness
- B. Quickness
- C. Strength
- D. Endurance

Unit II Basic Skills Performed in Soccer

- A. Trapping
- B. Passing
- C. Dribbling
- D. Movement
- E. Formations
- F. Shooting
- G. Stance
- H. Pressure

Unit III Rules

- A. Offense
- B. Defense
- C. Transition
- D. Sportsmanship and ethics

Unit IV Team Strategy

- A. Patterns of play
- B. Positional attack
- C. Team attack
- D. Application of strategy

~~Learning Activities Required Outside of Class:~~

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

1. ~~Skill practice~~
2. ~~Working on individual skills,~~
3. ~~Studying multimedia presentations, and~~
4. ~~Reading of the textbook.~~

Methods of Instruction:

1. Practice of basic skills and techniques



2. Basic training programs
3. Practice games
4. Intercollegiate competition
5. Oral instruction, and
6. Multimedia

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams
 - b. Rules of the game
 - c. Soccer terminology
2. Intercollegiate games

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO Yes

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Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching



Reviewed by: K. Bandy
Reviewed by: V. Maiocco
Reviewed by: Bruce Ferguson
Date reviewed: February 27, 2019July 14,
2025
C & GE Approved: April 4, 2019
Board Approved: May 8, 2019
State Approved: July 2, 2019
Semester effective: Spring 2020

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Physical Education (PHED) 1514 Intercollegiate Baseball (2 Units; limit 4 Units) CSU:UC
[formerly Physical Education 14A]

Advisory: Experience playing competitive baseball is desirable

Hours and Unit Calculations:

Total Contact Hours: 160 lab hours. (160 Total Student Learning Hours) 2 Units

Catalog Description: This course is designed for students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games ~~are~~ is part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Text:

Ravizza, Ken and Hanson, Tom. *Heads-Up Baseball 2.0: Skills for Competing One Pitch at a Time.*

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Hanson House Publishing, 2016.

~~Ravizza, Ken and Hanson, Tom, *Heads-Up Baseball 2.0*, Hanson House Publishing, 2016.~~

Additional Instructional Materials: None

Student Learning Outcomes:

1. Perform essential skills: hitting, bunting, base running, pitching, and defensive play
2. Apply offensive and defensive strategies in game situations
3. Differentiate between positive and negative sportsmanlike attitudes
4. Develop team values

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Course Objectives:

- ~~to~~ To prepare the student for intercollegiate competition,
- ~~To~~ To provide the student with fundamental instruction in needed baseball skills,
- ~~To~~ To build a high level of fitness and conditioning, and



4. ~~to~~-To acquaint the student with techniques and strategies used in playing successful competitive baseball.

Course Scope and Content:

Unit I Conditioning (Training will continue throughout the semester.)

- A. Running and agility drills
- B. Weight lifting
- C. Flexibility training

Unit II Basic Fundamental Skills

- A. Hitting
- B. Pitching
- C. Fielding
- D. Throwing
- E. Base running
- F. Bunting
- G. Position by position techniques

Unit III Explanation of Rules

Unit IV Team Baseball

- A. Defensive Strategies
- B. Offensive Strategies

~~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. Skill practice~~
- ~~2. Working on individual skills,~~
- ~~3. Keeping a notebook using class materials,~~
- ~~4. Studying multimedia presentations, and~~
- ~~5. Reading of the textbook.~~

Methods of Instruction:

- 1. Practice and repetition of skills and strategies
- 2. Demonstrations
- 3. Practice intrasquad scrimmages
- 4. Practice games
- 6. Oral instruction
- 7. Multimedia
- 8. Participation in intercollegiate games

Methods of Evaluation:



1. Skill demonstrations, including:
 - a. class performance
2. Intercollegiate games

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO Yes
Taft College General Education:	NONE
Discipline	Health or PE or Kinesiology or Coaching

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Created by: K. Bandy
Reviewed by: ~~T. Thompson~~ B. Ferguson
~~Reviewed by: G. Golling~~
Date ~~created~~ reviewed: February 29,
2016 July 16, 2025
C&GE approved: ~~March 14, 2016~~
Board approved: ~~April 13, 2016~~
Semester effective: ~~Fall 2016~~

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Physical Education (PHED) 1520 Beginning Golf (1 or 2 units per semester) CSU
[Formerly PHED 1526]

Prerequisite: None

Total Hours: 48 lab hours for one unit or 96 lab hours for two units

Catalog Description: This activity course introduces students to the fundamental skills critical to playing golf. This course is not open to students with credit in PHED 1526.

Type of Class/Course: Degree Credit

Text: ~~United States Golf Association. Rules of Golf. USGA, 2015. Print.~~
~~Rules of Golf. United States Golf Association, 2023. United States Golf Association. Rules of Golf.~~
~~USGA, 2023. Print.~~

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Additional Instructional Materials: Individual golf clubs and equipment

Student Learning Outcomes

1. ~~Ability to perform essential skills; putting, chipping and full swing in order to play golf~~
2. ~~Working knowledge of rules and etiquette in game situations~~
3. ~~Understand strategies in course management during a round of golf~~
4. ~~Develop team values~~

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Course Objectives:

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

1. ~~improve~~ Improve his/her fundamental skills to a level whereby he/she attains success from the game.

Course Scope, Content, and Student Learning Outcomes:

Unit I Demonstrate essential skills:
A. Iron Play
B. Wood Play
C. Chipping
D. Putting



- Unit II Training and conditioning:
A. Agility
B. Physical Strength
C. Speed
D. Endurance
- Unit III Rules and Strategies of Individual Play
A. Course Management
B. Shot Selection
- Unit IV Rules and Etiquette
A. Sportsmanship
B. Ethics
C. Etiquette

Methods of Instruction:

1. Practice and instruction of basic skills and techniques
2. Oral Instruction
3. Multimedia Presentations

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. performance exams
2. Written assignments

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class



Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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 Yes
Taft College General Education:	NONE
<u>Disciplines:</u>	<u>Health or PE or Kinesiology or Coaching</u>

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Reviewed by: ~~G. Brixey A. Clark~~
Reviewed by: B. Ferguson
Reviewed by: K. Bandy
Date Reviewed: ~~February 28, 2019~~ July 16, 2025
Textbook update: Spring 2019
C&GE Approved: ~~May 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1524 Softball (1- 2 Units) CSU: UC
[formerly PE 24ABCD]

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 48 lab hours (48 Total Student Learning Hours) 1 Units; or 96 lab hours (96 Total Student Learning Hours) 2 Units

Catalog Description: This is an activity course that will provide instruction in basic softball fundamentals. Emphasis will be on game-play.

Type of Class/Course: Degree Credit

Text:

Brown Lee E., and Vance A. Ferrigno, editors. *Training for Speed, Agility, and Quickness*. 3rd ed., Human Kinetics, 2014.

Garman, Judi F., and Michelle M. Gromachi. *Softball Skills and Drills*. 2nd ed., Human Kinetics, 2011.

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Garman, Judi F., and Michelle M. Gromachi. *Softball Skills and Drills*. 2nd ed., Human Kinetics, 2011.

Additional Instructional Materials: Softball equipment

Student Learning Outcomes

1. Perform essential skills; fielding, throwing, catching, baserunning, hitting, and pitching in order to play softball
2. Apply offensive and defensive strategies in game situations
3. Differentiate between positive and negative sportsmanlike attitudes

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Course Objectives:

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

1. Improve skill level in softball techniques of:
 - a. Throwing,
 - b. Catching,
 - c. Fielding,



- d. Batting,
 - e. Base running, and
 - f. Pitching.
2. Participate in game experience, and
 3. Improve quickness, strength, and overall conditioning.

Course Scope and Content:

Unit I	Softball Essential Skills
	A. Throwing
	B. Catching
	C. Fielding
	D. Batting
	E. Base running
	F. Pitching
Unit II	Conditioning
	A. Quickness
	B. Strength
	C. Cardiovascular
	D. Stamina
Unit III	Offense
	A. Bunting
	B. Hitting
	C. Base running
Unit IV	Defense
	A. Throwing
	B. Catching
	C. Fielding
Unit V	Basic Rules of the Game
	A. Offense Rules
	B. Defense Rules
	C. Sportsmanship and Ethics
Unit VI	Basic Team Strategy
	A. Offensive Signs
	B. Defensive Signs
	C. Scouting

Learning Activities Required Outside of Class:

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

1. Working on individual skills,
2. Keeping a notebook using class materials,
3. Studying Multimedia presentations, and
4. Reading of the textbook.



Methods of Instruction:

1. Practice of:
 - a. Individual skills and
 - b. Game
2. Demonstration,
3. Oral Instruction, and
4. Multimedia.

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Class performance and
 - b. Intersquad games.
2. Notebook

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO

Eligible for Pass/No Pass:	NO Yes
Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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Reviewed by: K. Bandy
Reviewed by: ~~V. Maione~~ M. Rossi
Reviewed by: B. Ferguson
Date Reviewed: ~~February 24, 2019~~ July 16, 2025
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1528 Beginning Volleyball (1 or 2 Units per semester) CSU: UC
(formerly Physical Education 28ABCD)

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 48 lab hours (48 Total Student Learning Hours) 1 Unit; or 96 lab hours (96 Total Student Learning Hours) 2 units.

Catalog Description: This activity course introduces the fundamental skills critical to playing volleyball.

Type of Class/Course: Degree Credit

Text:

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

American Volleyball Coaches Association (AVCA), editor. *The Volleyball Drill Book*. 2nd ed., Human Kinetics, 2012.

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

American Volleyball Coaches Association (AVCA), editor. *The Volleyball Drill Book*. 2nd ed., Human Kinetics, 2012.

Additional Instructional Materials: Volleyball Equipment

Student Learning Outcomes

1. Ability to perform essential skills; passing, setting, hitting and serving in order to play volleyball
2. Apply offensive and defensive strategies in game situations
3. Differentiate between positive and negative sportsmanlike attitudes

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Course Objectives:

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

1. Improve fundamental skills of:
 - a. Serving,
 - b. Passing,
 - c. Setting,
 - d. Attacking,
 - e. Blocking, and
 - f. Digging.
2. Improve agility, strength, jumping and overall conditioning and
3. Apply volleyball techniques through game experience.

Course Scope and Content ;

Unit I	Volleyball essential skills <ol style="list-style-type: none"> A. Serving B. Passing C. Setting D. Attacking E. Blocking F. Digging
Unit II	Conditioning <ol style="list-style-type: none"> A. Agility B. Strength C. Jump Training D. Endurance
Unit III	Offense <ol style="list-style-type: none"> A. Serving B. Passing C. Setting D. Attacking
Unit IV	Defense <ol style="list-style-type: none"> A. Blocking B. Digging
Unit V	Basic rules of the game <ol style="list-style-type: none"> A. Offensive Rules B. Defensive Rules C. Transitioning D. Sportsmanship and ethics
Unit VI	Basic Team Strategy <ol style="list-style-type: none"> A. Serve Receive B. Offensive Systems C. Hitter Coverage D. Defensive Systems

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. ~~Skill practice,~~
2. ~~Studying multimedia presentations, and~~
3. ~~Reading from the textbook.~~

Methods of Instruction:

1. Practice of:
 - a. Individual skills,
 - b. Offense, defense, serve receive, hitter coverage and transition
2. Oral Instruction on the basic rules of the game,
3. Oral Instruction in team strategy,
4. Demonstration, and
5. Multimedia.

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams and
 - b. Team competition, and
2. Written assignments

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable



Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass Yes
Disciplines:	Health or PE or Kinesiology or Coaching

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Reviewed by: K. Bandy
Reviewed by: ~~V. Maio~~R. Lagmay
Reviewed by: B. Ferguson
~~Reviewed by G. Gelling~~
Date Reviewed: ~~Spring 2019~~July 16, 2025
C&GE approved: ~~April 4, 2019~~
Board approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1534 Basketball and Physical Fitness (1 or 2 Units per semester) CSU: UC
[formerly Physical Education 34AB]

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 48 lab hours (48 Total Student Learning Hours) 1 Unit; 96 lab hours (96 Total Student Learning Hours) 2 Units

Catalog Description: This activity course is designed to improve understanding of the fundamentals of basketball. The instructional aspects of basketball are combined with a special basketball-conditioning program.

Type of Class/Course: Degree Credit

Text:

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Kielbaso, Jim. *Ultimate Speed and Agility: Drills and Techniques for Athleticism*. 2nd ed., Crew Press, 2011.

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Kielbaso, J. *Ultimate Speed and Agility: Drills and Techniques for Athleticism*. 2nd ed., Crew Press, 2011.

Additional Instructional Materials: Basketball equipment

Student Learning Outcomes

1. Perform essential skills: passing, receiving, dribbling, rebounding, and shooting in order to play basketball
2. Apply offensive and defensive strategies in game situations
3. Differentiate between positive and negative sportsmanlike attitudes

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Course Objectives:

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



1. Improve Basketball Skills
 - a. Footwork
 - b. Body Balance and Control
 - c. Ball Handling
 - d. Passing and Receiving
 - e. Dribbling
 - f. Rebounding
 - g. Shooting
 - h. Defense
2. Improve quickness, strength, cardiovascular, and
3. Improve overall physical fitness.

Course Scope and Content:

- | | |
|----------|-----------------------------|
| Unit I | Conditioning |
| | A. Quickness |
| | B. Strength |
| | C. Cardiovascular |
| | D. Endurance |
| Unit II | Fundamental Skills |
| | A. Footwork |
| | B. Body Balance and Control |
| | C. Ball Handling |
| | D. Passing and Receiving |
| | E. Dribbling |
| | F. Rebounding |
| | G. Shooting |
| | H. Defense |
| Unit III | Basic Rules of the Game |
| | A. Offense |
| | B. Defense |
| | C. Sportsmanship and ethics |
| Unit IV | Team Basketball Strategy |
| | A. Offensive systems |
| | B. Defensive systems |

Learning Activities Required Outside of Class:

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



1. ~~Skill practice;~~
2. ~~Studying multimedia presentations, and~~
3. ~~Reading of the textbook.~~

Methods of Instruction:

1. Practice
 - a. Individual skills
 - b. Game
2. Demonstration,
3. Oral instruction, and
4. Multimedia.

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams
 - b. Scrimmages and
2. Written work.

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable



Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO Yes
Taft College General Education:	NONE
Disciplines:	Health or PE or Kinesiology or Coaching

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Reviewed by: K. Bandy
Reviewed by: V. Maiocco
Reviewed by: B. Ferguson
Date Reviewed: ~~February 27, 2019~~ July 16, 2025
CG&E Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1535 Baseball and Physical Fitness (1 or 2 units) CSU:UC
[formerly Physical Education 35AB]

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 48 lab hours (48 Total Student Learning Hours) 1 Unit; 96 lab hours (96 Total Student Learning Hours) 2 Units.

Catalog Description: This activity course is designed to improve understanding of the fundamentals of baseball. The instructional aspects of baseball are combined with a special conditioning program.

Type of Class/Course: Degree Credit

Text:

[Ravizza, Ken and Hanson, Tom. *Heads-Up Baseball 2.0: Skills for Competing One Pitch at a Time*.
Hanson House Publishing, 2016.](#)

[Ravizza, Ken and Hanson, Tom, *Heads-Up Baseball 2.0*, Hanson House Publishing, 2016.](#)

Additional Instructional Materials: Baseball equipment

Student Learning Outcomes

1. Prepare for competition with overall conditioning
2. Demonstrate essential skills: hitting, pitching, fielding, throwing, base running, and bunting
3. Identify, differentiate between, and apply complete knowledge of the rules of baseball
4. Analyze team strategies in competitive situations

Course Objectives:

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

1. Improve skill level in baseball techniques of:
 - a. Throwing,
 - b. Catching,
 - c. Fielding,

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- d. Batting,
 - e. Base running, and
 - f. Pitching,
2. Participate in the game experience, and
 3. Improve quickness, strength, and overall conditioning.

Course Scope and Content

- | | |
|----------|------------------------------------|
| Unit I | Conditioning |
| | A. Quickness |
| | B. Strength |
| | C. Cardiovascular |
| | D. Stamina |
| Unit II | Fundamental Skills |
| | A. Hitting |
| | B. Pitching |
| | C. Fielding |
| | D. Throwing |
| | E. Base running |
| | F. Bunting |
| | G. Position by position techniques |
| Unit III | Basic Rules of the Game |
| | A. Offense |
| | B. Defense |
| | C. Sportsmanship and ethics |
| Unit IV | Basic Team Strategy |
| | A. Offensive signs |
| | B. Defensive signs |
| | C. Scouting |

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. Skill practice,
2. Taking notes on multimedia presentations, and
3. Reading of the textbook.

Methods of Instruction:

1. Oral instruction in the fundamentals of baseball,
2. Practice,
3. Use of multimedia as additional learning material, and
4. Demonstration.

Methods of Evaluation:



1. Skill demonstrations, including:
 - a. Class performance and
 - b. Scrimmage games

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO Yes
Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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Reviewed by: V. Maiocco
Reviewed by: K. Bandy
Reviewed by: ~~C. Flowers~~ B. Ferguson
Text update: Spring 2018
Date reviewed: ~~Spring 2018~~ July 16,
2025
C & GE approved: ~~February 6, 2018~~
Board approved: ~~March 14, 2018~~
Semester effective:

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Physical Education (PHED) 1539 Fundamentals of Baseball (3 Units) CSU: UC
[formerly Physical Education 39ABCD]

Advisory: Successful completion of Physical Education 1535 ~~is~~ strongly recommended

Hours and Units Calculations: 48 hours lecture + 96 Outside-of-class-hours (144 Total Student Learning Hours) = 3 Units

Course Description: This course is designed to expose students to baseball techniques, fundamentals, ~~and~~ individual and team drills in a classroom environment. This course will also explore strategy, history, ~~and~~ the rules of competitive baseball.

Type of Class/Course: Degree Credit

Textbook:

Ravizza, Ken and Hanson, Tom. *Heads-Up Baseball 2.0: Skills for Competing One Pitch at a Time*. Hanson House Publishing, 2016.

~~Ravizza, Ken and Hanson, Tom. *Heads-Up Baseball 2.0*, Hanson House Publishing, 2016.~~

Student Learning Outcomes

1. Identify, differentiate between, and apply complete knowledge of the rules of baseball
2. Analyze team strategies in competitive situations
3. Demonstrate essential skills: hitting, pitching, fielding, throwing, base running, and bunting

Course Objectives:

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

- illustrate the rules and skills of baseball,
- express the importance of the mental part of baseball,
- employ a weight training program specific to baseball,
- recognize the specific skills needed to become a fundamentally sound infielder and outfielder,



5. discuss ~~and~~ understanding ~~ing and~~ the strategy of how to implement bunt coverages and picks.
6. identify appropriate opportunities and the strategy of how to steal a base,
7. explain the appropriate time and the strategic part of the hit ~~and~~ ~~and~~ run play,
8. report the importance of proper conditioning to minimize injury,
9. evaluate proper pitching mechanics, and
10. understand the relevance of the historical aspect of baseball.

Course Scope and Content:

- | | |
|-----------|--|
| Unit I | Playing with Confidence <ol style="list-style-type: none">a. Building Confidenceb. Taking Responsibilityc. Understanding Your Ups and Downs |
| Unit II | Going on a Mission <ol style="list-style-type: none">a. What is a Mission?b. Why Do You Play Baseball?c. What Would Like to Accomplish With Baseball? |
| Unit III | Taking Control <ol style="list-style-type: none">a. Correct Breathing Techniques |
| Unit IV | Playing the Game One Pitch at a Time <ol style="list-style-type: none">a. The Processb. Self Controlc. Knowing Your Traffic Lights |
| Unit V | Making Pre-Game Mental Preparation Routine <ol style="list-style-type: none">a. Prepare for Greatnessb. Taking Responsibility for Your Preparation |
| Unit VI | Pitching <ol style="list-style-type: none">a. The Missionb. Taking it From the Bullpen to the Gamec. The Big Game |
| Unit VII | Hitting <ol style="list-style-type: none">a. Quality At Batsb. One Pitch at a Timec. Pregame Batting Practiced. Slumpse. Evaluating Your At Bats |
| Unit VIII | Fielding and Base Running <ol style="list-style-type: none">a. Hit it to Meb. One Pitch At A Timec. What Do You Do When You Make an Error |
| Unit IX | How to Work on Your Mental Game <ol style="list-style-type: none">a. Mental Preparation for Practice |



- b. Quality Work in Action
- c. End of Practice Evaluation

- Unit X Special Opportunities to Learn
- a. Dealing With Failing and Losing
 - b. Succeeding as a Role Player
 - c. Coming Back From Injury
 - d. Life Outside of Baseball

Representative Assignments

Reading:

- Read and review a scouting report on a specific opponent to identify weaknesses and strengths. Be prepared to discuss in class.

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Writing:

- Maintain a semester long journal on preparation habits for sport success, specific to: sleep/rest, diet, strength training, mental approach, social habits and academics.
- Write a brief paper summarizing the responsibilities of each position in baseball.

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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. Reading text material
2. Reading handouts
3. Answering text questions
4. Studying
5. Observing televised baseball games

Methods of Instruction:

1. Lecture
2. Verbal report of reading assignments
3. Direct feedback of televised baseball games and how what they saw relates to this course
4. Video presentation critiques
5. Classroom discussion

Methods of Evaluation:

1. Quizzes
2. Midterm exam
3. Term paper
4. Reading materials
5. Class participation
6. Final exam

Supplemental Data:



TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO Yes
Taft College General Education:	NONE
<u>Discipline</u>	<u>Health or PE or Kinesiology or Coaching</u>

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Reviewed by: K. Bandy
Reviewed by: ~~V. Maiocco~~ L. Martin
Reviewed by: B. Ferguson
Date Reviewed: ~~Spring 2019~~ July 16, 2025
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1542 Beginning Soccer (1 or 2 units) CSU; UC
[formerly Physical Education 42ABCD]

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 48 Lab hours (48 Total Student Learning Hours) 1 Unit; 96 Lab hours (96 Total Student Learning Hours) 2 Units

Catalog Description: This is an activity course that introduces the fundamental skills critical to playing soccer.

Type of Class/Course: Degree Credit

Text:

Gatz, Greg. *Complete Conditioning for Soccer*. Human Kinetics, 2009.
~~Gatz, Greg. *Complete Conditioning for Soccer*. Human Kinetics, 2009.~~

Additional Instructional Materials: None

Student Learning Outcomes

1. Demonstrate ability to perform technical skills with the ball
2. Demonstrate an understanding of defensive and offensive strategies within a structure or formation
3. Develop an understanding of the offensive and defensive role of each position
4. Demonstrate an understanding of soccer rules and regulations
5. Demonstrate basic techniques: trapping, passing, dribbling
6. Demonstrate a basic understanding of positions on the field

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Course Objectives:

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Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left +
Aligned at: 0.25" + Indent at: 0.5"

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

1. Demonstrate the fundamental skills needed to attain success and pleasure from the game.
2. Improve physical fitness,
3. Design an appropriate conditioning program to achieve the optimal conditioning and skill level to



play soccer at a high level.

Course Scope and Content

Unit I	Warm-up and Cool-down <ul style="list-style-type: none">A. StretchingB. JoggingC. Drills
Unit II	Offensive Skills <ul style="list-style-type: none">A. TrappingB. PassingC. DribblingD. MovementE. Shooting
Unit III	Defensive skills <ul style="list-style-type: none">A. Defensive stanceB. Defensive pressure
Unit IV	Game Play <ul style="list-style-type: none">A. Patterns of playB. Positional attackC. Team attack
Unit V	Rules of the game <ul style="list-style-type: none">A. OffenseB. DefenseC. TransitionD. Sportsmanship and ethics
Unit VI	Team strategy <ul style="list-style-type: none">A. FormationsB. Application of strategy

Learning Activities Required Outside of Class:

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

1. Skill Practice;
2. Weight training and conditioning;
3. Observation of high school, college and professional soccer games, and
4. Reading of the textbook.



Methods of Instruction:

1. Demonstration,
2. Oral Instruction, and
3. Performance of Technique.

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams,
 - b. Terminology,
 - c. Rules of the game, and
 - d. Team communication

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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 Yes
Taft College General Education:	CSE: CSU Area E
Discipline:	Health or PE or Kinesiology or Coaching

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Created by: K. Bandy

~~Reviewed by: V. Maiocco~~

Reviewed by: B. Ferguson

Reviewed by: ~~G. Gelling~~

Date Reviewed: ~~Spring 2016~~ July 16, 2025

C&GE approved: ~~March 14, 2016~~

Board approved: ~~April 13, 2016~~

Semester effective: ~~Fall 2016~~

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Physical Education (PHED) 1721 Offseason Intercollegiate Golf (1 or 2 units per semester; limit 8 units) CSU

Prerequisite: None

Total Hours: 48 lab hours for 1 unit; 96 lab hours for 2 units

Catalog Description: This offseason course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment.

Type of Class/Course: Degree Credit

Text: ~~United States Golf Association. *Rules of Golf*. USGA, 2015. Print.~~
[Rules of Golf. United States Golf Association, 2023.](#)
~~United States Golf Association. *Rules of Golf*. USGA, 2023. Print.~~

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Additional Instructional Materials: Individual golf clubs and equipment

Student Learning Outcomes

1. Perform essential skills: putting, chipping and full swing in order to play golf
2. Working knowledge of rules and etiquette in game situations
3. Understand strategies in course management during a round of golf
4. Develop team values

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Course Objectives:

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

1. Improve offseason fundamental skills of:
 - a. Iron Play
 - b. Wood Play
 - c. Chipping
 - d. Putting
2. Improve agility, physical strength, endurance, and overall conditioning during the offseason, and
3. Apply intercollegiate golf techniques through game experience.

Course Scope and Content (laboratory):



- Unit I Essential Offseason Skills
A. Iron Play
B. Wood Play
C. Chipping
D. Putting
- Unit II Offseason Conditioning
A. Agility
B. Strength
C. Speed
D. Endurance
- Unit III Basic Rules and Strategies of Individual Play
A. Course Management
B. Shot Selection
- Unit IV Rules and Etiquette
A. Sportsmanship
B. Ethics
C. Etiquette

Methods of Instruction:

1. Practice of Basic Individual Skills
2. Oral Instruction
3. Demonstration
4. Multimedia presentations

Methods of Evaluation:

1. Skill demonstrations. Including:
 - a. Performance exams
 - b. Competition
2. Written exams

Supplemental Data:

TOP Code:	083520: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable

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

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Reviewed by: ~~G. Brixey~~ A. Clark
Reviewed by: B. Ferguson
Reviewed by: K. Bandy
Date Reviewed: ~~February 28, 2019~~ July 16, 2025
C&GE: Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1724 Offseason Intercollegiate Softball (0.5, 1 or 2 units per semester; limit 8 units) CSU

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 24 lab hours (24 Total Student Learning Hours) .5 Units; 48 lab hours (48 Total Student Learning Hours) 1 Unit; 96 lab hours (96 Total Student Learning Hours) 2 Units.

Catalog Description: This is an offseason intercollegiate course that will provide instruction in basic softball fundamentals. Emphasis will be on game-play. This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment.

Type of Class/Course: Degree Credit

Text:

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Garman, Judi F., and Michelle M. Gromachi. *Softball Skills and Drills*. 2nd ed., Human Kinetics, 2011.

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Garman, Judi F., and Michelle M. Gromachi. *Softball Skills and Drills*. 2nd ed., Human Kinetics, 2011.

Additional Instructional Materials: Softball equipment

Student Learning Outcomes

1. Perform essential skills; hitting, bunting, base running, pitching, and defense
2. Apply offensive and defensive strategies in game situations
3. Differentiate between positive and negative sportsmanlike attitudes
4. Improve cardiovascular and strength fitness level

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Course Objectives:

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

1. Improve offseason intercollegiate skills in softball techniques of:



- a. Throwing
 - b. Catching
 - c. Fielding
 - d. Batting
 - e. Base running
 - f. Pitching
2. Apply intercollegiate softball techniques through game experience
 3. Improve quickness, strength, and overall conditioning during the offseason

Course Scope and Content (laboratory):

Unit I	Essential Offseason Skills
	A. Throwing
	B. Catching
	C. Fielding
	D. Batting
	E. Base Running
	F. Pitching
Unit II	Offseason Conditioning
	A. Quickness
	B. Strength
	C. Cardiovascular
	D. Stamina
Unit III	Offseason Offense
	A. Hitting
	B. Bunting
	C. Base Running
Unit IV	Offseason Defense
	A. Throwing
	B. Catching
	C. Fielding
Unit V	Basic Rules of the Game
	A. Offense
	B. Defense
	C. Sportsmanship and ethics
Unit VI	Basic Team Strategy
	A. Offensive Signs
	B. Defensive Signs
	C. Scouting

Learning Activities Required Outside of Class:

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

1. Working on individual skills



2. ~~Keeping a notebook using class materials~~
3. ~~Taking notes on multimedia presentations~~
4. ~~Reading of the textbook~~

Methods of Instruction:

1. Practice
 - a. Individual skills
 - b. Game
2. Demonstration
3. Oral instruction
4. Multimedia

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Class performance
 - b. Scrimmages
2. Notebook

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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 Yes
Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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Reviewed by: K. Bandy

Reviewed by: ~~V. Maieco~~ M. Rossi

Reviewed by: B. Ferguson

Date Reviewed: ~~February 24, 2019~~ July 16, 2025

C&GE Approved: ~~April 4, 2019~~

Board Approved: ~~May 8, 2019~~

Semester Effective: ~~Spring 2020~~

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Physical Education (PHED 1728 Offseason Intercollegiate Volleyball (1 or 2 units per semester; limit 8 units) CSU
(formerly Physical Education 28ABCD)

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 48 lab hours (48 Total Student Learning Hours) 1 Unit; 96 lab hours (96 Total Student Learning Hours) 2 Units

Catalog Description: This offseason course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment.

Type of Class/Course: Degree Credit

Text:

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human

Kinetics, 2014.

American Volleyball Coaches Association (AVCA), editor. *The Volleyball Drill Book*. 2nd ed., Human

Kinetics, 2012.

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human

Kinetics, 2014.

American Volleyball Coaches Association (AVCA), editor. *The Volleyball Drill Book*. 2nd ed., Human

Kinetics, 2012.

Additional Instructional Materials: Volleyball Equipment

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Student Learning Outcomes

1. Ability to perform essential skills; passing, setting, hitting and serving
2. Apply offensive and defensive strategies in game situations
3. Differentiate between positive and negative sportsmanlike attitudes
4. Develop team values

Course Objectives:

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

1. Improve offseason fundamental skills of:
 - a. Serving,
 - b. Passing,
 - c. Setting,
 - d. Attacking,
 - e. Blocking, and
 - f. Digging,
2. Improve agility, strength, jumping and overall conditioning during the offseason, and
3. Apply intercollegiate volleyball techniques through game experience.

Course Scope and Content

Unit I	Essential Offseason Skills
	A. Serving
	B. Passing
	C. Setting
	D. Attacking
	E. Blocking
	F. Digging
Unit II	Offseason Conditioning
	A. Agility
	B. Strength
	C. Jump Training
	D. Endurance
Unit III	Offseason Offense skills
	A. Serving
	B. Passing
	C. Setting
	D. Attacking
Unit IV	Offseason Defense
	A. Blocking
	B. Digging
Unit V	Basic rules of the game
	A. Offensive Rules
	B. Defensive Rules
	C. Transitioning
	D. Sportsmanship and ethics
Unit VI	Team strategy
	A. Serve Receive
	B. Offensive Systems



- C. Hitter Coverage
- D. Defensive Systems

~~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. Skill practice,~~
- ~~2. Studying multimedia presentations, and~~
- ~~3. Reading from the textbook.~~

Methods of Instruction:

- 1. Practice of:
 - a. Individual skills and
 - b. Offense, defense, serve receive, hitter coverage and transition,
- 2. Oral instruction on the basic rules of the game,
- 3. Oral instruction in team strategy,
- 4. Demonstration, and
- 5. Multimedia.

Methods of Evaluation:

- 1. Skill demonstrations, including:
 - a. Performance exams,
 - b. Team competition, and
- 2. Written assignments.

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course

Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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 Yes
Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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Reviewed by: K. Bandy
Reviewed by: ~~C. Flowers~~ R. Lagmay
Date Reviewed: ~~Spring 2019~~ July 16, 2025
C&GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1734 Offseason Intercollegiate Basketball and Physical Fitness (1 or 2 units per semester; limit 8 units) CSU

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 48 lab hours (48 Total Student Learning Hours) 1 Unit; 96 lab hours (96 Total Student Learning Hours) 2 Units

Catalog Description: This offseason intercollegiate course is designed to improve understanding of the fundamentals of basketball. The instructional aspects of basketball are combined with a special basketball conditioning program. This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment.

Type of Class/Course: Degree Credit

Text:

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Kielbaso, Jim. *Ultimate Speed and Agility: Drills and Techniques for Athleticism*. 2nd ed., Crew Press, 2011.

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Kielbaso, J. *Ultimate Speed and Agility: Drills and Techniques for Athleticism*. 2nd ed., Crew Press, 2011.

Additional Instructional Materials: Basketball equipment

Student Learning Outcomes

1. Perform essential skills: passing, receiving, dribbling, rebounding and shooting in order to play basketball
2. Apply offensive and defensive strategies in game situations
3. Differentiate between positive and negative sportsmanlike attitudes
4. Develop team values

Course Objectives:

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

1. Improve offseason fundamentals of basketball:
 - a. Footwork,
 - b. Body Balance and Control,
 - c. Ball Handling,
 - d. Passing and Receiving,
 - e. Dribbling,
 - f. Rebounding,
 - g. Shooting,
 - h. Defense,
2. Improve quickness, strength, cardiovascular, and
3. Improve overall physical fitness

Course Scope and Content (Laboratory):

Unit I	Offseason Conditioning
	A. Quickness
	B. Strength
	C. Cardiovascular
	D. Endurance
Unit II	Fundamental Skills
	A. Footwork
	B. Body Balance and Control
	C. Ball Handling
	D. Passing and Receiving
	E. Dribbling
	F. Rebounding
	G. Shooting
	H. Defense
Unit III	Basic Rules of the Game
	A. Offense
	B. Defense
	C. Sportsmanship and ethics
Unit IV	Team Basketball Strategy
	A. Offensive Systems
	B. Defensive Systems

Learning Activities Required Outside of Class:

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

1. Skill practice,
2. Studying multimedia presentations, and



3. ~~Reading of the textbook.~~

Methods of Instruction:

1. Practice of:
 - a. Individual skills,
 - b. Game,
2. Demonstration,
3. Oral instruction, and
4. Multimedia.

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams,
 - b. Scrimmages, and
2. Written work.

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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 Yes
Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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Reviewed by: B. Ferguson

Reviewed by: K. Bandy

Reviewed by: V. Maiocco

Date Reviewed: ~~February 27, 2019~~ July 16, 2025

C&GE approved: ~~April 4, 2019~~

Board Approved: ~~May 8, 2019~~

Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1735 Offseason Intercollegiate Baseball and Physical Fitness (0.5, 1 or 2 units per semester); (limit 8 units) CSU

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 24 lab hours (24 Total Student Learning Hours) .5 Unit; 48 lab hours (48 Total Student Learning Hours) 1 Unit; 96 lab hours (96 Total Student Learning Hours) 2 Units

Catalog Description: This is an offseason intercollegiate course that will provide instruction in basic baseball fundamentals. Emphasis will be on game-play. This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment.

Type of Class/Course: Degree Credit

Text:

Ravizza, Ken and Hanson, Tom. *Heads-Up Baseball 2.0: Skills for Competing One Pitch at a Time*.

Hanson House Publishing, 2016.

Ravizza, Ken and Hanson, Tom, *Heads Up Baseball 2.0*, Hanson House Publishing, 2016.

Additional Instructional Materials: Baseball equipment

Student Learning Outcomes

1. Prepare for competition with physical conditioning
2. Demonstrate essential skills: hitting, pitching, throwing, base running, and bunting

Course Objectives:

—

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

1. Improve skill level in baseball techniques of:
 - a. Throwing
 - b. Catching
 - c. Fielding
 - d. Batting



- e. Base running
 - f. Pitching
2. Participate in game experience
 3. Improve quickness, strength, and overall conditioning.

Course Scope and Content:

- Unit I Offseason Conditioning
 - A. Quickness
 - B. Strength
 - C. Cardiovascular
 - D. Stamina
- Unit II Fundamental Offseason Skills
 - A. Hitting
 - B. Pitching
 - C. Fielding
 - D. Throwing
 - E. Base running
 - F. Bunting
- Unit III Basic Rules of the Game
 - A. Offense Rules
 - B. Defense Rules
 - C. Sportsmanship and ethics
- Unit IV Basic Team Strategy
 - A. Offensive Signs
 - B. Defensive Signs
 - C. Scouting

~~Learning Activities Required Outside of Class:~~

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

- ~~1. Working on individual skills~~
- ~~2. Keeping a notebook using class materials~~
- ~~3. Evaluating Multimedia presentations~~
- ~~4. Readings from the textbook~~

Methods of Instruction:

1. Practice of:
 - a. Individual skills
 - b. Game
2. Demonstration
3. Oral Instruction



4. Multimedia

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Class performance
 - b. Intra-squad games
2. Notebook

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass Yes
Taft College General Education:	NONE

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Discipline:	Health or PE or Kinesiology or Coaching
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Reviewed by: K. Bandy
Reviewed by: ~~V. Maiocco~~ L. Martin
Reviewed by: B. Ferguson
Date Reviewed: ~~April 28, 2019~~ July 16, 2025
C&GE Approved: ~~May 3, 2019~~
Board Approved: ~~June 12, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 1742 Offseason Intercollegiate Soccer (1 or 2 units per semester; limit 8 units) CSU

Prerequisite: None

Hours and Unit Calculations:

Total Contact Hours: 48 lab hours (48 Total Student Learning Hours) 1 unit; 96 lab hours (96 Total Student Learning Hours) 2 units

Catalog Description: This is an offseason intercollegiate course that ~~that~~ will provide instruction in the fundamental skills of soccer. This course is designed for those students who desire to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The passing of medical and physical examinations and the consent of the coach are necessary before enrollment.

Type of Class/Course: Degree Credit

Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.

Gatz, Greg. *Complete Conditioning for Soccer*. Human Kinetics, 2009.

Text: Brown L., Ferrigno V. *Training for Speed, Agility, and Quickness*. 3rd ed. Human Kinetics, 2014

Gatz, Greg. *Complete Conditioning for Soccer*. Champaign, IL: Human Kinetics, 2009

Additional Instructional Materials: Soccer equipment

Student Learning Outcomes

1. Demonstrate ability to perform technical skills with the ball
2. Demonstrate an understanding of defensive and offensive strategies within a structure or formation
3. Develop an understanding of the offensive and defensive role of each position
4. Demonstrate an understanding of soccer rules and regulations.

Course Objectives:

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

1. Demonstrate improvement in the skills and techniques needed to play intercollegiate soccer, of:
 - a. Trapping
 - b. Passing
 - c. Dribbling
 - d. Movement
 - e. Shooting
2. Apply intercollegiate soccer techniques through game experience, and
3. Improve quickness, strength, and overall conditioning during the offseason.

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Course Scope and Content (laboratory):

- | | |
|----------|----------------------------------|
| Unit I | Offseason Conditioning |
| | A. Cardiovascular fitness |
| | B. Quickness |
| | C. Strength |
| | D. Endurance |
| Unit II | Essential Offseason Offense |
| | A. Trapping |
| | B. Passing |
| | C. Dribbling |
| | D. Movement |
| | E. formations |
| | F. Shooting |
| Unit III | Offseason Defense: |
| | A. Stance |
| | B. Pressure |
| Unit IV | Offseason Game Planning |
| | A. Patterns of play |
| | B. Positional attack |
| | C. Team attack |
| | D. Application of strategy |
| Unit V | Understand the rules of the game |
| | A. Offense |
| | B. Defense |
| | C. Transition |
| | D. Sportsmanship and ethics |

~~Learning Activities Required Outside of Class:~~

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

- ~~1. Working on individual skills,~~
- ~~2. Weight training and conditioning,~~
- ~~3. Observation of high school, college and professional soccer games, and~~
- ~~4. Reading of the textbook.~~

Methods of Instruction:

1. Practice of:
 - a. Individual skills,
 - b. Game,
2. Demonstration,
3. Oral instruction, and
4. Multimedia.

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Skill performance,
 - b. Terminology,
 - c. Rules of the game,
 - d. Team communication, and
 - e. Scrimmages.

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	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 Yes
Taft College General Education:	NONE
Disciplines:	Health or PE or Kinesiology or Coaching

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Reviewed by: ~~G. Brice~~A. Clarky
Reviewed by: B. Ferguson
Reviewed by: K. Bandy
Date reviewed: ~~February 28, 2019~~July 14,
2025
C & GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester effective: ~~Spring 2020~~

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Physical Education (PHED) 2507 Advanced Intercollegiate Softball (2 Units; limit 4 Units) CSU: UC
[formerly Physical Education 7B]

Prerequisite: ~~Successful completion in Physical Education 1507 with a grade of 'C' or higher~~PHED
1507

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

- ~~1. prepare student for intercollegiate competition~~
- ~~2. provide the student with practice games, to build depth and strength in their ability to play
softball~~
- ~~3. acquaint the student with techniques and strategies used in playing competitive softball~~
- ~~4. improve quickness, strength, and overall conditioning~~

Hours and Unit Calculations:

Total Contact Hours: 160 lab hours. (160 Total Student Learning Hours) 2 Units.

Catalog Description: This advanced course is designed for those students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games ~~are~~is considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Text: None

Additional Instructional Materials:

~~Brown, Lee E. and Ferrigno, Vance A. Training for Speed, Agility and Quickness. 3rd ed., Human
Kinetics, 2014.~~

~~Garman, Judi F., and Michelle M. Gromachi. Softball Skills and Drills. 2nd ed., Human Kinetics, 2011.~~

~~Brown, Lee E. and Ferrigno, Vance A. Training for Speed, Agility and Quickness. 3rd ed., Human
Kinetics, 2014.~~

~~Garman, Judi F., and Michelle M. Gromachi. Softball Skills and Drills. 2nd ed., Human Kinetics, 2011.~~



Student Learning Outcomes:

1. Develop team values
2. Differentiate between positive and negative sportsmanlike attitudes
3. Perform essential skills; fielding, throwing, catching, baserunning, hitting and pitching in order to play softball
4. Apply offensive and defensive strategies in game situations

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Course Objectives:

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

1. be prepared for a higher level of intercollegiate competition,
2. provide the student with practice games, to build an advanced depth and strength in their ability to play softball,
3. acquaint the student with advanced techniques and strategies used in playing competitive softball and,
4. improve quickness, strength, and overall conditioning.

Course Scope and Content:

Unit I Advanced Training and Conditioning for Softball

- A. Quickness,
- B. Strength,
- C. Cardiovascular, and
- D. Stamina

Unit II Advanced Skills Performed in Softball

- A. Throwing,
- B. Catching,
- C. Fielding,
- D. Batting,
- E. Base Running, and
- F. Pitching.

Unit III Rules and Strategies of Team Play

- A. Offensive rules,
- B. Defensive rules,
- C. Sportsmanship and ethics,
- D. Offensive Signs,
- E. Defensive Signs, and
- F. Scouting.

Learning Activities Required Outside of Class:

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



1. Skill practice
2. Working on individual skills,
3. Keeping a notebook using class materials,
4. Studying multimedia presentations, and
5. Reading of the textbook.

Methods of Instruction:

1. Practice of fundamental skills and strategies,
2. Demonstration,
3. Practice games,
4. Oral instruction, and
5. Multimedia

Methods of Evaluation:

1. Skill demonstrations, including:
 - A. Class performance
 - B. Intercollegiate games

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable



Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO Yes
Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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Reviewed by: K. Bandy
Reviewed by: A. Cutrona
~~Reviewed by: B. Ferguson~~
Date reviewed: ~~February 28, 2019~~ July 14, 2025
C & GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester Effective: ~~Spring 2020~~

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Physical Education (PHED) 2511 Advanced Men's Intercollegiate Soccer (2 Units; limit 4 Units)
CSU:UC
[formerly Physical Education 11B]

Prerequisite: ~~Successful completion in Physical Education 1511 with a grade of 'C' or higher.~~ [PHED 1511](#)

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

- ~~1. Participate effectively in a team sport.~~
- ~~2. Participate competitively, and~~
- ~~3. Further athletic abilities in soccer.~~

Hours and Unit Calculations:

Total Contact Hours: 160 lab hours. (160 Total Student Learning Hours) 2 Units.

Catalog Description: This advanced course is designed for those students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games ~~are~~ is considered part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Text:

~~Brown, Lee E. and Ferrigno, Vance A. *Training for Speed, Agility and Quickness*. 3rd ed., Human Kinetics, 2014.~~

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~~Gatz, G. *Complete Conditioning for Soccer*. Human Kinetics, 2009.~~

[Prickett, Peter. *Football's Principles of Play*. Hawksmoor Publishing, 2021.](#)
~~[Prickett, P. \(2021\). *Football's Principles of Play*. Hawksmoor Publishing](#)~~

Additional Instructional Materials: None

Student Learning Outcomes:

- ~~1. Perform essential skills: passing, trapping, heading, shooting~~



2. Apply offensive and defensive strategies in game situations
3. Differentiate between positive and negative sportsmanlike attitudes
4. Develop team values
5. Develop fundamentals of competing at a college level

Course Objectives:

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

1. ~~participate~~ Participate effectively in a team sport,
2. ~~P~~articipate at a higher level competitively, and
3. ~~further~~ Further advanced athletic abilities in soccer.

Course Scope and Content:

Unit I Training and Conditioning for Soccer

- A. Cardiovascular fitness,
- B. Quickness,
- C. Strength, and
- D. Endurance

Unit II Advanced Skills Performed in Soccer

- A. Trapping,
- B. Passing,
- C. Dribbling,
- D. Movement,
- E. Formations,
- F. Shooting,
- G. Stance, and
- H. Pressure

Unit III Rules

- A. Offense,
- B. Defense,
- C. Transition, and
- D. Sportsmanship and ethics

Unit IV Team Strategy

- A. Patterns of play,
- B. Positional attack,
- C. Team attack, and
- D. Application of strategy

~~Learning Activities Required Outside of Class:~~

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



1. Skill practice
2. Working on individual skills,
3. Studying multimedia presentations, and
4. Reading of the textbook.

Methods of Instruction:

1. Practice of basic skills and techniques
2. Basic training programs
3. Practice games
4. Intercollegiate competition
5. Oral instruction, and
6. Multimedia

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. Performance exams
 - b. Rules of the game
 - c. Soccer terminology
2. Intercollegiate games

Supplemental Data:

TOP Code:	083500: Physical Education
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course



Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO <u>Yes</u>
Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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Reviewed by: K. Bandy
Reviewed by: V. Maiocco
~~Reviewed by: Bruce Ferguson~~
Date reviewed: ~~February 27, 2019~~ July 14, 2025
C & GE Approved: ~~April 4, 2019~~
Board Approved: ~~May 8, 2019~~
Semester Effective: ~~Spring 2020~~

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Physical Education (PHED) 2514 Advanced Intercollegiate Baseball (2 Units; limit 4 Units) CSU:UC
[formerly Physical Education 14B]

Prerequisite: ~~Successful completion in Physical Education 1514 with a grade of 'C' or higher~~ PHED 1514

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

- ~~1. To prepare the student for intercollegiate competition.~~
- ~~2. To provide the student with fundamental instruction in needed baseball skills.~~
- ~~3. To build a high level of fitness and conditioning, and~~
- ~~4. To acquaint the student with techniques and strategies used in playing successful competitive baseball.~~

Hours and Unit Calculations:

Total Contact Hours: 160 lab hours. (160 Total Student Learning Hours) 2 Units

Catalog Description: This advanced course is designed for students who possess the desire, ability, and skills necessary to compete in intercollegiate athletics and may be limited to those who present the necessary physical and mental fitness. Sufficient skill to reduce the likelihood of injury is also required. The consent of the coach is necessary before enrollment. Prior to participation, a student must get medical clearance through a physical examination and must meet eligibility requirements. Attendance at all scheduled practices and games part of the course requirement unless the coach excuses the student.

Type of Class/Course: Degree Credit

Text:

~~Ravizza, Ken and Hanson, Tom. *Heads-Up Baseball 2.0: Skills for Competing One Pitch at a Time.*~~

~~Hanson House Publishing, 2016.~~

~~Ravizza, Ken and Hanson, Tom, *Heads-Up Baseball 2.0*, Hanson House Publishing, 2016.~~

Additional Instructional Materials: None

Student Learning Outcomes:

1. Perform essential skills: hitting, bunting, base running, pitching, and defensive play
2. Apply offensive and defensive strategies in game situations
3. Differentiate between positive and negative sportsmanlike attitudes
4. Develop team values



Course Objectives:

1. ~~to~~To prepare the student for a higher level of intercollegiate competition,
2. ~~To~~To provide the student with advanced instruction in needed baseball skills,
3. ~~To~~To build an advanced level of fitness and conditioning, and
4. ~~to~~To acquaint the student with advanced techniques and strategies used in playing successful competitive baseball.

Course Scope and Content:

Unit I Advanced Conditioning (Training will continue throughout the semester.)

- A. Running and agility drills
- B. Weight lifting
- C. Flexibility training

Unit II Advanced Fundamental Skills

- A. Hitting
- B. Pitching
- C. Fielding
- D. Throwing
- E. Base running
- F. Bunting
- G. Position by position techniques

Unit III Explanation of Rules

Unit IV Team Baseball

- A. Defensive Strategies
- B. Offensive Strategies

~~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. Skill practice~~
- ~~2. Working on individual skills,~~
- ~~3. Keeping a notebook using class materials,~~
- ~~4. Studying multimedia presentations, and~~
- ~~5. Reading of the textbook.~~

Methods of Instruction:

1. Practice and repetition of skills and strategies
2. Demonstrations
3. Practice intrasquad scrimmages



4. Practice games
5. Audio visual instruction
6. Participation in intercollegiate games
7. Oral instructions, and
8. Multimedia

Methods of Evaluation:

1. Skill demonstrations, including:
 - a. class performance

2. Intercollegiate games

Supplemental Data:

TOP Code:	083550: Intercollegiate Athletics
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO Yes

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Taft College General Education:	NONE
Discipline:	Health or PE or Kinesiology or Coaching

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

From: Debora Rodenhauser

Division: Liberal Arts

Date: 9/3/2025

Re: COMM 1520 Argumentation and Debate

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☐ As part of the 5 year review cycle
- ☐ Other (please explain): ___ Requesting approval for Distance Education _____

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

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

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

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

Course Approval Application attached? Yes () No X

Programs Affected/Stand Alone:

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

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

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

- | | | |
|---|--|--|
| <input type="checkbox"/> Natural Science | <input type="checkbox"/> Social & Behavioral Science | <input type="checkbox"/> English Composition |
| <input type="checkbox"/> Arts & Humanities | <input type="checkbox"/> Communication & Analytical Thinking | |
| <input type="checkbox"/> Ethnic Studies | | <input type="checkbox"/> Lifelong Learning |
| <input type="checkbox"/> Mathematical Concepts & Quantitative Reasoning | | <input type="checkbox"/> American History & Ideals |

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

- Recognize claims, evidence, reasoning, and common fallacies used in argumentation.
- Demonstrate effective oral argumentation skills.

Prepared by: L. Travis
Reviewed by: D. Rodenhauser
Textbook update: ~~Spring 2022~~
C & GE update: ~~April 21, 2022~~
Board approved: ~~May 11, 2022~~
Semester effective: ~~Fall 2025~~

Communications (COMM) 1520 Argumentation and Debate (3 Units) CSU

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

strongly recommended Hours and Unit Calculations:

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

Catalog Description: Methods of critical inquiry and advocacy. Identifying fallacies in reasoning and language, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments. Analysis, presentation, and evaluation of oral and written arguments.

Type of Class/Course: Degree Credit

Texts:

Lunsford, A.A., & Ruskiewicz, J.J. (2021). *Everything's an Argument*. 9th ed. Bedford/St. Martin's.

Rybacki, D. & Rybacki, K. (2021). *Advocacy and Opposition: An Introduction to Argumentation*, 7th edition. Pearson.

Hollihan, T.A., & Baaske, K.T. (2022) *Arguments and Arguing*, 4th edition. Waveland Press, Inc.

~~Channell, C.E., & Crusius T.W. *The aims of argument: A Text and Reader*. McGraw Hill Companies, Inc.~~

Marteney, J. *Arguing using critical thinking*. Los Angeles Valley College. (OER) 2020.

~~Crusius, Timothy, and Carolyn Channell. *The Aims of Argument: A Text and Reader*. 8th ed., McGraw-Hill, 2017.~~

Additional Optional Materials: Perrin, R. *Pocket guide to APA style*. Wadsworth.

Course Objectives:

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

1. Critically evaluate reasoning and evidence.
2. Develop an understanding of the reasoning process and skill in utilizing various methods of reasoning.
3. Analyze, advocate, and criticize ideas, especially through the process of debate.
4. Recognize fallacies of reasoning and argue ethically.
5. Develop research skills.
6. Foster the use of critical thinking skills in oral and written communication

Course Level Student Learning Outcomes:

- Identify claims, evidence, reasoning, and common fallacies used in argumentation.
- Demonstrate effective oral argumentation skills.

Course Scope and Content:

Unit I Understanding Argument

- A. What is an argument?
- B. What is rhetoric?
- C. Arguing responsibly
- D. Four criteria of responsible reasoning
- E. What are the aims of argument?

Unit II Reading Arguments

- A. Strategies for critical reading

Unit III Analyzing Arguments: The Toulmin Method

- A. An overview of the Toulmin Method
- B. A step-by-step demonstration of the Toulmin Method

Unit IV Critiquing an Argument

- A. What is a critique?
- B. Why critique an argument?
- C. How a critique differs from a reaction?
- D. The assignment
- E. Choosing an argument
- F. Exploring your topic
- G. Drafting your paper
- H. Revising your draft

Unit V Analyzing and Using Visual Arguments

- A. Understanding culturally diverse visual arguments
- B. “Reading” images
- C. Analysis: Five common types of visual argument
- D. Analyzing an advertisement or editorial cartoon

Unit VI Writing Research-Based Arguments

- A. Finding an issue
- B. Finding sources
- C. Field research
- D. Library and Internet research
- E. Searching your library
- F. Internet research
- G. Evaluating sources
- H. Using sources
- I. Incorporating and documenting source material
- J. Creating works cited and reference lists

Unit VII Ethical Writing and Plagiarism

- A. Why ethics matter
- B. What plagiarism is
- C. The ethics of using sources
- D. The ethics of giving and receiving help with writing
- E. Ethical writing and good study habits

Unit VIII Joining the Conversation: Arguing to Inquire

- A. What is comparing diverse perspectives?
- B. Why write to compare diverse perspectives?
- C. How does comparing diverse perspectives work?
- D. Readings
- E. The assignment

- F. Choosing a topic
- G. Exploring your topic
- H. Drafting your paper
- I. Revising your draft

Unit IX Making Your Case: Arguing to Convince

- A. What is a case?
- B. Why make a case?
- C. How do you make a case?
- D. Readings
- E. Putting your voice into your argument

Unit X Motivating Action: Arguing to Persuade

- A. What is persuasion?
- B. Why write to persuade?
- C. How does persuasion work?
- D. Readings
- E. Using your voice in appealing for action
- F. Preparing to write: Thinking about persuasive appeals

Unit XI Resolving Conflict: Arguing to Mediate

- A. Mediation and other aims of argument
- B. The process of mediation: Looking objectively at different perspectives
- C. Mediation and Rogerian argument

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. Participating as a member of a team by working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort for group projects
2. Interpreting and communicating information by selecting and analyzing information and communicating the results of others, using oral, writing, pictorial methods for individual and group projects

Methods of Instruction

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

Methods of Evaluation

1. Oral presentation in front of live audience;
2. examinations;
3. evaluation of the oral arguments of others;
4. written analysis of reasoning and arguments;
5. use of appropriate evidence from research;
6. debates

Supplemental Data:

TOP Code:	1506.00 Speech Communication
Sam Priority Code:	E: Non-Occupational
Distance Education:	Under Review
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	Y: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Course 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:	Communication Studies

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

From: Debora Rodenhauser

Division: Liberal Arts

Date: 9/3/2025

Re: COMM 1530 Interpersonal Communication

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☐ As part of the 5 year review cycle
- ☒ Other (please explain):_Requesting approval for Distance Education_____

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 September 03, 2025 _____

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

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

Course Approval Application attached? Yes () No X

Programs Affected/Stand Alone:

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

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

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

- | | | |
|--|--|--|
| <input type="checkbox"/> Natural Science | <input type="checkbox"/> Social & Behavioral Science | <input type="checkbox"/> English Composition |
| <input type="checkbox"/> Arts & Humanities | <input type="checkbox"/> Communication & Analytical Thinking | |
| <input type="checkbox"/> Ethnic Studies <input type="checkbox"/> Lifelong Learning | | |
| <input type="checkbox"/> Mathematical Concepts & Quantitative Reasoning <input type="checkbox"/> American History & Ideals | | |

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

- Demonstrate familiarity with research and thought in the field of interpersonal communication.
- Demonstrate effective interpersonal communication skills in various contexts.
- Analyze their own relationships using theories and concepts of interpersonal communication.

Prepared by: L. Travis
Reviewed by: D. Rodenhauser
Reviewed by: V. Jacobi
Date Prepared: Spring 2022
Textbook: Fall 2025
C & GE Approved: March 17, 2022
Board approved: May 11, 2022
Semester effective: Fall 2025

Communications (COMM) 1530 Interpersonal Communication (3 Units) CSU

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

Hours and Unit Calculations:

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

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

Type of Class/Course: Degree Credit

Textbooks:

Adler, Ronald B. and Proctor II, Russell F. *Interplay: The Process of Interpersonal Communication*. 16th ed. Oxford University Press, 2023

Wood, J.T. (2020). *Interpersonal Communication: Everyday Encounters*. (9th edition). Boston, MA: Cengage Learning.

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

Wrench, J.S., Punyanunt-Carter, N.M., & Thweatt, K.S. (2020). *Interpersonal Communication: A Mindful Approach*. (OER)

Stokes-Rice, T., & Leonard, V. (2020). *Interpersonal Communication*. (OER)

Additional Required Materials: None

Course Objectives:

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

1. Analyze and evaluate how communication creates, develops and changes personal identities including variables such as culture, gender, ethnicity, and race; explain the effect of communication on personal identities.
2. Examine and determine the effects of communication on interpersonal relationships and social and cultural realities.
3. Examine and evaluate the ethical implications of interpersonal communication and its social responsibility to diversity, equity and inclusion founded on communication theory and research

including listening and other individual skills and competencies for successful interpersonal communication.

4. Diagnose conflict in interpersonal relationships and create appropriate conflict management strategies.

Course Level Student Learning Outcomes:

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

Course Scope and Content:

Unit I Interpersonal Process

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

Unit II Mediated Interpersonal Communication

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

Unit III Cultural and Interpersonal Communication

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

Unit IV Interpersonal Communication and the Self

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

Unit V Perceiving Others

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

Unit VI Language

- A. The Nature of Language
- B. The Impact of Language on Our Values and Beliefs



- C. The Language of Responsibility to Become Inclusive, Equitable, and Diverse
- D. Gender Stereotypes and Language and How it Influences Society and Their Behaviors

Unit VII Nonverbal Communication

- A. Nonverbal Communication Defined
- B. Characteristics of Nonverbal Communication
- C. Functions of Nonverbal Communication
- D. Types of Nonverbal Communication

Unit VIII Listening: Receiving and Responding

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

Unit XI Emotions

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

Unit X Dynamics of Interpersonal Relationships

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

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

- A. Communication in Friendships
- B. Communication in Family
- C. Communication in Romantic Relationships

Unit XII Managing Conflict

- A. What is Conflict?
- B. Conflict Styles
- C. Conflict in Relational Systems
- D. Conflict Management in Practice

Unit XIII Communication Climate

- A. What is a Communication Climate?
- B. How Communication Climates Develop
- C. Creating Supportive Climates
- D. Conversation: From Monologue to Dialogue

Learning Activities Required Outside of Class:

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

1. Studying
2. Answering questions

3. Completing required reading
4. Written work
5. Observing or participating in an activity related to course content

Methods of Instruction:

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

Methods of Evaluation:

1. Quizzes and tests
2. Oral presentations
3. Written reports
4. Journaling

Supplemental Data:

T.O.P. Code:	0601.00 Media and Communications, General
Sam Priority Code:	D: Possibly Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	No



Eligible for Pass/No Pass:	Yes
Disciplines:	Communication Studies

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

From: Debora Rodenhauser

Division: Liberal Arts

Date: 9/29/2025

Re: Updated CCN: ARTH 1510 → C1100 —Survey of Art from Prehistory to the Medieval Era

Type of Curriculum Change:

- ☐ New Course* ☐ Substantial Course Change*
- ☒ Non-substantial Course Change* ☐ Course Inactivation

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☐ As part of the 5 year review cycle
- ☐ Other (please explain): _____

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.

Art: Associate in Arts, Art History: Associate in Arts Degree for Transfer, & Studio Arts: Associate in Arts Degree for Transfer

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

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

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

Revised by: D. Rodenhauser

Reviewed by: ~~J. Martinez~~

G. Smith

Date reviewed: ~~Spring 2023~~

Fall 2025

Text Update: Spring 2023

C & GE approval: ~~April 13, 2023~~

Board approval: ~~May 11, 2023~~

Semester Effective: Fall 2026

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Art History (ARTH) ~~1510~~ C1100 Prehistoric to Renaissance Art History: Survey of Art from Prehistory to the Medieval Era (3 Units) CSU: UC [formerly Art 1510; Art 1A; ARTH 1510]

Prerequisite: Eligibility for English 1500 or 1501 strongly recommended

Prerequisites: None

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Co-Requisites: None

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~~Advisories/Recommended Preparation: Eligibility for English C1000 Academic Reading and Writing~~ strongly recommended

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

- ~~1. use correct grammar, syntax, and punctuation;~~
- ~~2. develop the ability to organize written expression in formal, clear language;~~
- ~~3. demonstrate correct mechanics of sentence structure and punctuation;~~
- ~~4. develop an awareness of levels of language;~~
- ~~5. demonstrate concrete evidence of an increased vocabulary;~~
- ~~6. demonstrate the ability to interpret and analyze written passages of increasing difficulty; effectively self-evaluate written work;~~
- ~~7. compose coherent essays;~~
- ~~8. analyze the fundamentals of term paper techniques and library use;~~
- ~~9. interpret meaning of vocabulary in context;~~
- ~~10. recognize main ideas, determine implied main ideas, and the central point;~~
- ~~11. identify supporting details;~~
- ~~12. discriminate among transitions that involve addition, cause and effect, comparison and/or contrast, examples, and time;~~
- ~~13. distinguish between facts and opinions;~~
- ~~14. determine logical inferences by drawing conclusions;~~
- ~~15. identify an author's purpose and tone;~~
- ~~16. evaluate arguments;~~
- ~~17. apply reading strategies to other academic courses; and~~
- ~~18. analyze and synthesize appropriate information in the library for a basic research assignment~~

Hours and Units Calculations:

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

Catalog Description: ~~The architecture, sculpture, and painting of European cultures from the prehistoric era~~

to 1400 are studied in this survey course. A visit to an art museum is required. C-ID: ARTH 110
 This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions. C-ID ARTH 110

Type of Class/Course: Degree Credit

Representative Texts, Manuals, OER, and Other Support Materials:

~~• Janson, H. W. History of Art.~~

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~~• Kleiner, Fred S. Gardner's Art Through the Ages: The Western Perspective, Volume 1~~

~~• Kleiner, Fred S. Gardner's Art Through the Ages: A Global History, Volume 1~~

~~• Stokstad, Marilyn. Art History, Volume 1~~

Commented [GS1]: All of the most recent dates for these texts are listed below.

• Janson, H. W. History of Art, 8th edition. Pearson, 2021.

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• Kleiner, Fred S. Gardner's Art Through the Ages: The Western Perspective, Volume 1, 16th edition. Cengage. 2020.

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• Kleiner, Fred S. Gardner's Art Through the Ages: A Global History, Volume 1, 16th edition. Cengage. 2019.

• Stokstad, Marilyn. Art History, Volume 1, 6th edition. 2022.

OER

~~• Smarthistory's (Khan Academy) materials/books (available online and to print out for free)~~

~~• Smarthistory OER Commons~~

~~• Smarthistory Reframing Art History (global perspectives) open access~~

~~• Gustlin and Gustlin. Libretexts, Introduction to Art History, A World Perspective of Art History~~

~~• Met Heilbrunn Timeline of Art History~~

~~These are representative texts.~~

Commented [GS2]: All of the most recent dates for these texts are listed below.

~~Texts used by individual institutions and individual instructors will vary.~~

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• Gustlin, Deborah and Zoe Gustlin, Libretexts, *Introduction to Art History, A World Perspective of Art History*, 2023

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• Harris, Beth and Steven Zucker; and Various Authors, Smarthistory's (Khan Academy), 2025

• Kilroy-Ewbank, Lauren and Various Authors. *Smarthistory Reframing Art History (global perspectives)* open access. 2025

• Seymour, Michael and Various Authors, *Met Heilbrunn Timeline of Art History*, 2022

• SmartHistory, *Smarthistory OER Commons*, 2021

Part 2:

Text: Kleiner, Fred S. *Gardner's Art through the Ages*. 14th ed. Boston: Wadsworth, 2013. Print.

~~Kleiner, Fred S. *Gardner's Art Through the Ages: The Western Perspective*. 15th ed., vol. 1, Cengage Learning,~~

~~Kleiner, Fred S. *Gardner's Art Through the Ages: A Global History*. 16th ed., vol. 1, Cengage Learning, 2019,~~

~~Gustlin, Deborah, and Zoe Gustlin. *Introduction to Art History*. LibreTexts, 2025,~~

~~Gustlin, Deborah, and Zoe Gustlin. *A World Perspective of Art History: 1400 CE Present*. LibreTexts, 2025,~~

Additional Required Materials: None

Course Objectives/Outcomes

At the conclusion of this course, the student should be able to:

1. Identify, examine, and assess representative works of art and architecture from prehistory to the medieval era employing appropriate art historical terminology.
2. Analyze works of art and architecture in terms of aesthetic, socio-political, religious, historical, technological, and cultural contexts in which they were created.
3. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from prehistory to the medieval era.

Course Objectives:

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

1. critically analyze a work of art and identify the style of the work of art,
2. critically analyze a work of art and identify the period and geographic location of creation of the work of art, identify the major stylistic traits of a period or cultural group,
3. critically analyze a work of art and identify the artist of a work of art when appropriate,

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Commented [GS3]: This is a 2017 publication and I believe it is too old to be added to the list since there is a newer edition. I suggest removing it from the list and then it would be up to the instructor if they will let students use an older version.

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Commented [GS5]: This should be in Part 1 since it was a suggested text.

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Commented [GS6]: The time periods covered are more appropriate for the ARTH C1200 course.

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4. evaluate art as a necessary adjunct to society in its power to reflect, to react to, and to anticipate attitudes and trends;
5. compare and contrast early civilizations through corresponding trends of expression in the arts;
6. identify periods of art history from the prehistoric through the Gothic;
7. identify slides and pictures of art monuments as to period and geographic locations of origin;
8. analyze periods in terms of painting, sculpture, and architectural style associated with specific periods and how that style reflects the cultural values of the specific culture;
9. name the major artists, when appropriate, who produced certain art works in the periods covered;
10. using knowledge of style and culture, formulate a chronological sequence of the periods covered;
11. recognize specific leaders, rulers or personalities which greatly influences art of a particular period;
12. identify the contributions of women and non-western artists to the development of western art history;
13. identify political and social events or conditions which influenced the production of art in the periods covered;
14. define terms common in architecture, sculpture, and painting for the periods covered;
15. synthesize possible conclusions from significant art monuments of the various covered periods;
16. provide examples of current architecture, sculpture, and painting which draw ideas from the past;
17. read and analyze persuasive essays and write essays posing solutions to problems such as cultural ownership of ancient artifacts, and
18. synthesize their accumulated knowledge of art and analyze slides of unfamiliar works for the purpose of attributing the object to a particular period, culture, or artist and media.

Course Level Student Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Demonstrate the ability to identify and analyze the purpose, function, and style of artworks and architecture from the prehistoric through Gothic eras in various global cultures.

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.

Course Scope and Content:

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. Prehistory, visual analysis before writing
2. Mesopotamia
3. Ancient Egypt
4. Ancient Aegean cultures
5. Ancient Greece
6. Etruria
7. Ancient Rome
8. Contextualizing Monotheism
 - a. Judaism
 - b. Early Christianity
 - c. Early Islam
9. Byzantine
10. Medieval

Unit I — Introduction and Prehistoric Art
A. Introduction to theories and elements of art
B. Prehistoric Art
C. Ancient Near Eastern Art
D. Egyptian Art

Unit II — Aegean and Greek Art
A. Aegean Art
B. Greek (Archaic through Hellenistic) Art

Unit III — Roman and Early Christian Art
A. Etruscan
B. Roman Art
C. Early Christian Art
D. Byzantine Art

Unit IV — Medieval Art
A. Early Medieval Art
B. Romanesque Art
C. Gothic Art

Representative Assignments:

Reading Assignments

1. Preparatory Reading: Students may read Chapter 1 on Art in the Stone Age prior to class to prepare for class discussion in regard to the location of ancient works' origins and the materials that ancient artists used.

2. Supplemental Reading: Students may select a Greek deity of choice to research in the Grove Art Online database utilizing the college library website. The found literature may prepare the student for class discussion and possibly act as source material for future writing assignment(s).

Writing Assignments

1. Comparative Analysis: Students may select two works of art from the works covered in the Ancient Mesopotamian and Persian Art section of the reading and lecture, to discuss how these two works are the same (compare) and make observations about how they are different (contrast) using proper terminology to discuss the works in an essay format.

2. Contextual Analysis: Students may select a work of art from the works covered in the Art of the Roman Empire section of the reading and lecture, to discuss how the confines of time and place provide a contextual understanding of the selected work. Using proper terminology to discuss the works in an essay format students must consider aspects such as the social, economic, religious, gender and/or cultural influences of the society in which the work was created.

Out-of-Class Assignments

1. Museum Assignment: Students may visit a museum in their local areas to conduct research on a chosen work of art that reflects a time period and culture covered within the course content. Research then provides basis for a final written paper focusing on the aesthetics and criticism of the work's components.

2. Projects and presentations: Utilizing library and other art historical resources, students may complete a research project and present information on an art historical topic that relates to the content of this course.

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. Required, reading in text
2. Other assigned readings
3. Thinking and writing critically on the essay assignment

Methods of Instruction:

1. Lectures with slides
2. Class discussion
3. Assigned readings
4. Individual critical thinking and writing
5. Library research
6. Art museum visit

Methods of evaluation will include:

1. Written essays and/or research projects
2. Exam with essay component

Methods of evaluation may also include:

1. Discussions
2. Objective exams

3. Projects and presentations
4. Quizzes
5. Group Assignments
6. Museum Assignments

Methods of evaluation are at the discretion of faculty.

Methods of evaluation are at the discretion of faculty.

- ~~1. Chapter quizzes, midterm, and final examinations~~
- ~~2. Objective questions~~
- ~~3. Essay question~~
- ~~4. Essay assignment (4-6 pages) derived from the student's critical reading and analysis of selected published articles or videos~~
- ~~5. Comparison and contrast cross cultural library research paper assignment~~

Supplemental Data:

TOP Code:	1002_00 Art
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

<u>Discipline</u>	<u>Art History</u>
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To: Greg Bormann, Vice President of Instruction
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Debora Rodenhauser

Division: Liberal Arts

Date: 9/29/2025

Re: Updated CCN: ARTH 1520 → C1200 —Survey of Art from the
Renaissance to Contemporary

Type of Curriculum Change:

- ☐ New Course* ☐ Substantial Course Change*
- ☒ Non-substantial Course Change* ☐ Course Inactivation

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☐ As part of the 5 year review cycle
- ☐ Other (please explain): _____

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.

Art: Associate in Arts, Art History: Associate in Arts Degree for Transfer, & Studio Arts: Associate in Arts Degree for Transfer

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

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

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.



Updated by: D. Rodenhauser

Reviewed by: ~~J. Martinez~~

G. Smith

Date Updated: ~~Fall 2022~~

Fall 2025

Textbook update: Spring

2023

C&GE Approved: ~~April 13, 2023~~

Board Approved: ~~May 11, 2023~~

Semester Effective: Fall 2026

~~Art History (ARTH) 1520 C1200 Renaissance to Contemporary Art History~~ **Survey of Art from the Renaissance to Contemporary (3 Units) CSU:UC** [formerly Art 1520; Art 1B]

~~Prerequisite:~~ Eligibility for English 1500 or 1501 ~~strongly recommended~~

~~Prerequisites:~~ None

~~Co-Requisites:~~ None

~~Advisories/Recommended Preparation:~~ Eligibility for English C1000 Academic Reading and Writing **strongly recommended**

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

- ~~1. use correct grammar, syntax, and punctuation;~~
- ~~2. develop the ability to organize written expression in formal, clear language;~~
- ~~3. demonstrate correct mechanics of sentence structure and punctuation;~~
- ~~4. develop an awareness of levels of language;~~
- ~~5. demonstrate concrete evidence of an increased vocabulary;~~
- ~~6. demonstrate the ability to interpret and analyze written passages of increasing difficulty;~~
- ~~7. effectively self-evaluate written work;~~
- ~~8. compose coherent essays;~~
- ~~9. analyze the fundamentals of term paper techniques and library use.~~
- ~~10. interpret meaning of vocabulary in context;~~
- ~~11. recognize main ideas, determine implied main ideas, and the central point;~~
- ~~12. identify supporting details;~~
- ~~13. discriminate among transitions that involve addition, cause and effect, comparison and/or contrast, examples, and time;~~
- ~~14. distinguish between facts and opinions;~~
- ~~15. determine logical inferences by drawing conclusions;~~
- ~~16. identify an author's purpose and tone;~~
- ~~17. evaluate arguments;~~
- ~~18. apply reading strategies to other academic courses; and~~
- ~~19. analyze and synthesize appropriate information in the library for a basic research assignment.~~

Hours and Units Calculations:

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

Catalog Description: ~~This course continues the study of architecture, sculpture, and painting of European cultures from 1400 through the twentieth century. A visit to an art museum is required.~~

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This course provides an overview of art and architecture from the Renaissance to the contemporary period with a focus on art from Europe. The course will further consider global interactions involving this region. C-ID ARTH 120

Type of Class/Course: Degree Credit

Representative Texts, Manuals, OER, and Other Support Materials:

Textbooks (most recent editions)

- ~~Janson, H. W. History of Art.~~
- ~~Kleiner, Fred S. Gardner's Art Through the Ages: The Western Perspective, Volume 2.~~
- ~~Kleiner, Fred S. Gardner's Art Through the Ages: A Global History, Volume 2.~~
- ~~Stokstad, Marilyn. Art History, Volume 2.~~

Commented [GS1]: All of the most recent dates for these texts are listed below.

- Janson, H. W. History of Art, 8th edition. Pearson, 2021.
- Kleiner, Fred S. Gardner's Art Through the Ages: The Western Perspective, Volume 2, 16th edition. Cengage, 2020.
- Kleiner, Fred S. Gardner's Art Through the Ages: A Global History, Volume 2, 16th edition. Cengage, 2018.
- Stokstad, Marilyn. Art History, Volume 2, 6th edition. 2022.

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OER

- ~~Smarthistory's (Khan Academy) materials/books (available online and to print out for free).~~
 - ~~Smarthistory OER Commons~~
 - ~~Smarthistory Reframing Art History (global perspectives) open access~~
 - ~~Gustlin and Gustlin. Libretexts, Introduction to Art History, A World Perspective of Art History~~
 - ~~Met Heilbrunn Timeline of Art History~~
- ~~These are representative texts.~~

Commented [GS2]: All of the most recent dates for these texts are listed below.

~~Texts used by individual institutions and individual instructors will vary.~~

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• Gustlin, Deborah and Zoe Gustlin, Libretexts, Introduction to Art History, A World Perspective of Art History, 2023

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• Kilroy-Ewbank, Lauren and Various Authors. Smarthistory Reframing Art History (global perspectives) open access. 2025

• Mac Farland, Joanna M. and Various Authors. Smarthistory's (Khan Academy). 2025

• SmartHistory. Smarthistory OER Commons. 2021

• Various Authors. Met Heilbrunn Timeline of Art History. 2025

Part 2: Text: Gustlin and Gustlin. *A World Perspective of Art History: 1400 CE to the Present*. LibreTexts, 2025.

~~Kleiner, Fred S. Gardner's Art through the Ages. 16th ed., Cengage Learning, 2019~~

Additional Required Materials: None

Course Objectives/Outcomes

At the conclusion of this course, the student should be able to:

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology.
2. Analyze works of art and architecture and critique them in terms of aesthetic, sociopolitical, religious, historical, technological, and cultural contexts in which they were created.
3. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from the Renaissance to the contemporary period.

~~Course Objectives:~~

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

- ~~1. critically analyze a work of art and identify the style of the work of art,~~
- ~~2. critically analyze a work of art and identify the period and geographic location of creation of the~~

- work of art;
3. analyze and identify the major stylistic traits of a period or cultural group;
 4. critically analyze the form and content of a work of art and identify the artist;
 5. evaluate art as a necessary adjunct to society in its power to reflect, to react to, and to anticipate attitudes and trends;
 6. compare and contrast the periods covered through corresponding trends of expression in the arts;
 7. identify the major stylistic traits of an artist;
 8. identify periods of art history from the Renaissance through the present;
 9. identify slides and photographs of art monuments as belonging to specific periods;
 10. recognize specific rulers, patrons, leaders, philosophers, writers or other personalities who greatly influenced art of a particular period;
 11. analyze periods in terms of paintings, sculpture and architecture associated with specific periods;
 12. define terms common in architecture, sculpture and painting for the periods covered;
 13. provide examples of current architecture, sculpture and painting which draw ideas from the past;
 14. identify political and social events which influenced art in the periods covered;
 15. identify the contributions of women and minorities to the development of western art history;
 16. name the major painters, sculptors, and architects of the periods covered;
 17. using knowledge of style and culture, formulate a chronological sequence of the periods covered;
 18. analyze periods in terms of painting, sculptural, and architectural style associated with specific periods and how that style reflects the cultural values of the specific period or area;
 19. synthesize possible conclusions from significant art monuments from the periods covered;
 20. read and analyze persuasive essays and write essays posing problems to censorship, patronage, and social responsibility; and
 21. synthesize their accumulated knowledge of art and analyze slides of unfamiliar works for the purpose of attributing the object to a particular artist, style, or period.

Course Level Student Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Demonstrate the ability to identify and analyze the formal attributes, purpose, function, and style of artworks and architecture from the 14th Century to the present in various global cultures.

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.

Course Scope and Content:

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. Italian Renaissance and Mannerism
2. Northern Renaissance

3. Baroque and Rococo

4. Neoclassicism, Romanticism, and Realism

5. Major movements of the late 19th Century including Impressionism and Post-Impressionism

6. Introduction to major Modernist movements of the 20th-century

7. A look towards the future: contemporary global considerations

Unit I — Renaissance Period
A. — Flemish Art
B. — Italian Renaissance Art
C. — Northern Renaissance Art
D. — High Renaissance Art
E. — Mannerism

Unit II — Baroque Period
A. — Baroque Art
B. — Rococo Art

Unit III — Nineteenth Century
A. — Neoclassical Art
B. — Romantic Art
C. — Realism
D. — Impressionism

Unit IV — Twentieth Century
A. — Post Impressionism
B. — Cubism and its Derivatives
C. — Expressionism
D. — Regionalism
E. — Abstract Expressionism



- F. ~~Pop Art~~
- G. ~~Twentieth Century Architecture~~

Representative Assignments:

Reading Assignments

- 1. Preparatory Reading:** Students may read Chapter 27: Romanticism, Realism, Photography: Europe and America, 1800 to 1870 prior to class to prepare for class discussion on the prevalent media usage in the various countries covered in the section.
- 2. Supplemental Reading:** Students may select a religious figure of choice represented in the art of the High Renaissance or Mannerist era in Northern Europe and Spain to research in the Grove Art Online database utilizing the college library website. The found literature may prepare the students for class discussion and possibly act as source material for future writing assignment(s).

Writing Assignments

- 1. Comparative Analysis:** Students may select two works of art from the works covered in the Early Renaissance of Northern Europe section of the reading and lecture, to discuss how these two works are the same (compare) and make observations about how they are different (contrast) using proper terminology to discuss the works in an essay format.
- 2. Supplemental Reading:** Students may select a religious figure of choice represented in the art of the High Renaissance or Mannerist era in Northern Europe and Spain to research in the Grove Art Online database utilizing the college library website. The found literature may prepare the student for class discussion and possibly act as source material for future writing assignment(s).

Out-of-Class Assignments

- 1. Museum Assignment:** Students may visit a museum in their local areas to conduct research on a chosen work of art that reflects a time period and culture covered within the course content. Research then provides basis for a final written paper focusing on the aesthetics and criticism of the work's components.
- 2. Projects and presentations:** Utilizing library and other art historical resources, students may complete a research project and present information on an art historical topic that relates to the content of this course.

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. Reading, analyzing, and writing assignments such as periodical articles related to the course content.
2. Studying
3. Reading and analyzing the published materials for the essay assignments
4. Viewing assigned videos

Methods of Instruction:

1. Lectures with slides
2. Class discussion
3. Assigned readings
4. Individual critical thinking and writing
5. Library research
6. Art museum visit

Methods of evaluation will include:

1. Written essays and/or research projects
2. Exam with essay component

Methods of evaluation may also include:

1. Discussions
2. Objective exams
3. Projects and presentations
4. Quizzes
5. Group Assignments
6. Museum Assignments

Methods of evaluation are at the discretion of faculty.

- ~~1. Chapter quizzes, **midterm**, and final examinations~~
 - ~~A. objective questions~~
 - ~~B. essay questions~~
- ~~2. Essay assignments (46 pages) derived from the student's critical reading and analysis of the selected published materials or videos.~~
- ~~3. Comparison and contrast cross cultural library research paper assignment~~

Supplemental Data:

TOP Code:	1002.00 Art
SAM Priority Code:	E: Non-occupational
Funding Agency:	Y: Not Applicable



Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable

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

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

From: William Devine

Division: English and Language Arts

Date: 9/25/2025

Re: English C1002 COR update

Type of Curriculum Change:

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

Justification for Request:

Please enter a brief description of the background and rationale for the course or course changes. 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 updating the COR for the former English 1650 Introduction to Literature to match the new state-wide template designed for CALGETC, with the new nomenclature of C1002.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

None; no distance learning needed

☐ 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:

* Course SLOs should accompany this submission

Please list the General Education SLOs this course meet

Prepared by: B Devine
Reviewed by: V. Jacobi
Reviewed by: K Carlson
Date Prepared: September 25, 2025
Textbook update: Spring 2026
C & GE approved: May 1, 2018
Board Approved: June 13, 2018
Semester effective: Spring 2026

English (ENGL) ~~1650~~ **C1002** Introduction to Literature (3 Units) CSU; UC

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

Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.

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

1. read prose intelligently,
2. demonstrate techniques in library research and in writing a term paper,
3. show competency in writing within the four modes of discourse: narration, description, exposition, persuasion,
4. exhibit an understanding of connotation and denotation of meaning in context, and
5. demonstrate understanding of grammar and mechanics.

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

Catalog Description: ~~This course introduces multi-genre works of literature in the areas of poetry, drama, and short fiction. Students will engage in active and critical reading strategies to deepen and promote understanding of cultural, historical, and aesthetic qualities of literature. Literary terminology, literary devices, and methods of literary analysis will be examined to provide a broad understanding of literature and to advance critical writing about literature. C-ID: ENGL 120 Transfer Credit: CSU; UC.~~

In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature.

Type of Class/Course: Degree credit

Representative Texts:

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. Representative Literature Textbooks (most recent edition):

- Mays, Kelly. *The Norton Introduction to Literature*. W.W. Norton. 15th, 2024.
- Meyer, Michael. *The Bedford Introduction to Literature: Reading, Writing, Thinking*. Bedford/St. Martins.
- Barnet, Sylvan, et al. *An Introduction to Literature*. Longman.
- DiYanni, Robert. *Literature, Approaches to Fiction, Poetry, and Drama*. McGraw-Hill.

Full-length novels or other separately published works.

~~Texts: One of the following:~~

Carlson, Kamala. *Increasing Metacognitive Active Learning Strategies*. 2nd ed., Kamala Carlson, 2025.

Carlson, Kamala and Jessica Grimes. *Supersonic Writing Tips: Grammar Cards*. 6th ed., Kamala Carlson and Jessica Grimes, 2025.

George, Jean C. *Julie and the Wolves*. HarperCollins, 2016.

Wilder, Laura I. *Little House on the Prairie*. HarperCollins, 2008.

Dahi, Roahl. *Charlie and The Chocolate Factory*. Puffin, 2005.

London, Jack. *White Fang*. Scholastic Paperbacks, 2001.

Lowrey, Lois. *Number the Stars*. Dell Yearling, 1998.

Pfeffer, Susan B. *Life as We Knew It*. HMH Books for Young Readers, 2006.

Stanley, Jerry. *Children of the Dustbowl: The True Story of the School at Weedpatch Camp*. 1st ed., Crown, Random House, 1992.

Naylor, Phyllis R. *Shiloh*. Aladdin Paperbacks, 2003.

O'Dell, Scott. *Island of the Blue Dolphins*. HMH Books for Young Readers, 2010.

Hesse, Karen. *Out of the Dust*. Scholastic Inc, 2005.

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

Lewis, C. S. *The Lion, the Witch, and the Wardrobe*. HarperCollins, 2005.

Webb, E. B. *Charlotte's Webb*. HarperCollins Publishers, 2001.

Collins, Suzanne. *The Hunger Games*. Scholastic Press, 2008.

Fa, Lu C., and W. Becky. *Double Luck: Memoirs of a Chinese Orphan*. Holiday House, Inc., 2001.

Taffa, Debora Jackson. *Whiskey Tender*. Harper Perennial, 2024.

Chung, Nicole. *All You Can Ever Know*. Catapult, 2018.

Representative Writing Handbooks and/or Other Support Materials:

• Gardner, Janet E. **Writing About Literature: A Portable Guide**. Boston: Bedford/St. Martins (also available with MLA insert), 6th, 2025.

• Harmon, William, and C. Hugh Holman. **A Handbook to Literature**. Prentice Hall.

Textbooks older than 7 years must be clearly labeled as classic or legacy.

Texts used by individual institutions and even individual sections will vary

Additional Required Materials: None

Course Objectives:

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

1. Interpret and analyze a variety of diverse texts.
2. Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.
3. Define common literary terms and apply them to the analysis of specific texts.
4. Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.
5. Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

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

- ~~1. read a variety of texts actively and critically,~~
- ~~2. identify key elements of major genres in order to analyze and interpret texts,~~
- ~~3. define common literary terms and apply them to the analysis of specific texts,~~
- ~~4. compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis, and~~
- ~~5. research appropriate primary and secondary sources and apply documentation skills without plagiarism.~~

SLOS:

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

Course Level Learning Outcomes

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.

Course ~~Scope and~~ Content:

- A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.
- Literary terminology, devices, and critical approaches.
- Active and critical reading strategies.
- Writing and thinking critically about literature, including literary analysis.
- Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

- A. Plot
- B. Character
- C. Setting
- D. Point of view
- E. Theme
- F. Style
- G. Symbolism

Unit II Writing about Fiction

- A. Review of essay form
- B. Literary Analysis
- C. Comparison/Contrast
- D. Argument
- E. Interpretation
- F. Research and criticism

Unit III Elements of Non-Fiction

- A. Plot
- B. Character
- C. Setting
- D. Theme
- E. Style
- F. Symbolism

Unit IV Writing about Non-Fiction

- A. Review of essay form
- B. Literary Analysis
- C. Comparison/Contrast

D. Argument

E. Interpretation

Unit V Elements of Poetry

A. Meter and rhythm

B. Imagery

C. Figurative language

D. Rhyme and rhyme scheme

E. Symbol

F. Character/speaker

G. Tone and mood

H. Theme

Unit VI Forms of Poetry

A. Fiction

B. Non-fiction

Unit VII Writing about Poetry

A. Explication

B. Interpretation

C. Evaluation

D. Research and Criticism

Learning Activities Required Outside of Class

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

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

Methods of Instruction

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

Examples of Assignments

Reading: Student will be reading a variety of literary texts, including poetry, drama and short fiction from diverse authors; learn how to read actively by submitting annotations or journals/reactions on the reading.

Writing: Journaling on their reading; discussing themes of the text; writing analysis of the text in an essay.

Methods of Evaluation

Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty.

Formal writing, including essays.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.

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

Supplemental Data:

TOP Code:	150100: English
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable

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

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

From: Mike Mayfield

Division: Math & Science

Date: 10/3/2025
ASTR 1511 Introduction to Astronomy with Lab
BIOL 1500 Fundamentals of Biology
BIOL 1510 Fundamentals of Biology with Lab
MATH 2100 Analytic Geometry and Calculus I

Re: MATH 2120 Analytic Geometry and Calculus II

Type of Curriculum Change:

- ☐ New Course* ☒ Substantial Course Change*
- ☐ Non-substantial Course Change* ☐ Course Inactivation

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☐ As part of the 5 year review cycle
- ☒ Other (please explain): Common Course Numbering

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 BIOL 1510 was submitted 4-22-25, all others were submitted 10-3-25.

Date COR went to Distance Learning Education Committee BIOL 1510 was submitted 4-22-25, ASTR 1511, BIOL 1500, and MATH 2100 were submitted 10-3-25.

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.

Biology, ADT	Biology, A.S.	Economics, ADT
Elementary Teacher Ed., ADT	Engineering, A.S.	Kinesiology, A.A
L.A. Allied Health, A.A.	L.A. Math and Science, A.A.	L.A. Natural Science-Life Science
L.A. Natural Science-Physical Science		Mathematics, A.A
Mathematics, A.D.T.	Physical Science, A.S.	

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

- | | | |
|--|--|--|
| <input type="checkbox"/> Natural Science | <input type="checkbox"/> Social & Behavioral Science | <input type="checkbox"/> English Composition |
| <input type="checkbox"/> Arts & Humanities | <input type="checkbox"/> Communication & Analytical Thinking | |
| <input type="checkbox"/> Ethnic Studies <input type="checkbox"/> Lifelong Learning | | |
| <input type="checkbox"/> Mathematical Concepts & Quantitative Reasoning <input type="checkbox"/> American History & Ideals | | |

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

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Revised by: D. Reynolds
 Reviewed by: M. Mayfield
 Reviewed by: J. May
 Text update: Fall 2025
 C & G Ed approval: ~~November 11, 2020~~
 Board approval: ~~January 13, 2024~~
 Semester effective: ~~Fall 2025~~

Astronomy (ASTR) ~~4514~~ **C1000** -Introduction to Astronomy with Lab (4 Units) CSU: UC

Advisory: ~~English 1000, Reading 1005, and Math 1050 strongly recommended.~~ **None.**

Prerequisites: ~~None~~

Co-Requisites: **None**

Hours and Unit Calculations:

48 hours lecture. 96 Outside of Class Hours; 48 hours lab (192 Total Student Learning Hours) 4 Units

Catalog Description: ~~This survey course includes historical development of astronomy; astronomical instruments; basic physical laws and processes; the formation, life cycle and death of stars; the structure and dynamics of the Milky Way galaxy and other galaxies, and the structure of the universe; cosmology; and the evolution and structure of the solar system.~~

Part 1 (Identical and Required):

This course introduces fundamental concepts of astronomy, including the Solar System, stars, supernovae, galaxies, black holes, and the expanding universe. Students learn how to study the cosmos through experiments, observations, and/or simulations and discover what the latest science reveals about the origins and fate of the universe.

Part 2 (Optional Expanded Description, Local College Discretion): None

Type of Class/Course: Degree Credit

Representative Texts, Manuals, OER, and Other Support Materials

Part 1 (Identical and Required):

Texts used by individual institutions and even individual sections will vary.

Lecture:

- Fraknoi, A., Morrison, D., Wolf, S., et al. (2020 & Update 2024). Astronomy 2e. OER: OpenStax.
- Frank, A. (2020). Astronomy: At Play in the Cosmos. 2nd ed.: W. W. Norton and Company.
- Bennett, J., Donahue, M., Schneider, N., & Voit, M. (2022). The Essential Cosmic Perspective. 9th ed.: Pearson.
- Seeds, M., & Backman, D. (2025). Foundations of Astronomy. 15th ed.: Cengage.
- Palin, S., & Blumenthal, G. (2022). 21st Century Astronomy. 7th ed.: W. W. Norton and Company.

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Lab:

- Fraknoi, A. (2016 & Web 2021). *A Compilation of Free Laboratory Activities for Astronomy 101 Courses*. OER: OER Commons. Institute for the Study of Knowledge Management in Education. <https://www.merlot.org/merlot/viewMaterial.htm?id=1374772>
- Tuttle, S. (2016 & Web 2024). *Distant Nature: Astronomy Exercises*. OER: OER Commons. Institute for the Study of Knowledge Management in Education. <https://oercommons.org/authoring/17181-distant-nature-astronomy-exercises>
- Simulation Curriculum Corporation. (2024). *Starry Night College Astronomy Lab Manual*. 8th ed.: Simulation Curriculum Corp.
- Locally developed lab manual

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Part 2 List Sample Textbooks, Manuals, or Other Support Materials (optional):

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Lecture:

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Text: Bennett, Jeffrey, et al. *The Cosmic Perspective*. 10th ed., Pearson, 2023.

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Additional Required Materials:

Bennett, Jeffrey, et al. *Mastering Astronomy with eText - Access Code - for The Cosmic Perspective*. 10th ed. Pearson. 2023.

Lab:

Reynolds, David. *Astronomy Laboratory Manual*. Taft College Print Shop, 2020
2025.

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Course Objectives:

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

1. provide a descriptive overview of the contents of the universe, with secondary emphasis on the solar system, and identify the type of astronomical object shown in selected images,
2. demonstrate a qualitative understanding of the processes occurring in stars, galaxies, interstellar matter and the solar system, and of the basic physical laws that govern these processes,
3. develop the ability for logical scientific thought to the point of applying the physical and geometric principles discussed to the analysis and qualitative solution of simply stated astronomical problems. As far as possible, considering the level of the course, this objective will be emphasized relative to the memorization of facts, and
4. develop an understanding of scientific inquiry and the scientific method through examples drawn from the history of astronomy and develop an appreciation of the crucial role of astronomy in the development of modern science.

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Part 1 (Identical and Required):

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

1. Apply fundamental theoretical principles and evidence-based reasoning to explain how observations and data inform our current understanding of the universe and everyday phenomena.
2. Distinguish and compare the size, scale, and structure of astronomical objects.
3. Describe the diverse perspectives and contributions that have shaped humanity's understanding of the universe through the field of astronomy.

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4. Collect, analyze, and interpret astronomical data to draw and communicate valid scientific conclusions.

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Part 2 Optional objectives/outcomes (optional):

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At the conclusion of this course, the student should be able to: None

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Course Level Student Learning Outcomes:

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1. Employ evidence-based reasoning when analyzing information in the completion of non-computational physical science problems.

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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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Course Scope and Content (Lecture):

Unit I — Grand Tour of the Heavens

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- A. Astronomers tools
- B. Constellations
- C. Stellar measurements
- D. Origins
- E. Science versus pseudoscience

Unit II — Electromagnetic Radiation

- A. Electromagnetic radiation
- B. Black body radiation
- C. Absorption and emission spectra
- D. Properties of matter
- E. Doppler effect

Unit III — Optics and Telescopes

- A. Eyes and cameras
- B. Refracting telescopes
- C. Reflecting telescopes
- D. Schmidt telescope
- E. Ground based telescopes and satellites

Unit IV — Motion of Stars and Planets

- A. Phases of the moon
- B. Solar and lunar eclipses
- C. Apparent magnitude
- D. Celestial sphere
- E. Celestial coordinates
- F. Seasons, time zones and calendars

Unit V — History of Astronomy

- A. Ancient roots of science
- B. Aristotle
- C. Ptolemy
- D. Copernicus
- E. Brahe



- F. _____ Kepler
- G. _____ Galileo
- H. _____ Newton

- Unit VI _____ The Solar System
- A. _____ Terrestrial planets
 - B. _____ Jovian planets
 - C. _____ Pluto and Charon
 - D. _____ Asteroids
 - E. _____ Comets
 - F. _____ Other solar systems
 - G. _____ Formation of our solar system

- Unit VII _____ Our Sun
- A. _____ The Sun's basic structure
 - B. _____ Hydrogen fusion and neutrinos
 - C. _____ Sunspots and other solar activity

- Unit VIII _____ Distant Stars
- A. _____ Color, temperature and spectra of the stars
 - B. _____ Stellar classification
 - C. _____ Stellar parallax
 - D. _____ The inverse square law
 - E. _____ Hertzsprung-Russell diagrams
 - F. _____ Star sizes
 - G. _____ Binary stars
 - H. _____ Mass-luminosity relation
 - I. _____ Variable stars
 - J. _____ Star clusters

- Unit IX _____ The Birth and Death of Stars
- A. _____ Starbirth
 - B. _____ Nuclear fusion
 - C. _____ Brown dwarfs
 - D. _____ The death of stars
 - E. _____ Black holes

- Unit X _____ Galaxies
- A. _____ The Milky Way Galaxy
 - B. _____ A Universe of Galaxies
 - C. _____ Dark matter
 - D. _____ Hubble's Law
 - E. _____ Quasars and active galaxies
 - F. _____ Cosmology

Part 1: Required Topics (Identical):

- 1. Scientific method
- 2. Observing the sky
- 3. History of astronomy across cultures
- 4. Gravity, motion, and physical laws
- 5. Light, matter, and spectra
- 6. Telescopes
- 7. Analysis of light

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8. Earth, Moon, Sun system

9. The Solar System and exoplanets

10. The Sun

11. Stars and stellar evolution

12. The Milky Way

13. Galaxies

14. Cosmology

15. Life in the universe

Part 2: Optional Expanded or Additional Topics (optional): None

Course Scope and Content (Laboratory):

Unit I Basic Astronomy Skills

A. Position and Constellations

B. Size and Scale in Astronomy

Unit II Fundamentals of Astronomy

A. Kepler's Laws

Unit III Nature of Light in Astronomy

A. Electromagnetic Spectrum of Light

B. Absorption and Emission Spectra

C. Properties of Waves

Unit VI Observing

A. Observing the Sun

B. Observing the Moon and Stars

Unit V Planets and Asteroids

A. Planetary Systems

B. Near Earth Objects

C. Exoplanets and Habitable Planets

Unit VI Stars

A. Hertzsprung-Russell Diagram

B. Blackholes

Unit VII Galaxies and Cosmology

A. The Milky Way

B. Galaxy Evolution

C. Evolution of the Universe

Part 1: Required Topics (Identical):

Content will include:

1. Celestial sphere

2. Orbits and Kepler's Laws

3. Spectroscopy

4. Lunar properties

5. Telescopes and optics

6. Hertzsprung-Russell Diagram

7. Sun features

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8. Deep sky objects

9. Cosmic distance ladder

Part 2: Optional Expanded or Additional Topics (optional): None

Representative Assignments

Reading

Students research, review, and analyze multiple sources as part of a library research assignment regarding the subjects of the Milky Way and evolution of galaxies.

Writing

Students write multiple paragraphs for a library research assignment regarding the subjects of the Milky Way and evolution of galaxies.

Outside Activities:

The students in this class will spend a minimum of 6 hours per week in addition to watching the recorded lecture videos doing the following:

1. Studying text and learning objectives.
2. Answering questions.
3. Skill practice.
4. Completing required reading.
5. Problem solving activity or exercise.
6. Written work.

Methods of Instruction:

1. Assign reading topics in the textbook and selected references
2. Videos of class lectures will be used to clarify and extend the theoretical and factual concepts present in the text
3. Class discussions
4. Audiovisual materials, relative to some unit of study will be shown to supplement lecture materials
5. Problem sets and questions from the text will be assigned
6. Visual observations will be employed so that students may see some of the objects that are emphasized in the lectures

Methods of Evaluation:

1. ~~Substantial writing assignments including:~~
 - a. ~~Research Reports~~
2. ~~Computational or non-computational problem-solving demonstrations including:~~
 - a. ~~Exams~~
 - b. ~~Homework problems~~
 - c. ~~Quizzes~~
3. ~~Other examinations, including:~~
 - a. ~~Multiple choice~~
 - b. ~~Matching items~~
 - c. ~~True/false items~~
 - d. ~~Completion~~

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Part 1 (Identical and Required):

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, activities, projects, research demonstrations, laboratory activities, laboratory reports, practicums, etc. Methods of evaluation are at the discretion of local faculty.

Part 2 List Additional Methods of Evaluation (Optional): None

Supplemental Data:

TOP Code:	191100: Astronomy
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online
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:	CSB1: CSU Area B1 CSB3: CSU Area B3 IG5A: IGETC Area 5A IG5C: IGETC Area 5C

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	LNS: Local GE Natural Science
Discipline:	Astronomy



Webster

2022

2022

Reviewed by: S. Lytle
Reviewed by: W. Berry
Reviewed by: ~~M. Mayfield K.~~

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Date Reviewed: ~~Spring 2022~~
Textbook update: Fall 2024
C&GE approved: ~~April 24,~~

Board approved: ~~May 11,~~

Semester effective: ~~Fall 2024~~

Biology (BIOL) 1500 Fundamentals of Biology C1001 Introduction to Biology (3 Units) CSU: UC
[formerly Biology 1, formerly Biology 1500]

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Prerequisites: None

Co-Requisites: None

Advisory: Eligibility for English ~~1500 or 1504~~ C1000, C1000E, or 1502 strongly recommended

Hours and Units Calculations:

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

Catalog Description: ~~This survey of the principles of biology includes cell theory, cell division, heredity, and anatomy and physiology of plants and animals. The course also includes a survey of the principal groups of plants and animals. This course is a non-majors life science course. Not open to students who have successfully passed BIOL 1510.~~

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Part 1 (Identical and Required):

This lecture course provides the non-biology major with an introduction to living things and their environment. Students develop important critical thinking skills as they learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society.

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Part 2 (Optional Expanded Description, Local College Discretion): ~~None~~

~~Not open to students who have successfully passed BIOL C1000~~Not open to students who have successfully passed BIOL C1000

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Type of Class/Course: Degree Credit

Representative Texts, Manuals, OER, and Other Support Materials

Part 1 (Identical and Required):

Texts used by individual institutions and even individual sections will vary.

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OER Example:

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• Fowler, S., Wise, J., & Roush, R. (2024). Concepts of Biology. OER: OpenStax.
<https://openstax.org/books/concepts-biology/pages/1-introduction>

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Traditional Examples:

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• Hoefnagels, M. (2021). Biology: The Essentials. 4th ed.: McGraw Hill.
• Taylor, M., Simon, E., Dickey, J., & Reece, J. (2020). Campbell Essential Biology. 7th ed.:
Pearson.

Part 2 List Sample Textbooks, Manuals, or Other Support Materials (optional): None

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Text:

Johnson, George B. *The Living World*. 11th ed., McGraw-Hill, 2024.

Additional Required Materials: None

Course Objectives:

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

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- ~~1. possess knowledge of general biological concepts.~~
- ~~2. be able to describe fundamental principles of biology as illustrated by plants and animals.~~
- ~~3. understand the scientific method.~~
- ~~4. be able to make critical observations.~~
- ~~5. understand the relationship between an organism and the biological environment.~~

Part 1 (Identical and Required):

At the conclusion of this course, the student should be able to:

1. Apply the scientific method, including recognizing the elements of experimental design and interpreting results.
2. Demonstrate scientific literacy by evaluating social, ethical, and equity issues connected to biological sciences.
3. Describe how living things are made of smaller structures that work together to enable the organism to survive.
4. Compare how living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy.
5. Explain how the diversity of living things is the result of evolution of organisms through mechanisms such as heredity, random change, and natural selection.

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Part 2 Optional objectives/outcomes (optional):

At the conclusion of this course, the student should be able to: None

Course Level Student Learning Outcomes

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Identify and explain the definitive characteristics of living organisms in a clear and concise manner.

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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:

~~Unit I — The Study of Life~~

- ~~A. The Science of Biology~~
- ~~B. The Scientific Process~~

~~Unit II — The Living Cell~~

- ~~A. The Chemistry of Life~~
- ~~B. Molecules of Life~~
- ~~C. Cells~~
- ~~D. Energy and Life~~
- ~~E. Photosynthesis~~
- ~~F. How Cells Harvest Energy from Food~~

~~Unit III — The Continuity of Life~~

- ~~A. Mitosis~~
- ~~B. Meiosis~~
- ~~C. Foundations of Genetics~~
- ~~D. Genetic Material~~
- ~~E. How Genes Work~~

~~Unit IV — The Evolution and Diversity of Life~~

- ~~A. Evolution and Natural Selection~~
- ~~B. Classification of Organisms~~
- ~~C. Prokaryotes and Viruses~~
- ~~D. Protists~~
- ~~E. Fungi~~

~~Unit V — Plant Life~~

- ~~A. Evolution of Plants~~
- ~~B. Plant form and Function~~

~~Unit VI — Evolution of Animal Life~~

- ~~A. Evolution of the Animal Phyla~~
- ~~B. History of the Vertebrates~~
- ~~C. How Humans Evolved~~

~~Unit VII — Animal Life~~

- ~~A. Circulation or~~
- ~~B. Respiration or~~

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- ~~_____ C. Digestion or~~
~~_____ D. Nervous System or~~
~~_____ E. Reproduction and Development~~

Unit VIII — The Living Environment

- ☐ A. Populations and Communities
- ☐ B. Ecosystems
- ☐ C. Behavior and the Environment or
- ☐ D. How Humans Influence the Living World

Part 1: Required Topics (Identical):

1. The scientific method and the process of science
2. Cellular chemistry and biochemistry
 - a. Atoms and bonding
 - b. Properties of water
 - c. Structure and function of biological molecules
3. Cell structure and function
 - a. Cells, membranes, and organelles
 - b. Prokaryotes versus eukaryotes
 - c. Transport across the cell membrane
4. Cellular metabolism
 - a. Enzyme structure and function
 - b. Photosynthesis
 - c. Cellular respiration
 - d. Fermentation
5. Cellular division
 - a. Prokaryotic binary fission
 - b. Eukaryotic cell cycle
 - c. Eukaryotic asexual reproduction (mitosis)
 - d. Eukaryotic sexual reproduction (meiosis)
6. DNA structure and function
 - a. DNA replication
 - b. Transcription and translation
 - c. Regulation of gene expression
 - d. The impact of mutations
 - e. The impact of biotechnology
7. Principles of heredity
 - a. Mendelian genetics
 - b. Non-Mendelian genetics
 - c. Application to human genetics
8. Principles of evolution
 - a. Evolutionary mechanisms
 - b. Evolutionary evidence
 - c. Speciation and classification
 - d. The effect of extinction
 - e. Survey of biodiversity across Domains
9. Principles of ecology
 - a. Biosphere and biomes
 - b. Population growth and regulation

[illegible]

- c. Community interactions
- d. Flow of energy and matter in ecosystems
- e. Human interactions with the biosphere
- f. Conservation biology and sustainability

Part 2: Optional Expanded or Additional Topics (optional): None

Representative Assignments

Reading:

Weekly readings from textbook chapters and supplemental science articles.

Writing:

Short written responses in discussion, vocabulary-based writing assignments, and essay-style questions on exams.

Learning Activities Required Outside of Class:

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

1. Studying
2. Answering questions
3. Skill practice
4. Completing required reading
5. Problem solving
6. Written work

Methods of Instruction:

1. Assigned readings from text and selected references
2. Recorded Video Lectures
3. PowerPoint presentations
4. Class discussions

Methods of Evaluation:

1. Substantial writing assignments, including:
 - a. essay exams
 - b. discussion posts
 - c. term or other papers
 - d. multimedia presentations
2. Computational or non-computational problem-solving demonstrations, including:
 - a. exams
 - b. homework problems
 - c. quizzes
3. Other examinations, including:
 - a. multiple choice
 - b. matching items
 - c. true/false items

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Part 1 (Identical and Required):

Examples of evaluation methods used to observe or measure students' achievement of course outcomes and objectives may include but are not limited to quizzes, exams, projects, evaluation of scientific literature, etc.

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Methods of evaluation are at the discretion of local faculty.

Part 2 List Additional Methods of Evaluation (Optional):

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Supplemental Data:

TOP Code:	040100 - Biology
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



Reviewed by: ~~G. Johnson~~ K. Webster
Reviewed by: ~~W. Berry~~ S. Lytle
~~Prepared by:~~ G. Colling
Textbook update: Fall 2024
Date Reviewed: ~~September 25, 2013~~
C&GE Approved: ~~December 9, 2013~~
Board Approved: ~~January 8, 2014~~
Semester Effective: ~~Fall 2024~~

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~~Biology (BIOL) 1510 Fundamentals of Biology with Lab (4 Units) CSU:UC [formerly Biology 1510]~~ C1000 Introduction to Biology with Lab

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Prerequisites: None

Co-Requisites: None

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

Total Hours: 48 hours lecture; ~~96 hours outside class~~; 48 hours lab (~~96~~ 192 hours total)

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Catalog Description: ~~This course consists of both lecture and laboratory components that will survey the principles of biology, including cell theory, cell division, heredity, evolution, and anatomy/physiology of plants and animals. The course also includes a survey of the principle groups of plants and animals. This course is a non-majors life science course.~~

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Part 1 (Identical and Required):

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This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society.

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Part 2 (Optional Expanded Description, Local College Discretion): None

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Type of Class/Course: Degree Credit

Representative Texts, Manuals, OER and Other Support Materials:

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Part 1 (Identical and Required):

Texts used by individual institutions and even individual sections will vary.

Textbooks:

OER Example:

• Fowler, S., Wise, J., & Roush, R. (2024). Concepts of Biology. OER: OpenStax.



<https://openstax.org/books/concepts-biology/pages/1-introduction>

Traditional Examples:

- [Hoefnagels, M. \(2021\). Biology: The Essentials. 4th ed.: McGraw Hill.](#)
- [Taylor, M., Simon, E., Dickey, J., & Reece, J. \(2020\). Campbell Essential Biology. 7th ed.: Pearson.](#)

Lab manuals:

An example of a publisher lab manual is:

- [Bres, M., & Weisshaar, A. \(2018\). Thinking About Biology: An Introductory Lab Manual \(What's New in Biology\). 6th ed.: Pearson.](#)
- [Locally developed manual](#)

Part 2 List Sample Textbooks, Manuals, or Other Support Materials (optional):

Textbook: Johnson, George B. *The Living World*. 11th ed. Boston: McGraw-Hill, 2024.

Lab Manual: ~~Enger, Eldon D. and Frederick C. Ross. *Laboratory Manual: Concepts in Biology*. 14th ed. Boston: McGraw, 2011. Print.~~ [Lytle, Steve *BIOL C1000 Laboratory Manual*. Taft College Print Shop. 2025](#) ~~instructors create, print and handout laboratory exercises in lab.~~

Additional Required Materials: None

Course Objectives:

Part 1 (Identical and Required):

At the conclusion of this course, the student should be able to:

- ~~1. possess a general introduction to biology,~~
- ~~2. develop the fundamental principles of biology as illustrated by plants and animals,~~
- ~~3. develop an understanding of the scientific method,~~
- ~~4. develop the ability to make critical observations,~~
- ~~5. develop an understanding of their interaction with their biological environment, and~~
- ~~6. develop practical laboratory experiences in the life sciences.~~
- [1. Apply the scientific method, including recognizing the elements of experimental design, gathering and analyzing data, and interpreting results.](#)
- [2. Demonstrate scientific literacy by evaluating social, ethical, and equity issues connected to biological sciences](#)
- [3. Describe how living things are made of smaller structures that work together to enable the organism to survive.](#)
- [4. Compare how living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy.](#)
- [5. Explain how the diversity of living things is the result of evolution of organisms through mechanisms such as heredity, random change, and natural selection.](#)
- [6. Collaborate on laboratory investigations of the biological content using appropriate, safe methods and equipment.](#)

Part 2 Optional objectives/outcomes (optional):

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At the conclusion of this course, the student should be able to: None

Course Level Student Learning Outcomes

Identify and explain the definitive characteristics of living organisms in a clear and concise manner.

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 — The Study of Life

- A. The Science of Biology
- B. The Scientific Process

Unit II — The Living Cell

- A. The Chemistry of Life
- B. Molecules of Life
- C. Cells
- D. Energy and Life
- E. Photosynthesis
- F. How Cells Harvest energy from Food

Unit III — The Continuity of Life

- A. Mitosis
- B. Meiosis
- C. Foundations of Genetics
- D. Genetic Material
- E. How Genes Work

Unit IV — The Evolution and Diversity of Life

- A. Evolution and Natural Selection
- B. Classification of Organisms
- C. Prokaryotes and Viruses
- D. Protists
- E. Fungi

Unit V — Plant Life

- A. Evolution of Plants
- B. Plant form and function

Unit VI — Evolution of Animal Life

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- b., Evolutionary evidence
- c., Speciation and classification
- d., The effect of extinction
- e., Survey of biodiversity across Domains

9., Principles of ecology

- a., Biosphere and biomes
- b., Population growth and regulation
- c., Community interactions
- d., Flow of energy and matter in ecosystems
- e., Human interactions with the biosphere
- f., Conservation biology and sustainability

Part 2: Optional Expanded or Additional Topics (optional): None

Course Scope and Content (Laboratory):

Unit I — The Scientific Method and Metric Measurements

- A. Metric measurements
- B. Metric conversions

Unit II — Diffusion and Osmosis

- A. Differentiate between diffusion and osmosis
- B. Kinetic energy and concentration effects

Unit III — The Microscope

- A. Using a compound microscope
- B. Preparing wet mount slides

Unit IV — Cell Structure and Function

- A. Viewing organisms from 5 Kingdoms
- B. Identifying cell structures and organelles

Unit V — DNA and RNA

- A. DNA replication, transcription, translation
- B. DNA purification

Unit VI — Mitosis — Cell Division

- A. Cell cycle phase
- B. Microscopic examination of cell division in plants and animals

Unit VII — Genetics & Human Variation

- A. Single and double factor crosses
- B. Dominant and recessive human phenotypes

Unit VIII — Reproduction & Development

- A. Human reproduction stages
- B. Development of frog and fish eggs

Unit IX — Plant Tissues

- A. Structure and function of plant organs

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B. ——— Reproduction of plants

Unit X ——— Frog Dissection

A. ——— Identification of vertebrate organs and structures

B. ——— Function of frog and fish eggs

Unit XI ——— Animal Diversity

A. ——— Phylogeny

B. ——— Animal Evolution

Unit XII ——— Visit to Los Angeles County Natural History Museum or Los Angeles Zoo

A. ——— Examine non-native species of plants and animals in a live context

Part 1: Required Topics (Identical):

1. Process of science and experimental design

2. Personal protective equipment, care and safe use of laboratory equipment

3. Utilization of microscopy to visualize and identify cell structures

4. Cellular transport mechanisms

5. Energy cycling and metabolism

6. Cell division

7. Genetics and inheritance

8. Diversity of life

9. Evolution

10. Ecology

Part 2: Optional Expanded or Additional Topics (optional): None

Representative Assignments

Reading:

Weekly readings from textbook chapters and supplemental science articles.

Writing:

Short written responses in discussion, vocabulary-based writing assignments, and essay-style questions on exams.

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 text, chapter handouts and learning objectives,
2. Answering questions,
4. Completing required reading,
5. Problem solving activity or exercise, and
6. Written work.

Methods of Instruction:

1. Assigned readings from text and selected references,
2. Lecture and demonstration by instructor,

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3. Multimedia presentations,
4. Field trips, and
5. Hands-on laboratory exercises.

Methods of Evaluation:

- ~~1. Writing assignments, including:~~
 - ~~a. Essays,~~
 - ~~b. Laboratory reports, and~~
 - ~~c. Scientific research paper.~~
- ~~2. Computational or non-computational problem-solving demonstrations, including:~~
 - ~~a. Exams,~~
 - ~~b. Homework problems,~~
 - ~~c. Quizzes, and~~
 - ~~d. Laboratory reports.~~
- ~~3. Other examinations, including:~~
 - ~~a. Multiple choice,~~
 - ~~b. Matching items,~~
 - ~~c. True/false items, and~~
 - ~~d. Completion.~~

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Part 1 (Identical and Required):

Examples of evaluation methods used to observe or measure students' achievement of course outcomes and objectives may include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc.

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Methods of evaluation are at the discretion of local faculty.

Part 2 List Additional Methods of Evaluation (Optional): None

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Laboratory Category: Extensive Laboratory

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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:

<u>TOP Code:</u>	<u>040100 - Biology</u>
<u>SAM Priority Code:</u>	<u>E: Non-Occupational</u>
<u>Funding Agency:</u>	<u>Y: Not Applicable</u>
<u>Program Status:</u>	<u>1: Program Applicable</u>
<u>Noncredit Category:</u>	<u>Y: Not Applicable</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>N: Not Applicable</u>
<u>Prior to College Level:</u>	<u>Y: Not Applicable</u>
<u>Cooperative Work Experience:</u>	<u>N: Course is not a part of a cooperative education program</u>
<u>Eligible for Credit by Exam:</u>	<u>No</u>
<u>Eligible for Pass/No Pass:</u>	<u>Yes</u>
<u>Discipline</u>	<u>Biological Sciences</u>

Reviewed by: S. Getty
 Reviewed by: ~~D. Mitchell~~
 Reviewed by: J. Reynolds
 Text Update: Fall 2024
 Date reviewed: Fall 2024-5
 C&GE approved: Fall 2024
 Semester effective: Fall 2025

Mathematics (MATH) 2100 Analytic Geometry and Calculus I, ~~C2211 Calculus I: Late~~
 Transcendentals (5 Units) CSU:UC
 [formerly Mathematics 3A, formerly Mathematics 2100]

Prerequisite: Successful completion of Mathematics 1530 and 1540, or Mathematics 1550, or Mathematics 1570 with a 'C' or better or equivalent, ~~Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.~~

Co-Requisites: None

Other limitations on Enrollment:

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

1. Graph functions and relations in rectangular coordinates and polar coordinates;
2. Synthesize results from the graphs and/or equations of functions and relations;
3. Apply transformations to the graphs of functions and relations;
4. Recognize the relationship between functions and their inverses graphically and algebraically;
5. Solve and apply equations including rational, linear, polynomial, exponential, absolute value, radical, and logarithmic, and solve linear, nonlinear, and absolute value inequalities;
6. Solve systems of equations and inequalities;
7. Apply functions to model real-world applications;
8. Identify special triangles and their related angle and side measures;
9. Evaluate the trigonometric function of an angle given in degree and radian measure;
10. Manipulate and simplify a trigonometric expression;
11. Solve trigonometric equations, triangles, and applications;
12. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs; and
13. Prove trigonometric identities

Total Hours: 80 hours lecture. 160 Outside of class hours. (240 Total Student Learning Hours)
 5 Units

Catalog Description: ~~This course is a beginning course in calculus and analytic geometry including functions, limits and continuity, derivatives, integrals, applications of derivatives and integrals,~~

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transcendental functions, and Fundamental Theorem of Calculus. This course is primarily for Science, Technology, Engineering and Math majors, and is taught with a computer component (Maple). C-ID: MATH 211. Part 1 (Identical and Required):

A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.

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Part 2 (Optional Expanded Description, Local College Discretion): ~~None~~ C-ID: MATH 211

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Type of Class/Course: Degree Credit

Part 1 (Identical and Required):

Representative Texts, Manuals, OER, and Other Support Materials:- A college level textbook designed for science, technology, engineering and math majors, and supporting the learning objectives of this course.

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Representative texts:

• Strang, G., Herman, E., et al. (2016 & Web 2025). Calculus Volume 1. OER: OpenStax. <https://openstax.org/details/books/calculus-volume-1/>

• Stewart, J., et al. (2021). Calculus. 9th ed.: Cengage.

• Briggs, W., et al. (2019). Calculus. 3rd ed.: Pearson.

• Hass, J., et al. (2023). Thomas' Calculus. 15th ed.: Pearson.

Texts used by individual institutions and even individual sections will vary.

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Part 2 List Sample Textbooks, Manuals, or Other Support Materials (optional): ~~None~~

Text: ~~Briggs, William, L., et al. Calculus: Early Transcendentals. 3rd ed. Pearson Addison-~~

~~Wesley, 2019.~~

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Additional Instructional Materials: ~~none.~~

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Briggs, W., et al. (2019). My Math Lab -Access Code- for Calculus. 3rd ed.: Pearson.

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Course Objectives:

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

1. ~~understand the use of functional notation;~~
2. ~~plot and interpret graphs of functions;~~
3. ~~differentiate algebraic, trigonometric, exponential, logarithmic and hyperbolic functions;~~
4. ~~apply derivatives; and~~
5. ~~find the integrals of basic functions (this topic is continued in Math 3B) and~~
6. ~~complete items 1-5 above by both hand computations and computer assisted (Maple)~~
Compute the limit of a function at a real number;
7. ~~Determine if a function is continuous at a real number;~~

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8. Find the derivative of a function as a limit;
9. Find the equation of a tangent line to a function;
10. Compute derivatives using differentiation formulas;
11. Use differentiation to solve applications such as related rate problems and optimization problems;
12. Use implicit differentiation;
13. Graph functions using methods of calculus;
14. Evaluate a definite integral as a limit;
15. Evaluate integrals using the Fundamental Theorem of Calculus; and
16. Use the definite integral to find areas and volumes.

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Part 1 (Identical and Required):

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

1. Compute the limit of a function.
2. Determine the continuity of a function.
3. Find the derivative of a function as a limit.
4. Find the equation of a tangent line to the graph of a function.
5. Compute derivatives using differentiation formulas.
6. Use differentiation to solve applications such as related rate problems and optimization problems.
7. Use implicit differentiation.
8. Graph functions using methods of calculus.
9. Evaluate a definite integral as a limit.
10. Evaluate integrals using the Fundamental Theorem of Calculus.
11. Apply integration to find areas and volumes.

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Part 2 Optional objectives/outcomes (optional):

At the conclusion of this course, the student should be able to: ~~None~~

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Course Student Learning Outcomes:

1. Calculate limits.
2. Calculate and interpret instantaneous rates of change.
3. Calculate the area under a curve.

General Education Student Learning Outcomes

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

Course Scope and Content:

Unit 1 – Functions & Graphs

- A. Identify graphs of polynomial functions
- B. Identify horizontal and vertical translations
- C. Identify the effect of the magnitude and sign of leading coefficients on the graph of a polynomial
- D. Construct and graph piecewise and composite functions
- E. Identify local minimums and maximums

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Unit II—Limits & Continuous Functions

- A. Find limits graphically and numerically
- B. Evaluate limits analytically
- C. Identify continuity of functions on open and closed intervals
- D. Determine when functions have infinite limits and interpret the meaning of an infinite limit

Unit III—Derivative

- A. Demonstrate an understanding of the derivative as it pertains to the tangent line problem
- B. Identify and appropriately apply basic rules of differentiation as they pertain to rates of change
- C. Identify and appropriately apply the power, constant, product, and quotient rule for first and higher-order derivatives
- D. Differentiation formulas: constants, power rule, product rule, quotient rule and chain rule
- E. Demonstrate a working knowledge of related rates of change
- F. Determine the differentiability of functions
- G. Determine a derivative as a limit

Unit IV—Application of Derivatives

- A. Use derivatives to identify and appropriately interpret local extrema
- B. Identify intervals where functions are increasing/decreasing based on derivatives
- C. Identify regions of concavity
- D. Identify asymptotic behavior based on limits
- E. Use derivatives for optimization problems
- F. Apply Newton's Method where appropriate
- G. Utilize differentials as they pertain to calculating maximum error propagation
- H. Use derivatives as a tool to graph functions
- I. Intermediate and Mean Value Theorem

Unit V—Definite Integral

- A. Calculate antiderivatives and apply to Indefinite Integration
- B. Calculate area under a curve by Reimann sums and The Fundamental Theorem of Calculus
- C. Demonstrate power rule for integration
- D. Demonstrate integration by substitution and numerical integration
- E. Demonstrate the use of integrals to calculate volume

Unit VI—Topics in Differential Calculus

- A. Demonstrate applications of logarithmic differentiation and integration
- B. Demonstrate applications of differentiation and integration of inverse functions
- C. Demonstrate applications of differentiation and integration of exponential functions
- D. Apply differential equations in growth and decay models
- E. Demonstrate applications of differentiation and integration of Inverse Trigonometric Hyperbolic functions

Part 1: Required Topics (Identical);

1. Limits: intuitive and precise definitions; computation using numerical, graphical, and algebraic approaches

2. Continuity and differentiability of functions

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3. Derivative as a limit
4. Interpretation of derivatives as slopes of tangent lines and rates of change
5. Differentiation formulas: constants, power rule, product rule, quotient rule, and chain rule
6. Derivatives of trigonometric functions
7. Implicit differentiation, differentiation of inverse functions
8. Applications of differentiation, including related rates and optimization
9. Higher-order derivatives
10. Maximum and minimum values, Extreme Value Theorem
11. Graphing functions using first and second derivatives, concavity, and asymptotes
12. Mean Value Theorem
13. Antiderivatives and indefinite integrals
14. Definite integrals as limits of Riemann sums
15. Interpretation of the integral as area under a curve and net change
16. Basic integration rules and properties of integrals
17. Fundamental Theorem of Calculus
18. Integration by substitution
19. Applications of integration to areas between curves and volumes, including volumes of solids of revolution

Part 2: Optional Expanded or Additional Topics (optional): None

Representative Assignments

Reading: Students will read the appropriate sections of the textbook and worked out example problems.

Writing: Students will communicate in writing clearly and accurately in support of their written calculations.

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 10 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 or exercise with and without computer assistance

Methods of Instruction:

1. Lecture-demonstrations and sample problems solved by the instructor
2. ~~Computer modeling and exploration~~

Methods of Evaluation:

- ~~1. Computational or non-computational problem-solving demonstrations, including:~~

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- a. ~~Exams~~
- b. ~~homework problems~~
- c. ~~quizzes~~

Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems.

Examples of potential methods of evaluation include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations.

Methods of evaluation are at the discretion of local faculty.

Supplemental Data:

TOP Code:	170100 Mathematics
SAM Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable
<u>Distance Education:</u>	<u>Online;Offline</u>
<u>Program Status:</u>	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

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Discipline:	Mathematics
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<u>Reynolds</u>	Reviewed by: <u>B. Jean J.</u>
<u>Mayfield</u>	Reviewed by: <u>D. Jones S. Getty</u> Reviewed by: <u>G. Golling M.</u>
	Text update: <u>August 2014</u> Date reviewed: <u>Spring 2016</u>
Mathematics (MATH) 2120 Analytic Geometry and Calculus II, <u>C2221 Calculus II: Late Transcendentals</u> (4 Units) CSU:UC [formerly Mathematics 3B, <u>formerly Math 212002</u>]	
Prerequisite: <u>Successful completion of Mathematics 2100 with a grade of "C" or better, Calculus I: Late Transcendentals (MATH C2211), or equivalent, or placement as determined by the college's multiple measures assessment process.</u>	
<u>Co-Requisites: None</u>	
<u>Prerequisite knowledge/skills: Recommended Preparation: Before entering the course the student should be able to:</u>	
<ol style="list-style-type: none"> <u>1. understand the use of functional notation,</u> <u>2. plot and interpret graphs of functions,</u> <u>3. differentiate algebraic, trigonometric, exponential, logarithmic and hyperbolic functions,</u> <u>4. apply derivatives,</u> <u>5. find the integrals of basic functions,</u> <u>6. complete items 1-5 above by both hand computations and computer-assisted (Maple),</u> <u>7. Compute the limit of a function at a real number,</u> <u>8. Determine if a function is continuous at a real number,</u> <u>9. Find the derivative of a function as a limit,</u> <u>10. Find the equation of a tangent line to a function,</u> <u>11. Compute derivatives using differentiation formulas,</u> <u>12. Use differentiation to solve applications such as related rate problems and optimization problems,</u> <u>13. Use implicit differentiation,</u> <u>14. Graph functions using methods of calculus,</u> <u>15. Evaluate a definite integral as a limit,</u> <u>16. Evaluate integrals using the Fundamental Theorem of Calculus, and</u> <u>17. Use the definite integral to find areas and volumes</u> 	
Total Hours: 64 hours lecture. 128 Outside of class hours. (192 Total Student Learning Hours) 4 Units	
Catalog Description: <u>A continuation of Mathematics 2100, this course includes integration; techniques of integration; infinite sequences and series; polar and parametric equations; applications of integration. Primarily for Science, Technology, Engineering & Math Majors. C-ID: MATH 224</u>	
<u>Part 1 (Identical and Required):</u> <u>A second course in differential and integral calculus of a single variable. Topics include applications of integration, techniques of integration, infinite sequences and series, and the</u>	

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calculus of parametric and polar equations. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.

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Part 2 (Optional Expanded Description, Local College Discretion): ~~None~~ C-ID: MATH 221

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Type of Class/Course: Degree Credit

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Part 1 (Identical and Required):

Representative Texts, Manuals, OER, and Other Support Materials:- A college level textbook designed for science, technology, engineering and math majors, and supporting the learning objectives of this course.

Representative texts:

- Strang, G., Herman, E., et al. (2016 & Web 2025). Calculus Volume 1. OER: OpenStax. <https://openstax.org/details/books/calculus-volume-1/>
 - Stewart, J., et al. (2021). Calculus. 9th ed.: Cengage.
 - Briggs, W., et al. (2019). Calculus. 3rd ed.: Pearson.
 - Hass, J., et al. (2023). Thomas' Calculus. 15th ed.: Pearson.
- Texts used by individual institutions and even individual sections will vary.

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Part 2 List Sample Textbooks, Manuals, or Other Support Materials (optional): ~~None~~

~~Text: Briggs, William, L. Cochran and B. Gillett. Calculus. Upper Saddle River: Pearson Addison Wesley, 2011. Print.~~

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Additional Instructional Materials:

Briggs, W., et al. (2019). My Math Lab -Access Code- for Calculus. 3rd ed.: Pearson.

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Course Objectives:

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

- ~~1. Compute standard integral forms and use corresponding tables,~~
- ~~2. Apply integration to selected physical problems,~~
- ~~3. Differentiate and integrate functions involving parametric, equations, and polar coordinates,~~
- ~~4. Develop and test for convergence of mathematical series,~~
- ~~5. Evaluate indeterminate forms using L'Hopital's Rule,~~
- ~~6. Find derivatives of transcendental functions,~~
- ~~7. Evaluate definite and indefinite integrals using a variety of integration formulas and techniques,~~
- ~~8. Use integration to solve applications such as work or length of a curve, areas, and volume.~~
- ~~9. Evaluate improper integrals,~~
- ~~10. Apply convergence tests to sequences and series,~~
- ~~11. Represent functions as power series, and~~
- ~~12. Graph, differentiate and integrate functions in polar and parametric form.~~

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Part 1 (Identical and Required):

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

12.

1. Evaluate indeterminate forms using L'Hôpital's Rule.
2. Find derivatives of transcendental functions.
3. Evaluate definite and indefinite integrals using a variety of integration formulas and techniques.
4. Use integration to solve applications such as work or length of a curve.
5. Evaluate improper integrals.
6. Determine convergence of sequences and series.
7. Represent functions as power series.
8. Graph, differentiate, and integrate functions in polar and parametric form.

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Part 2 Optional objectives/outcomes (optional):

At the conclusion of this course, the student should be able to: None

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Course Student Learning Outcomes:

1. Apply integration to physical problems.
2. Differentiate and Integrate functions of parametric equations and polar coordinates.
3. Apply an infinite series to a physical problem.

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General Education Student Learning Outcomes:

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

Course Scope and Content:

Unit I – Computation and Application of Integrals

- A. Apply a wide range of integration techniques, such as by parts, partial fractions, and trigonometric substitution to solving problems
- B. Interpret the results of integration
- C. Identify indeterminate forms and properly apply L'Hopital's Rule
- D. Properly evaluate improper integrals
- E. Numerical integration techniques including trapezoidal and Simpson's rule
- F. Compute the derivatives and integrals of inverse functions, inverse trigonometric functions, exponential functions and logarithmic functions
- G. Use derivatives and integrals to compute arc length
- H. Applications of derivatives and integrals such as work, areas between curves, volume, volume of a solid of revolution, applications of integration to areas and volumes, surface area, moments and centers of mass, growth and decay, separable differential equations

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Unit II – Series

- A. Identify the various forms of series and sequences and determine convergence when appropriate employing techniques such as the integral test, p-series, alternating series, ratio and root tests along with comparison tests
- B. Demonstrate a working knowledge of the Taylor and Maclaurin series and representation of functions with a power series

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- C. ~~Demonstrate a working knowledge and practical application of Taylor Polynomial approximations~~
- D. ~~Determine radius and interval of convergence for power series~~
- E. ~~Differentiation and integration of power series~~

Unit III Plane Curves and Polar Coordinates

- A. ~~Apply calculus techniques to a variety of problems involving conics~~
- B. ~~Apply calculus techniques to a variety of problems involving parametric equations~~
- C. ~~Apply calculus techniques to a variety of problems involving area and arc length in polar coordinates~~

Part 1: Required Topics (Identical):

1. Derivatives and integrals of inverse functions and transcendental functions, including inverse trigonometric, exponential, or logarithmic functions
- trigonometric, exponential, or logarithmic functions
2. Indeterminate forms and L'Hôpital's Rule
3. Techniques of integration, including integration by parts, trigonometric substitution, and partial fraction decomposition
4. Numerical integration, including trapezoidal and Simpson's rules
5. Improper integrals
6. Additional applications of integration, such as work, volumes, arc length, area of a surface of revolution, moments and centers of mass, separable differential equations, growth and decay
- revolution, moments and centers of mass, separable differential equations, growth and decay
7. Introduction to sequences and series
8. Multiple tests for convergence of sequences and series
9. Power series, radius of convergence, interval of convergence
10. Differentiation and integration of power series
11. Taylor series expansion of functions
12. Parametric equations and calculus with parametric curves
13. Polar curves and calculus in polar coordinates

Part 2: Optional Expanded or Additional Topics (optional): None

Representative Assignments

Reading: Students will read the appropriate sections of the textbook and worked out example problems.

Writing: Students will communicate in writing clearly and accurately in support of their written calculations.

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:

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

Methods of Instruction:

1. Lecture demonstrations and sample problems, ~~solved by the instructor~~

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Methods of Evaluation:

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1. ~~Computational or non-computational problem solving demonstrations, including:~~
 - a. ~~exams~~
 - b. ~~homework problems~~
 - c. ~~quizzes~~
- ~~2. Other examinations, including:~~
 - a. ~~multiple choice items~~

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Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems. Examples of potential methods of evaluation include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations.

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Methods of evaluation are at the discretion of local faculty.

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Supplemental Data:

TOP Code:	170100 Mathematics
SAM Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
<u>Distance Education:</u>	<u>Online;Offline</u>
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable

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Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes
<u>Discipline:</u>	<u>Mathematics</u>

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: COMM 1520

Course Title: Argumentation and Debate

Submitted by: Lori Travis

Date of First Submission: September 3, 2025

Date of Resubmission:

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

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

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

☒ No

☐ Other (please explain): It has only been temporarily approved during the COVID shutdown.

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

☒ Online

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

☐ Offline (exclusively for incarcerated students)

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

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

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

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

- ☐ Educational materials
 - ☐ Field trips
 - ☐ Labs
 - ☐ Models
 - ☒ Presentations
 - ☐ Requirements to attend a live performance
 - ☒ Requirements to present in front of live audience
 - ☐ Other:
- ☐ After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment: Students can submit presentation videos through Canvas Studio (upload and record videos) into the assignment or discussion tabs. They would need a webcam device within their computer or mobile device. Students can submit videos with a live audience through Tech Connect Zoom, a function in Canvas or record in Zoom and submit the recording in Canvas.

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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



Distance Learning and Education Committee Comments:

Approved by DLEC on 9/8/2025 (JL)

Date forwarded to the Curriculum Committee:

9/12/2025

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: COMM 1530

Course Title: Interpersonal Communication

Submitted by: Lori Travis

Date of First Submission: September 3, 2025

Date of Resubmission:

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

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

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

☒ No

☐ Other (please explain): It has only been temporarily approved during the COVID shutdown.

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

☒ Online

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

☐ Offline (exclusively for incarcerated students)

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

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

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

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

☐ A Substantive Change has been submitted to ACCJC.

☒ A Substantive Change has not yet been submitted to ACCJC.

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

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

☐ Educational materials

☐ Field trips

☐ Labs

☐ Models

☐ Presentations

☐ Requirements to attend a live performance

☐ Requirements to present in front of live audience

☐ Other:

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

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

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

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

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
- b. Audio files are transcribed.
- c. Objects (including images, tables, and charts) have alternative text.
- d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
- e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
- f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

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

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

Recommended:

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

Required:

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

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

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

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



Distance Learning and Education Committee Comments:

Approved by DLEC on 9/8/2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: CTRP 570 (formerly CTRP 1070)

Course Title: Legal Terminology I

Submitted by: L. McDonnell

Date of First Submission: 4-27-25

Date of Resubmission:

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

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

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

☒ No

☐ Other (please explain):

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

☒ Online

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

☐ Offline (exclusively for incarcerated students)

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

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

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

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

- ☐ Educational materials
- ☐ Field trips
- ☐ Labs
- ☐ Models
- ☐ Presentations
- ☐ Requirements to attend a live performance
- ☐ Requirements to present in front of live audience
- ☐ Other:
- ☒ After reviewing the COR, none of the above items are required in this course (no explanation needed).

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

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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



Distance Learning and Education Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: CTRP 580 (formerly CTRP 1080)

Course Title: Punctuation and Grammar

Submitted by: L. McDonnell

Date of First Submission: 5-14-25

Date of Resubmission:

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

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

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

☐ No

☐ Other (please explain):

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

☒ Online

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

☐ Offline (exclusively for incarcerated students)

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

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

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

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

☐ A Substantive Change has been submitted to ACCJC.

☒ A Substantive Change has not yet been submitted to ACCJC.

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

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

☐ Educational materials

☐ Field trips

☐ Labs

☐ Models

☐ Presentations

☐ Requirements to attend a live performance

☐ Requirements to present in front of live audience

☐ Other:

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

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

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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



Distance Learning and Education Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: CTRP 590 (formerly CTRP 1090)

Course Title: Punctuation and Grammar

Submitted by: L. McDonnell

Date of First Submission: 5-14-25

Date of Resubmission:

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

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

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

☒ No

☐ Other (please explain):

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

☒ Online

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

☐ Offline (exclusively for incarcerated students)

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

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

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

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

☐ A Substantive Change has been submitted to ACCJC.

☒ A Substantive Change has not yet been submitted to ACCJC.

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

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

☐ Educational materials

☐ Field trips

☐ Labs

☐ Models

☐ Presentations

☐ Requirements to attend a live performance

☐ Requirements to present in front of live audience

☐ Other:

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

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

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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



Distance Learning and Education Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: CTRP 642 (formerly CTRP 1142)

Course Title: 100 WPM Machine Shorthand Speed Building – 2-Voice

Submitted by: L. McDonnell

Date of First Submission: 3-28-25

Date of Resubmission:

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

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

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

☒ No

☐ Other (please explain):

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

☒ Online (synchronous)

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

☐ Offline (exclusively for incarcerated students)

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

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

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

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

☐ A Substantive Change has been submitted to ACCJC.

☒ A Substantive Change has not yet been submitted to ACCJC.

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

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

☐ Educational materials

☐ Field trips

☐ Labs

☐ Models

☐ Presentations

☐ Requirements to attend a live performance

☐ Requirements to present in front of live audience

☒ Other: Court observation will take place at your local courthouse, with documentation provided by the instructor

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

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

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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



Distance Learning and Education Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: CTRP 643 (formerly CTRP 1143)

Course Title: 140 WPM Machine Shorthand Speed Building – 4-Voice

Submitted by: L. McDonnell

Date of First Submission: 3-28-25

Date of Resubmission:

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

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

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

☒ No

☐ Other (please explain):

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

☒ Online (synchronous)

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

☐ Offline (exclusively for incarcerated students)

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

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

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

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

☐ A Substantive Change has been submitted to ACCJC.

☒ A Substantive Change has not yet been submitted to ACCJC.

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

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

☐ Educational materials

☐ Field trips

☐ Labs

☐ Models

☐ Presentations

☐ Requirements to attend a live performance

☐ Requirements to present in front of live audience

☒ Other: Court observation will take place at your local courthouse, with documentation provided by the instructor

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

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

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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



Distance Learning and Education Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: CTRP 644 (formerly CTRP 1144)

Course Title: 180 WPM Machine Shorthand Speed Building – 4-Voice

Submitted by: L. McDonnell

Date of First Submission: 3-29-25

Date of Resubmission:

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

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

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

☒ No

☐ Other (please explain):

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

☒ Online (synchronous)

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

☐ Offline (exclusively for incarcerated students)

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

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

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

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

☐ A Substantive Change has been submitted to ACCJC.

☒ A Substantive Change has not yet been submitted to ACCJC.

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

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

☐ Educational materials

☐ Field trips

☐ Labs

☐ Models

☐ Presentations

☐ Requirements to attend a live performance

☐ Requirements to present in front of live audience

☒ Other: Court observation will take place at your local courthouse, with documentation provided by the instructor

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

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

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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



Distance Learning and Education Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: CTRP 651 (formerly CTRP 1151)

Course Title: 80 WPM Machine Shorthand Speed Building - Literary and Jury Charge

Submitted by: L. McDonnell

Date of First Submission: 3-29-25

Date of Resubmission:

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

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

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

☒ No

☐ Other (please explain):

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

☒ Online (synchronous)

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

☐ Offline (exclusively for incarcerated students)

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

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

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

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

- ☐ Educational materials
- ☐ Field trips
- ☐ Labs
- ☐ Models
- ☐ Presentations
- ☐ Requirements to attend a live performance
- ☐ Requirements to present in front of live audience
- ☒ Other: Court observation will take place at your local courthouse, with documentation provided by the instructor
- ☐ After reviewing the COR, none of the above items are required in this course (no explanation needed).

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

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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



Distance Learning and Education Committee Comments:

Approved by DLEC on September 8, 2025 (JL)

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: CTRP 710 (formerly CTRP 1210)

Course Title: Proofreading for the Court Reporter

Submitted by: L. McDonnell

Date of First Submission: 5-14-25

Date of Resubmission:

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

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

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

☐ No

☐ Other (please explain):

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

☒ Online

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

☐ Offline (exclusively for incarcerated students)

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

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

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

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

☐ A Substantive Change has been submitted to ACCJC.

☒ A Substantive Change has not yet been submitted to ACCJC.

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

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

☐ Educational materials

☐ Field trips

☐ Labs

☐ Models

☐ Presentations

☐ Requirements to attend a live performance

☐ Requirements to present in front of live audience

☐ Other:

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

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

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

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

ADA and 508 Compliance Requirements:

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

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

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

Recommended:

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

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

Required:

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

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



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Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: CTRP 750 (formerly CTRP 1250)

Course Title: Certified Shorthand Reporter Preparation

Submitted by: L. McDonnell

Date of First Submission: 4-27-25

Date of Resubmission:

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

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

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

☒ No

☐ Other (please explain):

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

☒ Online (synchronous)

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

☐ Offline (exclusively for incarcerated students)

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

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

☐ Educational materials

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☐ Models

☐ Presentations

☐ Requirements to attend a live performance

☐ Requirements to present in front of live audience

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

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| 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 |
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TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Chief Human Resources Officers
Academic Senate Presidents

FROM: James Todd, Vice Chancellor of Academic Affairs
Terrence Willet, Visiting Assistant Vice Chancellor of Research, Analytics and Data

RE: TOP to CIP Transition – Infrastructure and Operational Alignment

The California Community Colleges system will be transitioning from the system-only use of the Taxonomy of Programs (TOP) code to the universally accepted Classification of Instructional programs (CIP) code by Fall 2027.

Background

The California Community Colleges use the TOP code system to organize college programs and courses into similar families of programs. The rest of the country, including the California State University and University of California systems, uses the CIP code system to organize academic programs into families. While the community colleges use the TOP code system for reporting to the Chancellor's Office, all required federal reporting—such as for IPEDS, Perkins, and Gainful Employment—use CIP codes to classify programs and awards. The TOP code system is primarily organized around instructional programs, yet the codes themselves are also used for a variety of fiscal, research, facilities, and other related reporting purposes. As a result, the community colleges must use two competing systems to complete all mandated state and federal reporting.

Even though TOP codes have been an important part of organizing curricular programs within the community colleges, the changes associated with adopting a [common course numbering system](#) represent an ideal time to move the community colleges to a common classification system that is CIP. In an October 2024 memo ([ESLEI 24-60](#)), the Chancellor's Office announced its intention to transition from TOP codes to CIP codes for courses and programs. This memo outlined the opportunity to make this transition while colleges are adopting Common Course Numbering ([AB 1111](#), 2021), which will require colleges to make updates to substantial portions of their curriculum over the next few years. This corresponding shift to CIP codes ultimately will decrease college reporting burdens and improve alignment to other systems of higher education within California and the rest of the United States.

Actions Required

Implementation of this code system transition necessitates leveraging both internal and external stakeholders to make all necessary adjustments in all related infrastructures and operational processes to comply with this new requirement for the use of only CIP codes for programming, reporting, and tracking activities as well as other functions. These adjustments could include, but are not limited to, the following:

- **Develop a Transition Process and Schedule:** Create a detailed implementation plan with clear milestones and timelines for a comprehensive transition to the CIP Code system.
- **Establish Cross-Departmental Collaboration and Planning Task Force Formation:** Facilitate interdepartmental cooperation by establishing a planning task force consisting of key representatives from within the institution and district (e.g., fiscal, research, curriculum, student services, technology, facilities, human resources, workforce development, communications, and administration). This group should serve as a collaborative task force dedicated to coordinating efforts, sharing insights, and ensuring a cohesive approach to the implementation of CIP codes.
- **Establish Departmental Action Teams:** Impacted departments within a college infrastructure will need to coordinate the necessary work to meet the requirements of this transition. Contributing to a Transition Process and Schedule, these experts should identify tasks and set benchmarks for a successful cadence to the fulfillment of this transition. Of note should be the integration of primary systems with downstream and ancillary systems impacted by this transition and their inclusion within the workflow.
- **Address Technology Needs:** Identify and address technological requirements, including database repositories, programming needs, reporting and tracking requirements, and updates for websites and other systems to support the transition effectively. The identification of barriers and, more importantly, solutions will be a necessary approach to this undertaking.
- **Ensure Data Integrity:** Foundational to all aspects of this work is the assurance that the data input process will ensure accuracy, consistency, and reliability of the data being captured. The establishment of data integrity protocols and validation checks (e.g., format and range checks, mandatory fields, uniqueness constraints, cross-field validation, etc.), that is both human and technological, should be braided into all impacted tracking and reporting programs and conventions.
- **Establish Communication Protocols:** Develop a comprehensive communication plan outlining protocols and channels for effective information dissemination and collaboration among all relevant entities involved in or impacted by this transition.
- **Identify and Address Professional Development Needs:** Assess and address the training and skill development requirements of staff, faculty, and administration to ensure individuals possess the necessary expertise and knowledge to effectively navigate and implement the transition and ongoing use of CIP codes within the college infrastructure.

A collegewide task force, as well as departmental teams, should review all applications employed in the operational use of the TOP code system. This internal review aims to identify potential impacts, plan accordingly, employ solutions to any barriers, and outline the essential steps to replace TOP codes and integrate CIP codes seamlessly. Additionally, internal stakeholders are encouraged to assess the implications of this code transition on ancillary programs, materials, and publications, both in physical and electronic formats, ensuring timely updates aligning with the transition cadence.

All efforts, including coordination across departments, technology upgrades, validation protocols, communication plans, and professional development and trainings, should align with the planned Fall 2027 implementation date to ensure successful and timely operations for a college's use of CIP codes.

Internal and External Partners Impacted

As part of the necessity for management and infrastructure planning teams to fully operationalize the TOP to CIP code transition by Fall 2027, communications with internal and external entities related to such code usage for programming, reporting, and tracking purposes will be required. It will be the responsibility of each institution to plan and communicate with all relevant third-party providers and any institutional partners to coordinate the necessities of this transition.

College and district internal entities are urged to promptly begin all necessary assessments, communications, and planning activities to ensure a smooth and timely transition to CIP codes. Collaboration and proactive engagement are fundamental during this initial phase.

In order to support this code system transition by Fall 2027, the Chancellor's Office continues to examine outstanding issues related to transition from TOP codes to CIP codes. Further details for specific impacts around updates to programs, reports, handbooks or manuals, and other items that are related to this code transition process are forthcoming.

The Chancellor's Office is committed to supporting the colleges in their implementation of this updated policy and will provide additional guidance and technical assistance as needed. If you have any questions, please send them directly to the appropriate contact: Curriculum is David Garcia at DGarcia@CCCCO.edu; Fiscal is Lorena Romero at LRomero@CCCCO.edu; MIS is Todd Hoig at THoig@CCCCO.edu; Workforce is JeanClaude Mbomeda at JMbomeda@CCCCO.edu.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives
Anthony Cordova, Vice Chancellor of Workforce and Economic Development
Stacey Shears, Vice Chancellor of Student Services

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Specialists

FROM: James Todd, Vice Chancellor of Academic Affairs

RE: Regulatory Revisions to Course Outline of Record

The purpose of this memorandum is to provide guidance regarding the implementation of the Board of Governor's regulatory revisions to the Course Outline of Record requirements. This action was formally filed with the Office of Administrative Law and the California Secretary of State on September 24, 2025. The regulation becomes effective 30 days from the filing date on October 24, 2025. Pursuant to California Code of Regulations, section 52010, community college districts have 180 days from the effective date—April 22, 2026—to conform their local policies and procedures to the new requirements; as a result, colleges need to begin the process of implementing the regulatory revisions as part of their local review process. Full implementation and complete updates in the Chancellor's Office Curriculum Inventory (COCI) system is required by Fall 2030.

Background

On January 14, 2025, following a broad systemwide consultation process, the California Community Colleges Board of Governors approved regulatory action regarding the Course Outline of Record. These regulatory changes were shaped by the California Community Colleges Curriculum Committee (5C), which prioritized Vision 2030-aligned practices for both credit and noncredit instruction. A working group developed a framework of principles and promising practices for discipline faculty, curriculum committees, and local academic senates to strengthen the design of course outlines and ensure district curriculum processes reflect innovation, inclusivity, and equity.

The course outline of record (COR) is one of the most significant documents in our system. It defines, in broad but essential terms, the structure and expectations of a course—what students will learn, how learning will be measured, and the academic standards that apply. While faculty retain full academic freedom in how they teach the course content, the COR provides the

foundation of consistency, transparency, and accountability. These amendments affirm the role of the COR as a living document that both safeguards rigor and reflects our collective commitment to equitable student success.

The [regulatory revisions](#) also align with recent legislative priorities, including Assembly Bill 1705 (2022), which requires colleges to maximize student completion of transfer-level math and English, and Assembly Bill 1111 (2021), which establishes a common course numbering system to ease student mobility across colleges. Together, the regulatory and legislative changes form a coherent vision for student-centered curriculum that is accessible, transparent, and equitable.

Regulatory Provisions and Key Changes

Curriculum Committees as Stewards of Equity and Inclusion (§ 55001). For the first time, Title 5 charges curriculum committees with embedding equity and accessibility into the curriculum approval process. Committees must adopt written procedures ensuring that every course outline describes approaches that will engage diverse student populations and advance equitable outcomes. Also, the committee ensures there is a process that reflects the principles of Universal Design for Learning (UDL), providing multiple means of representation, engagement, and expression.

A Strengthened and Publicly Accessible Course Outline of Record (§ 55001.5). The new section 55001.5 clearly defines the COR as the official, publicly available record of a course, underscoring its role in transparency and accountability. The regulation requires CORs to include a comprehensive set of elements: title, catalog description, outcomes and objectives, units and hours (including contact hours, outside-of-class work, and total student learning hours), discipline assignment, and representative instructional materials. Notably, instructional materials should include consideration of open educational resources (OER) that meet accessibility standards. The COR must also provide representative descriptions of inclusive pedagogical approaches faculty may use to engage and support diverse learners.

- To support implementation, districts may use Common Course Numbering funds for necessary updates to local curriculum systems and processes.
- In addition, all COR information must now be directly entered into the Chancellor's Office Curriculum Inventory (COCI)—document uploads are no longer permitted. This shift reinforces statewide consistency and supports cleaner reporting.
- To aid implementation, the Ninth Edition of the Program and Course Approval Handbook (PCAH) will be released in Spring 2026, offering detailed guidance and best practices.

Modernized Standards for Credit, Noncredit, and Community Services Courses (§ 55002). The revisions to section 55002 streamline and modernize the standards that govern credit and

noncredit courses. For credit courses, learning must now be demonstrated through multiple, authentic means—including written work, projects, problem-solving, and skills demonstrations—ensuring that assessment reflects the diversity of students’ learning styles and strengths. The regulation now requires CORs to include explicit accounting of instructional and outside-of-class hours, directly aligned to credit awards under section 55002.5. Importantly, updated language regarding “basic skills.”

For noncredit courses, the revised standards strengthen consistency by requiring CORs to specify subject matter, methodology, assignments or activities, and methods of evaluation, all taught by qualified instructors.

Advancing Success and Equity

Taken together, these changes signify more than regulatory housekeeping—they reflect a vision of curriculum that is inclusive by design and transparent in practice. By requiring course outlines to highlight equity-minded approaches, mandating UDL accessibility, and ensuring public availability of CORs, the regulations affirm that every student, regardless of background, has the right to a learning environment designed for their success.

These revisions encourage faculty innovation and academic freedom while removing structural barriers that have historically hindered students, particularly those from disproportionately impacted communities. They call upon colleges to view the COR as a living commitment to equity, rigor, and opportunity. By aligning curriculum standards with recent legislative changes, the regulations also strengthen pathways to degree completion, transfer, and workforce readiness.

Next Steps for Colleges and Districts

- **Revise curriculum committee procedures** to reflect the new equity, inclusion, and UDL language of § 55001.
- **Update COR templates and catalog systems** to include all elements required by § 55001.5, including representative descriptions of inclusive teaching approaches, and ensure that all CORs are publicly accessible.
- **Directly input COR information into COCI**, as uploads are no longer permitted; allocate Common Course Numbering funds for necessary local work and system updates.
- **Review local board policy** on credit-hour calculations to ensure consistency with § 55002.5 and confirm this alignment through annual certification.
- **Train curriculum personnel**—faculty, administrators, and staff—on the revised regulations and the Chancellor’s Office Program and Course Approval Handbook.
- **Ensure prompt and accurate reporting** of approved courses to COCI and MIS.

October 7, 2025

- **Align enrollment practices** with § 55003 and § 58106, ensuring that prerequisites and limitations on enrollment are validated fairly and equitably.

Conclusion

The revised regulations remind us that curriculum is at the heart of equity. Each course outline we design, review, and approve is more than a technical record—it is an invitation to students, a promise of belonging, and a pathway to success. By embedding inclusive practices, requiring accessibility, and affirming transparency, these Title 5 revisions ensure that our colleges continue to be places where every student can thrive.

The Chancellor’s Office looks forward to supporting faculty, curriculum committees, and administrators in bringing these changes to life. Together, we can ensure that the Course Outline of Record is not only a compliance requirement but also a symbol of our shared values: access, equity, and excellence in student learning.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives
John Hetts, Executive Vice Chancellor for Research, Analytics and Data

Appendix A: Brief Summary of Regulatory Changes

Approved regulatory changes may be found in their entirety [here](#).

Section	Summary
§ 55001. Curriculum Committee	<ul style="list-style-type: none">• New Sub Section• Details the role of the curriculum committee

§ 55001.5. Course Outlines of Record.	<ul style="list-style-type: none">• Separated from §55002.0• Additional requirements added specific to Common Course Numbering• Removed Basic Skills Requirements;• Amended language from Prerequisites and Corequisites to Enrollment Requirements and included enrollment limitations;
§ 55002. Standards and Criteria for Courses	<ul style="list-style-type: none">• Combined Degree-applicable and nondegree applicable sections to eliminate redundancy and• Added language to nondegree applicable courses section to credit and noncredit sections in order reflect AB 705/1705 requirements and guidance.
§ 55100. Credit Course Approval.	<ul style="list-style-type: none">• Clean up language