



**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. Rodenhauer, K. Webster, J. Lopez, S. Rowland, M. Oja, ASO Representative, and PTK Representative

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

DATE: December 12, 2025

SUBJECT: Next Meeting's Agenda

The next meeting of the **Curriculum and General Education Committee** will be held on **Friday, December 19th from 11:00 a.m. to 12:30 p.m. in the Cougar Room**

AGENDA

- I. **CALL TO ORDER**
- II. **PUBLIC COMMENTARY**
- III. **APPROVAL OF MINUTES:** From November 21, 2025, Curriculum & General Education meeting (3)
- IV. **NEW BUSINESS**
 - A. **Mathematics and Science Division – New Program**
 - 1. Geology ADT (6)
- V. **CONSENT** – Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. There is no discussion of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda and move to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).
 - A. **Mathematics and Science Division – Course Revisions**
 - 1. ESCI 1520 Introduction to Earth Science Lecture and Laboratory (16)
 - 2. GEOG 1510 Physical Geography (24)
 - 3. GEOL 1500 Introduction to Geology (28)
 - 4. GEOL 1501 Historical Geology (37)
 - B. **Social Sciences Division – Course Revisions**
 - 1. ETHN 1520 Chicano/a Studies (47)
 - 2. ETHN 1530 Introduction to Black Studies (58)

C. Social Sciences Division – Program Inactivation

1. CJA Corrections Certificate (68)

CI. English Language Arts Division – Program Revision

1. Elementary Teacher Education ADT (70)

CII. DL Approvals – General (83-173)

1. ADMJ 2134 Correctional Counseling and Interviewing
2. ASTR C1000 Introduction to Astronomy with Lab
3. BIOL C1001 Introduction to Biology
4. ECEF 1521 Early Care, Education, and Family Studies – Practicum Field Experience
5. ECEF 1571 Observation, Documentation, and Assessment
6. ECEF 1601 Diversity in Early Care, Education, and Family Studies
7. ECEF 1653 Discipline Techniques for Preschool Children
8. MATH 1505 Mathematical Concepts for Elementary Teachers – Number systems
9. MATH C2211 Calculus I: Late Transcendentals
10. POSC 1502 Introduction to Political Theory
11. POSC 1503 Comparative Politics
12. POSC 1506 Introduction to Political Science Research Methods
13. POSC 1507 Introduction to the Politics of Race and Gender
14. SLP 2400 Introduction to Phonetics
15. SLP 2600 Introduction to Augmentative and Alternative Communication
16. SLP 2700 Adult Disorders and Treatment
17. SLP 2800 Fieldwork Experience

VI. DISCUSSION ITEMS

- A. Other

VII. NEXT MEETING: January 16, 2026. Time TBD

VIII. PROGRAM STATUS: See the table below

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

* New Program

IX. ADJOURNMENT

PRESENT: K. Bandy, G. Golling (for M. Mayfield), T. Mendoza, C. Duron, D. Garza, B. Devine, A. Bledsoe, D. Rodenhauser, J. Lopez, M. Oja, V. Jacobi, G. Bormann

ABSENT: J. Rangel-Escobedo, M. Mayfield, T. Payne, K. Webster

DATE: November 21, 2025

MINUTES

I. CALL TO ORDER @ 10:37

II. PUBLIC COMMENTARY – No public commentary

III. APPROVAL OF MINUTES: From October 24, 2025, Curriculum & General Education meeting

The minutes for the October 24, 2025 meeting were approved by consensus.

IV. NEW BUSINESS

A. Allied Health/Applied Tech Division – New Program

1. Environmental Health and Safety Degree

The Environmental Health and Safety Degree was approved on a motion by B. Devine and seconded by K. Bandy and unanimously approved by all.

B. English Language Arts Division – New Programs

1. ESL Certificate of Competency Intermediate Academic Preparation
2. ESL Certificate of Competency Advanced Academic Preparation
3. ESL Certificate of Competency Listening and Speaking for Multilingual Students

All 3 ESL Certificates of Competency were approved on a motion by C. Duron and seconded by D. Rodenhauser and unanimously approved by all.

C. English Language Arts Division – New Courses

1. ESL 9100 Intermediate Reading
2. ESL 9110 Advanced Reading
3. ESL 9200 Intermediate Writing Skill
4. ESL 9210 Advanced Writing Skills
5. ESL 9300 Intermediate Listening and Speaking Skills
6. ESL 9310 Advanced Listening and Speaking Skills

The new non-credit ESL courses were approved on a motion by K. Bandy and seconded by B. Devine and unanimously approved by all.

D. Business, Arts, and Humanities Division – New Programs

1. Speech Language Pathology Aide Certificate of Achievement
2. Speech Language Pathology Assistant Degree

Both the Certificate of Achievement (CoA) and Associate Degree for Speech Language Pathology were approved on a motion by B. Devine and seconded by K. Bandy and unanimously approved by all.

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

A. Allied Health/Applied Tech Division – Course Revisions

1. HLED 1541 Medical Terminology
2. HLED 1543 Medical Terminology for Court Reporting

B. English Language Arts Division – Course Revision

1. ENGL 1600 Critical Thinking, Literature, and Composition (CCN C1003)

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

C. DL Approvals – General

1. POSC 1504 Introduction to International Relations

This item was pulled from consent, but due to time constraints and the need to offer this course online for the Spring semester, it was determined that the committee will proactively approve the distance learning for this course pending Distance Learning Committee Approval. This was approved on a motion by V. Jacobi and seconded by K. Bandy and unanimously approved by all. As of 11/24/2025, the course has been approved for Distance Learning.

VI. INFORMATION ITEMS

A. Standard Attendance Accounting Method

A brief discussion was had regarding the state change to the attendance accounting method and there was a focus on the intercollegiate athletics courses. More information is to come.

VII. DISCUSSION ITEMS

A. AP and BP 4025

Discussion about the AP and BP were not had, and V. Jacobi stated they will be discussed in December.

B. UDL and inclusive teaching

It was discussed again on the need to implement DEI language into the COR and adhere to the new Title 5 standards. A handout was provided showing examples of how to add the language into the course description and content.

C. Other

V. Jacobi shared the California Master Plan for Career Technical Education. It will be going to the CTE Committee and more discussions will be held. The plan has directions for more program development.

VIII. NEXT MEETING: December 19, 2025, from 10:30-12:30pm in the Cougar Room

IX. PROGRAM STATUS: See the table below

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

*** New Program**

X. ADJOURNMENT @ 11:31 on a motion by A. Bledsoe and seconded by K. Bandy and unanimously approved by all.

MEMO

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

From: Mike Mayfield

Division: Math & Science

Date: 10/3/2025

Re: Associate in Science in Geology for Transfer Degree

Program Title: Associate in Science in Geology for Transfer Degree

Type of Curriculum Change:

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

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

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

☐ Yes ☐ No

Justification for Request:

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

This program has been championed by our Curriculum Co-chair. Taft College already has all required courses for this program in our catalog, and there has been significant recent interest in geology as a career in the greater Kern County community.

Associate in Science in Geology for Transfer Degree

Item 1. Statement of Program Goals and Objectives

Geology uses the principles of chemistry and physics to explore critical issues about the earth, including climate change, environmental pollution, and natural hazards such as earthquakes and volcanoes. This degree is primarily intended for the student who wants to earn a degree on the way to transferring to a California State University.

Geology is a useful major for students with a variety of interests and career goals in the earth sciences including geology, hydrogeology, astrogeology, paleontology, mineralogy, engineering geology, geophysics, geochemistry, petroleum geology, oceanography and environmental science. The overall goal of this degree is to transfer into the California State University system.

Item 2A. Catalog Description

The Associate in Science in Geology for Transfer provides a path to students who wish to transfer to a CSU in the field of geology and serves the diverse needs of students who wish to obtain a broad and an in-depth understanding of the geological sciences. Additionally, the Associate in Science in Geology Degree for Transfer allows students to learn the fundamental principles and practices of geology in order to create a solid foundation for their future personal, academic, or vocational endeavors.

To earn the Associate in Science in Geology for Transfer, students must complete 60 required semester units of CSU-transferable coursework, including Cal-GETC general education requirements and not the local general education pattern, and 25 semester units within the major. Students must maintain a minimum 2.0 GPA, including grades of C or higher in each course taken to fulfill the major and general education. Students must receive letter grades in all coursework. For more information on university admissions and other specific transfer requirements, students should consult with a counselor to design an appropriate comprehensive educational plan.

Item 2B. Program Learning Outcomes

1. **Geological Identification and Analysis:** Identify and classify rock-forming and ore minerals, as well as igneous, sedimentary, and metamorphic rocks, by analyzing their distinguishing characteristics, properties, and origins.
2. **Tectonic Processes and Geologic Features:** Explain plate tectonic theory and its implications for geologic features and events, while assessing geological hazards related to tectonic and erosional processes within specific regions.
3. **Dating Techniques and Stratigraphic Analysis:** Apply various dating techniques to determine the age relationships of rocks and fossils, and interpret stratigraphic columns, geologic profiles, and maps to reconstruct the geological history of a region.

Items 3-21.

No written response is required for Narrative Items #3–21. All ADTs are developed in accordance with SB1440. SB1440 was authorized with alignment and in compliance with Title 5, Chapter 6, Subchapter 2, sections 55100 and 55130. ADTs and corresponding transfer model curriculum (TMC) were developed collaboratively by intersegmental discipline faculty from the community colleges and the CSU. ADTs assist local community colleges in meeting master plan goals of enhancing transfer opportunities for students.

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

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum> or the ASSIST website: <https://www.assist.org/>.

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

Associate in Science in Geology for Transfer Degree					
College Name:					
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (26 units)					
Physical Geology with Lab (4) OR Physical Geology (3) AND Physical Geology Laboratory (1)	GEOL 101 OR GEOL 100 AND GEOL 100L	GEOL 1500	Introduction to Geology	4 units	
Historical Geology with Lab (4) OR Historical Geology (3) AND Historical Geology Laboratory (1)	GEOL 111 OR GEOL 110 AND GEOL 110L	GEOLG 1501	Historical Geology	4 units	

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
General Chemistry for Science Majors Sequence A (10)	CHEM 120S	CHEM 2211	General Chemistry	5 units	5A
		CHEM 2212	General Chemistry II	5 units	
Single Variable Calculus I – Early Transcendentals (4) AND Single Variable Calculus II – Early Transcendentals (4) OR Single Variable Calculus I – Late Transcendentals (4) AND Single Variable Calculus II – Late Transcendentals (4) OR Single Variable Calculus Sequence (2 semesters or 3 quarters) (8)	MATH 210 AND MATH 220 OR MATH 211 AND MATH 221 OR MATH 900S	MATH 2100	Analytic Geometry and Calculus I	5 units	2
		MATH 2120	Analytic Geometry and Calculus II	4 units	
Total Units for the Major:	26	Total Units for the Major:		27	
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)			-7
		General Education (Cal-GETC) Units			34
		Elective Units			6
		Total Degree Units (maximum)			60

Program Title: Associate in Science in Geology for Transfer Degree

Program TOP Code: 1914.00

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

Annual Completers: 3

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

Program Goal: Associate Degree for Transfer

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

Net Annual Labor Demand (CTE only):

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

Faculty Workload: 1

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

New Faculty Positions: 0

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

New Equipment: 0

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

New/Remodeled Facility: 0

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

Library Acquisitions: \$1,000

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

Program Review Date: August 2030

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

Gainful Employment: Yes or No n/a

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

Apprenticeship: Yes or No n/a

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

Distance Education: 1-49%

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

CTE Regional Consortium Approved: Yes or No n/a

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

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

From: Mike Mayfield

Division: Math & Science

Date: 10/31/2025
ESCI 1520 Earth Science Lecture and Laboratory
GEOG 1510 Physical Geography
GEOL 1500 Introduction to Geology
GEOL 1501 Historical Geology

Re:

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): _____

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 Emailed 10-31-25

Date COR went to Distance Learning Education Committee ____N/A_____

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.

[Click here to enter text.](#)

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

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

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

[Click here to enter text.](#)

Reviewed by: ~~M. Mayfield~~ J. May
Reviewed by: ~~J. May~~ M. Mayfield
~~Reviewed by: G. Golling~~
Date reviewed: ~~Spring 2020~~ Fall 2025
Text Update: ~~Spring 2020~~
C& GE Approved: ~~February 21, 2020~~
Board Approved: ~~March 11, 2020~~
Semester effective: ~~Spring 2021~~

Earth Science (ESCI) 1520 Introduction to Earth Science Lecture and Laboratory (4 Units) CSU: UC
[formerly Earth Science 1]

Advisory: ~~Successful completion of Mathematics 1060 with a grade of 'C' or better and eligibility for English 1500 strongly recommended.~~ **The knowledge and skills equivalent to the successful completion of an intermediate algebra course.** Eligible for English C1000, C1000E, or 1502.

Hours and Units Calculation:

48 hours lecture (96 Outside of class hours); 48 hours lab (192 Total Student Learning Hours) 4 Units

Catalog Description: This course is an introduction to the essentials of Earth Science with a laboratory. The sciences that collectively make up Earth science include geology, oceanography, meteorology, and astronomy. This course focuses on the interactions between physical and chemical systems of the Earth such as the tectonic cycle, rock cycle, and hydrologic cycle. This course covers the distinction between weather and climate and an understanding of Earth's place in the larger universe. C-ID: GEOL 121

Type of Class/Course: Degree Credit

Texts: Tarbuck, Edward J., Frederick K. Lutgens, Jennifer Nelson, Dennis Tasa. *Earth Science*. ~~14th~~ 16th ed. Pearson, ~~2015~~ 2026.

~~Fagin, Dan. *Toms River*. 2nd. Washington: Island P, 2015.~~

Laboratory Manual: May, James. *Earth Science 1520 Resource Manual*. ~~1st~~ 2nd ed. GeoJim Publications. ~~2019~~ 2026.

Additional Required Materials: none

Course Objectives:

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

- 1 Explain and practically apply the principles of the scientific method
- 2 Demonstrate a fundamental understanding of and be able to practically apply concepts, principles and interactions of Earth's systems including:
 - a) Hydrologic Cycle
 - b) Rock Cycle
 - c) Plate Tectonics Cycle
 - d) Solar System
 - e) Geologic Time
 - f) Weather and Climate

- 3 Be able to explain basic properties of minerals and rocks and to identify representative samples, and
 - 4 Explain the processes that shape the Earth and how they change over geologic time
- Communicate complex course concepts effectively in writing and diagrams

Course Level Student Learning Outcomes

1. Identify and describe Earth's four environmental spheres and explain how energy and matter circulate continuously through these systems, classifying each system as open or closed.

Local General Education Learning Outcomes

1. Develop an understanding of the relationship between science and other human behaviors.
2. Demonstrate the scientific method.

Course Scope and Content (Lecture):

Unit I Introduction to Earth Science

- A. The sciences that collectively make up Earth science
- B. The nature of scientific inquiry
- C. The stages in the formation of solar system
- D. Earth's four major spheres
- E. Earth's internal structure
- F. Major features of continental and oceanic basins
- G. Earth system science

Unit II Earth Materials

- A. Matter including atoms and elements
- B. Minerals: Building blocks of rocks
- C. Properties of minerals
- D. Mineral resources
- E. The rock cycle
- F. Igneous rocks
- G. Sedimentary rocks
- H. Metamorphic rocks

Unit III Sculpturing Earth's Surface

- A. Mechanical and chemical weathering
- B. Soil and soil profiles
- C. Mass wasting – the work of gravity
- D. The hydrologic cycle
- E. Running Water
- F. Groundwater
- G. Glaciers, glacial erosion and glacial deposition
- H. Deserts
- I. Wind, wind erosion and wind deposition

Unit IV Forces Within the Earth

- A. Plate Tectonics: A scientific revolution unfolds
- B. The Plate Tectonics model
- C. What drives plate tectonics
- D. Earthquakes and seismology

- E. Earthquake destruction
- F. Earth's interior
- G. Volcanoes and volcanic hazards
- H. Plate tectonics and volcanic activity
- I. Crustal deformation
- J. Mountain building

Unit V Deciphering Earth's History

- A. A brief history of geology
- B. Relative dating principles
- C. Dating with radioactivity
- D. The geologic time scale
- E. Is Earth unique?
- F. Precambrian history
- G. Life explodes in the Paleozoic Era
- H. Age of the dinosaurs in the Mesozoic Era
- I. Age of mammals in the Cenozoic Era

Unit VI The Global Ocean - Oceanography

- A. The ocean floor
- B. Geography of the oceans
- C. Comparing the oceans to the continents
- D. Composition of seawater
- E. The diversity of ocean life
- F. The ocean's surface circulation
- G. Ocean waves
- H. Shoreline features
- I. Tides

Unit VII Earth's Dynamic Atmosphere (Meteorology)

- A. Weather and climate
- B. Composition of the Atmosphere
- C. Earth – Sun relationship
- D. Principles and factors affecting atmospheric change
- E. Formation and classification of clouds
- F. Formation and classification of precipitation
- G. Air pressure and winds
- H. Weather patterns and severe storms
- I. World climates
- J. Climate-feedback mechanism
- K. Some possible consequences of global warming

Unit VIII Origins of Modern Astronomy

- A. Ancient astronomy
- B. The birth of modern astronomy
- C. The motions of Earth
- D. Touring our solar system
- E. Earth's moon
- F. Terrestrial and Jovian planets
- G. Small solar system bodies
- H. Light

- I. Spectroscopy
- J. The active sun
- K. The Universe
- L. Stellar evolution
- M. Galaxies and galactic clusters
- N. The Big Bang Theory

Course Scope and Content (Lab):

- Unit I SI and Metric System
 - A. Understanding the Metric System (prefixes)
 - B. Conversions (Dimensional Analysis)
 - C. Measuring Density of Materials
 - D. Comparing Density of Important Rock Types
 - E. Scientific Method

- Unit II Study of Minerals
 - A. Mineral Properties
 - B. Classification of Minerals
 - C. Identification of 24 Unknown Minerals
 - D. Important Mineral Uses

- Unit III Igneous, Sedimentary, Metamorphic Rocks and the Rock Cycle
 - A. Properties of Igneous Rocks
 - B. Identification of 12 Unknown Igneous Rocks
 - C. Properties of Sedimentary Rocks
 - D. Identification of 12 Unknown Sedimentary Rocks
 - E. Properties of Metamorphic Rocks
 - F. Identification of 12 Unknown Metamorphic Rocks
 - G. The Rock Cycle

- Unit IV Introduction to Aerial Photographs and Topographic Maps
 - A. Recognition of Scale on Topographic Maps
 - B. Calculation of Gradient on Topographic Maps
 - C. Recognition of Geologic Landforms
 - D. Construction of Geologic Cross Sections
 - E. Aerial Photographs

- Unit V Running Water and Groundwater
 - A. Streamflow and Changes to Stream Downstream
 - B. Erosion, Transportation, and Deposition in Streams
 - C. Shaping Stream Valleys
 - D. Drainage Patterns
 - E. Surface Processes
 - F. The Importance of Groundwater
 - G. Porosity and Permeability
 - H. Wells
 - I. Subsidence

- Unit VI Understand the Plate Tectonic Model
- A. Earth's Major Lithospheric Plates
 - B. Plate Boundaries
 - C. Divergent Boundaries
 - D. Convergent Boundaries
 - E. Transform Boundaries
 - F. What Drives Plate Motions
 - G. Students Build Their Own Tectonic Plate Boundary
 - H. Faults and Folds
- Unit VII Earthquake and Earthquake Epicenter Location
- A. What is an Earthquake?
 - B. Instruments Used to Measure Earthquakes
 - C. Locating an Earthquake Epicenter
 - D. Measuring the Size of an Earthquake
 - E. Rock Deformation
- Unit VIII Volcanoes and Volcanic Hazards
- A. Nature of Volcanic Eruptions
 - B. High versus Low Viscosity Magma and Lava
 - C. What is Extruded During Eruptions
 - D. Shield Volcanoes
 - E. Cinder Cones
 - F. Composite Cones
 - G. Volcanic Hazards Mapping
- Unit IX Geologic Time (Relative and Radioactive Dating)
- A. Dating Rock Layers Using Relative Age Principles
 - B. Correlation of Rock Layers
 - C. Identification of Fossils and Fossil Types
 - D. Dating Rock with Radioactivity
 - E. Construction of Sequence of Rock Using Both Relative and Radioactive Dating
 - F. Recognition of Division on Geologic Time Scale
- Unit X Oceanography
- A. Geography of the Oceans
 - B. Salinity and Sources of Sea Salts
 - C. Passive Continental Margins
 - D. Active Continental Margins
 - E. Mapping of Hawaiian Island and Emperor Seamount Chains
- Unit XI Waves, Currents, and Tides
- A. Wave Characteristics
 - B. Waves when they Approach the Surf Zone
 - C. Describing Motion of waves using the Wave Table
 - D. Currents
 - E. Causes of Tides
 - F. Tidal Patterns and Reading Monthly Tidal Cycle
- Unit XII Earth-Sun Relations

- A. Earth's Motions – Rotation versus Revolution
- B. Cause of Seasons based on Earth's Orientation
- C. Solstices and Equinoxes
- D. The Fate of Incoming Solar Radiation

Unit XIII Atmosphere

- A. Measuring Air Pressure
- B. Factors Affecting Wind
- C. General Circulation of the Atmosphere
- D. Measuring Wind
- E. Mapping Idealized Global Circulation Patterns

Unit XIV Weather and Climates

- A. Recognition of Weather Associated with Air Masses
- B. Thunderstorms
- C. Tornadoes
- D. Hurricanes
- E. Long range Climate Patterns
- F. Climate Associated with Tectonics

Unit XV Modern Astronomy and the objects in the Solar System

- A. The Birth of Modern Astronomy
- B. An Overview of the Planets
- C. Earth's Moon
- D. Minor members of the Solar System
- E. Understanding Scale in the Solar System

Unit XVI The Universe and Stellar Evolution

- A. Measuring Distance to the Stars
- B. Stellar Color and Temperature
- C. Plotting Stars on the Hertzsprung-Russell Diagram
- D. Stellar Evolution
- E. Types of Galaxies
- F. The Big Bang

Representative Assignments

Reading:

Students are encouraged to read chapters prior to lecture topics.

Writing:

Students are given weekly writing assignments on the topics covered during the lecture.

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 students learning objectives
2. Answering questions at end of chapter

3. Skill practice
4. Completing required reading
5. Problem solving activity or exercise
6. Written work
7. Field trips

Methods of Instruction:

1. Assign reading topics in the text book and selected references
2. Class lectures will be used to clarify and extend the theoretical and factual concepts present in the text
3. Class discussions and problem solving sessions
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
5. Selected experiments will be assigned in the laboratory for individual student learning
6. Demonstration experiments and lecture demonstrations will be used in the classroom and laboratory

Methods of Evaluation:

1. Substantial writing assignments including:
 - a. Essay exams
 - b. Laboratory reports
 - c. Research reports
 - d. Computer video analysis presentation
2. Computational or non-computational problem-solving demonstrations including:
 - a. Exams
 - b. Homework problems
 - c. Quizzes
 - d. Laboratory reports
3. Other examinations, including:
 - a. Multiple choice
 - b. Matching items
 - c. True/false items
 - d. Completion
 - e. Essay
 - f. Demonstrations of laboratory techniques

Laboratory Category: Extensive Laboratory

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

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

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

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

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

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

Supplemental Data:

TOP Code:	193000 Earth Science
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:	Geology Earth Science

Reviewed by: ~~D. Bandy~~ J. May
Reviewed by: ~~G. Gelling~~ M. Mayfield
Text update: Fall 2018
Date reviewed: Fall 2015 2025
C&GE approved: ~~December 14, 2015~~
Board approved: ~~January 13, 2016~~
Semester effective: ~~Fall 2016~~

Geography (GEOG) 1510 Physical Geography (3 Units) CSU:UC
[formerly Geography 1]

Advisory: ~~Eligibility for English 1500 and Math 1050 strongly recommended~~ Eligible for English C1000, C1000E, or 1502.

Total Hours: 48 hours lecture (96 outside of class hours); (144 Total Student Learning Hours) 3 Units

Catalog Description: This course is a spatial study of the Earth's dynamic physical systems and processes. Topics include: Earth-sun geometry, weather, climate, water, landforms, soil, and the biosphere. Emphasis is on the interrelationships among environmental and human systems and processes and their resulting patterns and distributions. Tools of geographic inquiry are also briefly covered; they may include: maps, remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS).

Type of Class/Course: Degree Credit

Text: ~~Colston, Valerie, Hess, Darrel, Redina Finch and Dennis G. Tasa. *McKnight's Physical Geography: A Landscape Appreciation*. 13th Ed. Pearson, 2022-2017.~~

Additional Instructional Materials: None

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

1. Demonstrate an understanding of the size, shape, and movements of the Earth in space and their importance to environmental patterns and processes,
2. Demonstrate an understanding of the atmospheric, geomorphological, and biotic processes that shape the Earth's surface environments,
3. Demonstrate an understanding of the global distribution of the world's major climates, ecosystems, and physiographic (landform) features,
4. Demonstrate an understanding of basic concepts of physical geography in the analysis of real-world variations in environmental patterns, and
5. Demonstrate an understanding of the scientific method and practical experience using the tools and concepts of physical geography (laboratory component)

Course Level Student Learning Outcomes

Student will be able to list and describe the four spheres (systems) operating on and within the Earth and can identify if these are classified as open, closed, or isolated systems.

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 Field of Geography: Content, Method, and Point of View
- A. Geography and Science
 - B. Numbers and Measurement systems
- Unit II The Earth: Shape, Planetary Relations, and Representation on Maps
- A. Earth's Environmental Spheres
 - B. Earth and the Solar System
 - C. Earth-Sun Relations and the Seasons
- Unit III The Tools of Geography
- A. Globes
 - B. Maps and Map Essentials
 - C. Map Construction
 - D. The Systematic Concept of Geography
 - E. The Regional Concept of Geography
- Unit IV The Physical Elements of Geography
- A. The Elements of Weather and Climate
 1. Air temperature
 2. Atmospheric pressure and winds
 3. Atmospheric moisture and precipitation
 4. Air masses, fronts, and storms
 - B. Climatic Types and Their Distribution
 1. The Koopen system of classification
 2. The tropical rainy climates (A)
 3. The dry climates (B)
 4. The humid mesothermal climates (C)
 5. The humid microthermal climates (D)
 6. The polar climates (E)
 - C. Processes Concerned with the Origin of Landforms
 1. Earth materials and the tectonic processes
 2. The agents and processes of gradation
 - D. Landforms
 1. Plains
 2. Plateaus
 3. Hill lands
 4. Mountains

5. Physical regions of the United States

E. Earth Resources

1. Water resources
2. Vegetation cover and animal life
3. The nature and classification of soils

Representative Assignments

Reading:

Students are encouraged to read chapters prior to lecture topics.

Writing:

Students are given weekly writing assignments on the topics covered during the lecture.

Learning Activities Required Outside of Class:

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

1. Studying
2. Completing required reading
3. Written work

Methods of Instruction:

1. Lecture-Discussion periods
2. Exercises in the construction and utilization of maps
3. Frequent use of visual teaching materials
4. Written and oral studies of selected topics in physical geography

Methods of Evaluation:

1. Unit tests including:
 - a. multiple choice
 - b. matching
 - c. true or false
 - d. essay
2. Outside reports
3. Chapter quizzes

Supplemental Data:

TOP Code:	220600: Geography
SAM Priority Code:	E: Non-Occupational

Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSB1: CSU Area B1 IG5A: IGETC Area 5A LNS: Local GE Natural Science
Discipline	Geography

Reviewed by: J. May
Reviewed by: ~~G. Golling~~
Reviewed by: M. Mayfield
Text update: ~~December 9, 2010~~
Date reviewed: Fall 2015 2025
C&GE approved: ~~September 14, 2015~~
Board approved: ~~October 9, 2015~~
Semester effective: ~~Fall 2016~~

Geology (GEOL) 1500 Introduction to Geology (4 Units) CSU:UC
[formerly Geology 10]

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

Total Hours: 48 hours lecture (96 outside of class hours); 48 hours lab (~~96~~ 192 hours total)

Catalog Description: An introduction to the principles of geology with emphasis on Earth processes. This course focuses on the internal structure and origin of the Earth and the processes that change and shape it. The laboratory component focuses on the identification of rocks and minerals, topographic and geologic map exercises demonstrating the work of water, wind, ice and gravity and effects of tectonic activity. Field trips are required to certain local points of geological interest. C-ID: GEOL 101

Type of Class/Course: Degree Credit

Text: ~~McGeary, David, Charles C. Plummer, and Diane H. Carlson. *Physical Geology. Earth Revealed.* 4th ed. Boston: McGraw, 2001. Print.~~

~~Busch, Richard M. *Laboratory Manual in Physical Geology.* 7th ed. Upper Saddle River: Prentice, 2006. Print.~~

~~Tarback, Edward J., and Frederick K. Lutgens, Dennis G. Tasa and Scott Linneman *Earth, Aan, Introduction to Physical Geology.* 11th13th ed. Upper Saddle River: Prentice, 2015 Pearson, 2020. Print.~~

~~Ruhle, James L. *Geology Laboratory Manual for Distance Learning.* Dubuque: Kendall, 1998. Print.~~

Lab Manual:

May, James. *GEOL 1500 Resource Manual.* 1st ed. GeoJim Publications. 2026

Additional Required Materials: None

Course Objectives:

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

- 1 Explain and practically apply the principles of the scientific method,
- 2 Demonstrate a conceptual understanding of fundamental concepts, principles, and interactions of

- Earth's systems applicable to the geological sciences,
- 3 Demonstrate an understanding of plate tectonics and the Earth's resources,
 - 4 Apply understanding of the internal and external processes that shape and form the Earth,
 - 5 Demonstrate an understanding of the rock cycle and identify and describe the basic properties of rocks and minerals,
 - 6 Demonstrate an understanding of the Earth through the identification and evaluation of minerals,
 - 7 Demonstrate an understanding of the Earth through the identification and evaluation of igneous, sedimentary and metamorphic rocks,
 - 8 Demonstrate an understanding of how geological environments are formed, changed and eroded through time,
 - 9 Demonstrate an ability to communicate complex course concepts effectively in writing and diagrams and apply critical thinking and problem solving skills to make informed decisions in life, and
 - 10 Demonstrate the ability to read and interpret topographic and geologic maps and answer questions pertaining to geologic processes.

Course Student Learning Outcomes

List and describe the three (3) tectonic boundaries in the plate tectonics model.

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 | <p>An Introduction to Geology</p> <ol style="list-style-type: none"> A. The science of geology B. Geologic time C. The nature of scientific inquiry D. Earth's spheres E. Earth as a system F. Early evolution of Earth G. Earth's internal structure H. The face of Earth I. Rocks and the rock cycle |
| Unit II | <p>Plate Tectonics: A Scientific Revolution Unfolds</p> <ol style="list-style-type: none"> A. Continental drift: an idea before its time B. The great debate C. Continental drift and paleomagnetism D. A scientific revolution begins E. What drives plate motions |
| Unit III | <p>Matter and Minerals</p> <ol style="list-style-type: none"> A. Minerals: building blocks of rocks B. Atoms: building blocks of minerals C. Why atoms bond D. Isotopes and radioactive decay |

- E. Crystals and crystallization
 - F. Physical properties of minerals
 - G. How are minerals named and classified
 - H. The Silicates
 - I. Important nonsilicate minerals
- Unit IV Magma, Igneous Rocks, and Intrusive Activity
- A. Magma: the parent material of igneous rock
 - B. Igneous processes and compositions
 - C. Igneous textures
 - D. Naming igneous rocks
 - E. Origin of magma
 - F. How magmas evolve
 - G. Partial melting and magma composition
 - H. Intrusive igneous activity
- Unit V Volcanoes and Volcanic Hazards
- A. The nature of volcanic eruptions
 - B. Materials extruded during an eruption
 - C. Volcanic structures and eruptive styles
 - D. Living in the shadow of a composite cone
 - E. Other volcanic landforms
 - F. Plate tectonics and volcanic activity
- Unit VI Weathering and Soil
- A. Earth's external processes
 - B. Weathering
 - C. Mechanical weathering
 - D. Chemical weathering
 - E. Rates of weathering
 - F. Soil
 - G. Controls of soil formation
 - H. Soil profile
 - I. Classifying soils
 - J. Soil erosion
- Unit VII Sedimentary Rocks
- A. The importance of sedimentary rocks
 - B. Origins of sedimentary rock
 - C. Detrital sedimentary rocks
 - D. Chemical sedimentary rocks
 - E. Coal – an organic sedimentary rock
 - F. Diagenesis and lithification
 - G. Classification of sedimentary rocks
 - H. Sedimentary environments and structures
- Unit VIII Metamorphism and Metamorphic Rocks
- A. What is metamorphism
 - B. What drives metamorphism
 - C. Metamorphic textures

- D. Common metamorphic rocks
 - E. Metamorphic environments
 - F. Metamorphic zones
 - G. Interpreting metamorphic environments
- Unit IX Geologic Time
- A. Time scale
 - B. Relative dating
 - C. Correlation of rock layers
 - D. Fossils: evidence of past life
 - E. Dating with radioactivity
 - F. Geologic time scale
 - G. Difficulties in dating the geologic time scale
- Unit X Crustal Deformation
- A. Structural geology: a study of Earth's architecture
 - B. Deformation, stress, and strain
 - C. How rocks deform
 - D. Structures formed by ductile deformation
 - E. Structures formed by brittle deformation
 - F. Mapping geologic structures
- Unit XI Earthquake and Earthquake Hazards
- A. What is an earthquake
 - B. Faults, faulting, and earthquakes
 - C. Seismology: the study of earthquake waves
 - D. Locating the source of an earthquake
 - E. Measuring the size of earthquakes
 - F. Earthquake belts and plate boundaries
 - G. Earthquake destruction
 - H. Can earthquakes be predicted
 - I. Seismic risk on the San Andreas Fault
 - J. Evidence for plate tectonics at plate boundaries
- Unit XII Earth's Interior
- A. Gravity and layered planets
 - B. Probing Earth's Interior
 - C. Seismic waves
 - D. Earth's layers
 - E. Earth's temperature
 - F. Earth's three-dimensional structure
- Unit XIII Mass Wasting: The Work of Gravity
- A. Landslides
 - B. Mass wasting and landform development
 - C. Controls and triggers of mass wasting
 - D. Classification of mass wasting process
 - E. Slump
 - F. Rockslide
 - G. Debris flow

- H. Permafrost
 - I. Submarine landslides
- Unit XIV Running Water and Groundwater
- A. The hydrologic cycle
 - B. Running water
 - C. Streamflow
 - D. Stream channels
 - E. Base level and graded streams
 - F. Shaping stream valleys
 - G. Depositional landforms
 - H. Drainage patterns
 - I. Floods and flood control
- Unit XV Glaciers and Glaciation
- A. Glaciers: a part of two basic cycles
 - B. Formation and movement of glacial ice
 - C. Glacial erosion
 - D. Glacial deposits
 - E. Landforms made of stratified drift
 - F. Effects of Ice-age glaciers
 - G. Glacial theory and the Ice age
 - H. Causes of glaciation
- Unit XVI Deserts and Wind
- A. Distribution and causes of dry lands
 - B. Geologic processes in arid climates
 - C. Evolution of desert landscape
 - D. Transportation of sediment by wind
 - E. Wind erosion
 - F. Wind deposits
- Unit XVII Shorelines
- A. Coastal zone
 - B. Waves and wave erosion
 - C. Sand movement on the beach
 - D. Shoreline features
 - E. Stabilizing the shore
 - F. Erosion problems along U.S. coasts
 - G. Hurricanes
 - H. Coastal classification
 - I. Tides
- Unit XVIII Renewable and Nonrenewable Resources
- A. Traditional Fossil Fuels
 - B. Oil Sands, Oil Shale, and Gas Hydrates
 - C. Nuclear Energy
 - D. Renewable Energy Sources
 - E. Mineral Resources
 - F. Igneous and Metamorphic Processes

- G. Mineral Resources Related to Surface Processes
- H. Nonmetallic Mineral Resources

Course Scope and Content: (Laboratory)

- Unit I Introduction to Physical Geology
 - A. The Earth as a System
 - B. The Scientific Method
 - C. Density of Various Rock Types
- Unit II The Plate Tectonic Model and Tectonic Boundaries
 - A. Identification of 14 Tectonic Plates
 - B. Convergent, Divergent, and Transform Boundaries
 - C. Mechanisms of Plate Tectonics
- Unit III Mineral Properties and Identification
 - A. Recognition of Various Mineral Properties
 - B. Identification of 36 Unknown Minerals
 - C. Mineral Families
- Unit IV The Rock Cycle and Classification of Rocks
 - A. Recognition of Five Reservoirs in the Rock Cycle
 - B. Classification of Igneous Rocks based on Texture and Composition
 - C. Identification of 12 Unknown Igneous Rocks
- Unit V Volcanoes and Volcanic Hazards
 - A. Viscosity and Factors that Control Viscosity
 - B. Shield, Cinder Cones, and Composite Cones
 - C. Volcanic Hazards
- Unit VI Weathering and Soil Profiles
 - A. Types of Weathering
 - B. Soil Taxonomy
 - C. Identification of Soil Horizons
- Unit VII Sedimentary Rocks and Sedimentary Environments
 - A. Classification of Sedimentary Rocks based on Texture and Composition
 - B. Identification of 12 Unknown Sedimentary Rocks
 - C. Sedimentary Environments
- Unit VIII Metamorphism and Metamorphic Rocks
 - A. Agents of Metamorphism
 - B. Classification of Metamorphic Rocks based on Texture and Composition
 - C. Identification of 12 Unknown Metamorphic Rocks
- Unit IX Relative and Numerical Age Dating
 - A. Relative Age Dating Principles
 - B. Numerical Age Dating Procedures
 - C. Construct Geologic History of Various Sequences of Rock and Strata

- Unit X Faults and Folds – Crustal Deformation
 - A. Agents of Crustal Deformation
 - B. Faults Types and Recognition
 - C. Fold Types and Recognition

- Unit XI Earthquakes and Epicenter Locating
 - A. Seismology
 - B. Reading Seismograms
 - C. Epicenter Location

- Unit XII Earth's Interior
 - A. Fate of Seismic Waves in Interior
 - B. Identification of Layers in Earth by Composition
 - C. Identification of Layers in Earth by Physical Properties

- Unit XIII Mass Wasting: The Work of Gravity
 - A. Erosional Processes
 - B. Identification of Mass Wasting Processes
 - C. Hazards and Mitigation Associated with Mass Wasting

- Unit XIV Streams and Groundwater
 - A. Erosional and Depositional Features Associated with Streams
 - B. Porosity and Permeability in Groundwater
 - C. Calculations using Groundwater Flow Laws

- Unit XV Topographic and Geologic Maps
 - A. Use of Topographic Maps
 - B. Use of Geologic Maps
 - C. Construction of Block Diagrams

- Unit XVI Energy and Mineral Resource
 - A. Contrast Renewable and Nonrenewable Resource
 - B. Evaluating Solar and Wind Energy Potential
 - C. Mapping of Ore Deposits

Representative Assignments

Reading:

Students are encouraged to read chapters prior to lecture topics.

Writing:

Students are given weekly writing assignments on the topics covered during the lecture.

Learning Activities Required Outside of Class:

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

doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Problem solving activity or exercise

Methods of Instruction:

1. Lecture-discussion periods (two hours per week)
2. Lab exercise periods (three hours per week)
3. Term project - special studies or a term paper
4. Field Trips

Methods of Evaluation:

1. Substantial writing assignments, including:
 - a. term or other paper
 - b. written work
2. Computational or non-computational problem-solving demonstrations, including:
 - a. exams
 - b. homework problems
 - c. quizzes
 - d. laboratory reports
3. Other examinations, including:
 - a. multiple choice
 - b. matching items
 - c. completion

Laboratory Category: Extensive Laboratory

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

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

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

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

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

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

Supplemental Data:

TOP Code:	191400: Geology
SAM Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSB1: CSU Area B1 CSB3: CSU Area B3 IG5A: IGETC Area 5A IG5C: IGETC Area 5C LNS: Local GE Natural Science
Discipline	Earth Science

Reviewed By: J. May
Reviewed By: M. Mayfield
Date Reviewed: November 25, 2025
C & GE approved:
Board approved:
Semester effective:

Geology (GEOL) 1501 Historical Geology (4 Units) CSU:UC
[Formerly Geology 11]

Advisory: Eligible for English C1000, C1000E, or 1502.

Total Hours: 48 hours lecture (96 outside of class hours); 48 hours lab (192 hours total)

Catalog Description: Historical geology examines the origin and evolution of Earth, its continents, oceans, atmospheres, and life. There is a laboratory component, which allows students to apply principles they learn in lecture to classroom and field activities. Subjects introduced in historical geology include minerals and rocks, plate tectonics, geologic time, evolution, plate tectonics, and a summary of important events that occurred in the Precambrian, Paleozoic, Mesozoic, and Cenozoic Eras.

Representative Texts: Prothero, Donald R. *The Evolving Earth*. Oxford University Press. 2020

Lab Manual:

May, James. *GEOL 1501 Resource Manual*. GeoJim Publications. 2026

Type of Class/Course: Degree Credit

Additional Instructional Materials: None

Course Objectives:

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

1. Demonstrate a fundamental understanding of concepts and principles of Historical Geology including:
 - A. Fossilization
 - B. Ecology, Evolution and Extinction
 - C. Plate Tectonics
 - D. Geologic Time and Dating Methods
 - E. The Supercontinent Cycle and Paleo-Climate
2. Explain formation of and basic properties of fossils, minerals and rocks
3. Explain the tectonic processes that shape the Earth over geologic time
4. Interpret sequences of geologic events
5. Practically apply concepts and principles of Historical Geology including:
 - A. Fossilization
 - B. Ecology, Evolution, Extinction and the Fossil Record
 - C. Plate Tectonics
 - D. Geologic Time and Dating Methods
 - E. The Supercontinent Cycle and Paleoclimate
6. Interpret geologic maps, cross sections and stratigraphic columns

7. Identify representative samples of fossils and rocks
8. Practically apply knowledge of tectonic processes to interpret geologic events
9. Practically apply principles of relative dating to interpret sequences of geologic events
10. Practically apply the principles of the scientific method
11. Communicate complex course concepts effectively in writing and diagrams.

Course Student Learning Outcomes

1. Describe the three (3) interrelated subthemes that run throughout the history of Earth.

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 Dynamic and Evolving Earth

- A. What is Historical Geology
- B. Origin of the Universe
- C. Why Earth is a Dynamic and Evolving Earth
- D. Uniformitarianism

Unit II Minerals and Rocks

- A. Elements and Atoms
- B. Chemical Bonding
- C. Minerals – The Building Blocks of Rocks
- D. Igneous Rocks
- E. Sedimentary Rocks
- F. Metamorphic Rocks
- G. Rock Cycle

Unit III Plate Tectonics – A Unifying Theory

- A. Continental Drift
- B. Earth's Magnetic Field
- C. Magnetic Reversals and Seafloor Spreading
- D. Concepts of Plate Tectonics
- E. Three Types of Plate Boundaries

Unit IV Geologic Time – Concepts and Principles

- A. How Geologic Time is Measured
- B. James Hutton and Recognition of Geologic Time
- C. Relative Dating Methods
- D. Numerical Dating Methods

Unit V Rocks, Fossils, and Time - Making Sense of the Geologic Record

- A. Stratigraphy
- B. Fossils and Fossilization
- C. The Relative Geologic Time Scale
- D. Correlation

Unit VI Sedimentary Rocks – The Archives of Earth History

- A. Sedimentary Rock Properties
- B. Depositional Environments
- C. Interpreting Depositional Environments
- D. Paleogeography

Unit VII Evolution – The Theory and its Supporting Evidence

- A. Charles Darwin Ideas on Evolution
- B. Significance of Natural Selection
- C. Mendel and the Birth of Genetics
- D. Modern View of Evolution
- E. Evidence Supporting Evolution

Unit VIII Precambrian Earth and Life History – The Hadean and the Archean Eon

- A. Significant Events During the Hadean
- B. Archean Earth History
- C. Evolution of the Atmosphere and Hydrosphere
- D. Origin of Life and Early Life History

Unit IX Precambrian Earth and Life History – The Proterozoic Eon

- A. Proterozoic History of Laurentia
- B. Proterozoic Supercontinents
- C. Ancient Glaciers and Their Deposits
- D. The Evolving Atmosphere
- E. Proterozoic Life

Unit X Early Paleozoic Earth History

- A. Continental Architecture – Cratons and Mobile Belts
- B. Paleozoic Paleogeography
- C. Early Paleozoic Evolution of North America
- D. The Appalachians

Unit XI Late Paleozoic Earth History

- A. Late Paleozoic Paleogeography
- B. Evolution of North America
- C. History of Late Paleozoic Mobile Belts
- D. Late Paleozoic Mineral Resources

Unit XII Paleozoic Life History – Invertebrates

- A. The Cambrian Explosion
- B. Present-Day Marine Ecosystems
- C. Paleozoic Invertebrate Marine Life
- D. Mass Extinctions

Unit XIII Paleozoic Life History – Vertebrates and Plants

- A. Evolution of Fish
- B. Evolution of Amphibians
- C. Evolution of Reptiles
- D. Plant Evolution

Unit XIV Mesozoic Earth History

- A. The Breakup of Pangaea
- B. Mesozoic History of North America
- C. Development of Eastern Coastal Region
- D. Development of Gulf Coastal Region
- E. Development of Western Region

- Unit XV Life of the Mesozoic Era
- A. Marine Invertebrates and Phytoplankton
 - B. Plants – Primary Producers
 - C. Dinosaur Evolution
 - D. The Origin and Evolution of Birds
 - E. Mass Extinctions – A Crisis in Life History

- Unit XVI Cenozoic Earth History – The Paleogene and Neogene Periods
- A. Cenozoic Orogenic Belts
 - B. North American Cordillera
 - C. The Continental Interior
 - D. Cenozoic History of the Appalachian Mountains

- Unit XVII Cenozoic Earth History – The Quaternary Period
- A. Pleistocene and Holocene Tectonism
 - B. Pleistocene Stratigraphy
 - C. Ice Ages
 - D. Glaciation and It's Effects
 - E. Glaciers Today

- Unit XVIII Life of the Cenozoic Era
- A. Cenozoic Vegetation and Phytoplankton
 - B. Cenozoic Birds
 - C. The Age of the Mammals
 - D. Intercontinental Migrations

- Unit XIX Primate and Human Evolution
- A. What are primates?
 - B. Prosimians
 - C. Anthropoids
 - D. Hominids and Hominins

Course Scope and Content (Laboratory)

Laboratory Activities Include the Following:

- Unit I Cladograms and Phylogenetic Trees
- A. Create simple Cladogram from data set
 - B. Create Pjylogenetic Tree from data set
- Unit II Unknown Mineral Identification
- A. Understanding of Physical Properties of Minerals
 - B. Identify 24 Unknown Minerals

Unit III Sedimentary Rocks

- A. Understanding of Three Types of Sediment and Lithification Process
- B. Identify 14 Unknown Sedimentary Rocks

Unit IV Plate Tectonic Boundaries

- A. Understanding of Three Tectonic Boundaries
- B. Able to Construct a Tectonic Boundary Utilizing a Shoebox

Unit V Stratigraphic Correlation

- A. Correlate Fossils from Three Locations Off Map
- B. Construct a Lithostratigraphic Cross Section

Unit VI Relative Age Dating Relationships

- A. Describe the Specific Principles of Relative Age Dating
- B. Place the Strata in Correct Order from Oldest to Youngest

Unit VII Absolute Age Dating

- A. Understanding of Radioactive Isotopes in Determining Age of Rocks
- B. Solve Various Ages of Rock Based on Radioisotope Pairs

Unit VIII Natural Selection Lab

- A. Understanding of Principles of Natural Selection
- B. Perform Exercise In Lab Where Students Gauge Natural Selection In Predator/Prey Species

Unit IX Introduction to Field Mapping

- A. Learn to Describe Basic Geologic Structures In The Field
- B. Able to Read and Understand a Geologic Map

Unit X Fossil Evolution Exercise

- A. Understanding of Various Body Symmetries In Marine Invertebrates
- B. Be Able to Identify Four Different Phylum of Marine Invertebrates

Unit XI Fossils on the Internet

- A. Understanding of Morphologic Features of Trilobites
- B. Research a Specific Species of Trilobite on Internet

Unit XII Taxonomy, Modes of Life, and Paleozoic Fossils

- A. Understanding of Various Trace Fossils
- B. Identify Various Unknown Paleozoic Fossils

Unit XIII Dinosaur Cladistics

- A. Construct a Cladogram for Dinosaurs
- B. Pose Scientific Questions About a Group Dinosaurs

Unit XIV Soil Classification

- A. Be Able to Describe Various Properties of Soils
- B. Identify Five Unknown Soils Types

Additionally, students attend up to three field trips during laboratory to apply principles learned in the

classroom to geologic problem-solving activities.

Laboratory Category: Extensive Laboratory

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

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

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

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

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

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

Representative Assignments

Reading:

Students are encouraged to read chapters prior to lecture topics.

Writing:

Students are given weekly writing assignments on the topics covered during the lecture.

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. Problem solving activity or exercise

Methods of Instruction:

1. Lectures covering major points, methods, and procedures
2. Laboratory study as described below
3. Field trips to geologically interesting areas
4. Visual aids: Films, slides, charts, and rock and fossil specimens

Methods of Evaluation:

1. Substantial writing assignments, including:
 - a. essay exams
 - b. term or other papers
 - c. written homework
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

Supplemental Data:

TOP Code:	191400 Geology
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	Earth Science
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To: Greg Bormann, Vice President of Instruction
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Tina Mendoza

Division: Social Science

Date: 11/10/2025

ETHN1520
Chicano/a

Re: Studies

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):__To get approval for Ethnic Studies Transfer_____

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 _____ March 2025___/ November 2025_____

Date COR went to Distance Learning Education Committee _____ March 2025___/ November 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.

Course will meet Area F for Ethnic Studies and potential part of Ethnic Studies ADT

☐ **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:

Ethnic Studies- Requirement

1. Effectively address significant issues from diverse perspectives.
2. Applies knowledge to implement sophisticated, appropriate, and workable solutions to address complex issues from multidisciplinary perspectives.

GE-Social and Behavioral Science

1. Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
2. Explain the methodologies employed in social scientific inquiry

Created by: T. C. Mendoza
Reviewed by: S. Jimenez-Murguia
Textbook update: New Course
Date Reviewed: Fall 2025
C&GE Approved:
Board Approved:
Semester effective: Fall 2026

Ethnic Studies (ETHN) 1520 Chicano/a Studies (3 Units) CSU:UC

Prerequisite: None

Advisory: Eligibility for ENGL 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:

This introductory-level course examines the social, political, economic, and historical dimensions of the Chicana/o and Latina/o experience in the United States through an interdisciplinary Chicano Studies framework. Students analyze representation, ideologies, and material conditions related to colonialism, race, labor, immigration, poverty, assimilation, gender, sexuality, and patriarchy. The course centers Chicanx and Latinx voices as knowledge producers, emphasizing community agency, resistance, and self-determination. Through engagement with Chicanx epistemologies and Ethnic Studies methodologies, students explore the connections between cultural identity, activism, and transformative praxis. Emphasis is placed on developing critical reading, writing, and analytical skills that foster a deeper understanding of the socio-economic, cultural, and political conditions shaping Chicana/o, Latina/o, and other marginalized communities in the United States.

Type of Class/Course: Degree Credit

Recommended Books:

OER Textbook: New Directions in Chicanx and Latinx Studies

- Website:
[https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/New_Directions_in_Chicanx_and_Latinx_Studies_\(Gonzalez_et_al.\)](https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/New_Directions_in_Chicanx_and_Latinx_Studies_(Gonzalez_et_al.))

Recommended Additional Instructional Materials:

- 2020: Occupied America: A History of Chicanos. Acuna, Rodolfo. Pearson 8th Edition ISBN: 978-0-1352-0767-3
- 2016: Chicano Movement for Beginners. Montoya, Maceo. For Beginners. ISBN: 978-1-9399-9464-6
- 2023: Reclaiming the Americas Latinx Art and the Politics of Territory by Tatiana Reinoza, ISBN: 9781477326909
- This Bridge Called My Back: Writings by Radical Women of Color Moraga, Cherrie and Anzaldúa, Gloria, Eds. 2018
- Critical Race Theory: An Introduction, Delgado Richard and Stefancic, Jean, Eds. 2017
- Critical Race Feminism, Second Edition: A Reader, Wing, Adrien Katherine, Ed. 2003
- The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015 Noriega, C 2016

- Critical Ethnic Studies: A Reader Elia, Nada, Et.Al. 2016 Autobiography without Apology, The Personal Essay in Chicanx and Latinx Studies Aztlán Anthology University of Washington Press 2020

Course Objectives:

Each objective below connects directly to course content, learning outcomes, and methods of evaluation. For example, historical and theoretical objectives are assessed through written analysis and examinations, while community-based objectives are evaluated through oral histories, reflection journals, and engagement projects emphasizing praxis

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

- 1 - Define basic Chicana/o Studies concepts and themes within the context of Ethnic Studies, necessary to the study of the discipline. Demonstrate knowledge and understanding of histories of colonization, segregation, slavery, genocide, racialization, criminalization, persecution, and other forms of systematic dehumanization as experienced by Chicanas/os and Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Latina and Latino American Studies.
- 2 - Recognize the contributions of scholarship of to the formation of Chicana/o Studies and its contribution to Ethnic Studies Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Latina and Latino American communities.
- 3 - Identify and discuss past and present social and political movements (i.e., education, labor, land) and the development of Chicana/o Studies scholarship, art and organization. Critically analyze issues of space and place fundamental to the foundation of Chicana/o Studies, including indigeneity, migration, diaspora, displacement, and nation, as endured by Chicanas/os.
- 4 - Critically analyze important works (i.e., El Plan de Santa Barbara and El Plan de Aztlan) and their significance to the implementation of Chicana/o Studies in secondary and higher education and its impact on theories in Chicana/o Studies and Ethnic Studies. Apply theory and knowledge produced by Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experience sand social struggles of those groups with a particular emphasis on agency and group-affirmation.
- 5 - Determine the relationship between scholarship and activism. Recognize education in general, and Chicana/o Studies in particular, as a form of agency and resistance, particularly in the context of majority-minority relations and asymmetrical power relations, and the formation of group self-identity and Apply theory and knowledge produced by Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- 6 - Compare and contrast Chicana/o Studies theory and discourse with similar fields of study (Ethnic Studies), including theories of racism and racialization as linked to social structures and institutional processes, and their intersections and constitutive relations with class, political economy, gender and sexuality, as they affect Chicanas/os.
- 7 - Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, language, (Chicana/o) Latina and Latino American communities in order to Identify and discuss the works of leading Chicana feminist scholars and their significance to the study of Chicanas/os.
- 8 - Analyze the significance and purpose of Chicana/o Studies in an increasingly global, multicultural

society through critiques of globalized capitalism, neoliberal free-market ideology, and global labor and social movements responding to effects of neo-colonialism and global racism such as educational inequities, labor exploitation, criminalization/incarceration.

Course Learning Outcomes:

1. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Chicanas and Chicanos with an emphasis on agency and group-affirmation in their contributions to the development of U.S. society.
2. Analyze and/or articulate how core concepts of Chicana and Chicano Studies, including but not limited to, race and ethnicity, oppression, equity, and intersectionality are socially and politically constituted and institutionalized in the changing Chicana and Chicano experience.
3. Describe how resistance, social justice, and liberation as experienced by Chicanas and Chicanos are relevant to current issues (communal, national, and international) in the US and impact on the world.
4. Demonstrate active engagement with Chicana and Chicano issues of ethnicity and race to build just and equitable communities beyond the classroom.

General Education Outcomes:

Humanities

- Student 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.
- Student to demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
- Students to describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgements.

Course Scope and Content:

Unit I – Foundations and Historical Development of Chicana/o Studies

Unit Summary:

This unit introduces the origins, purpose, and evolution of Chicana/o Studies as an academic discipline and a movement for social justice. Students examine the historical foundations of colonization, Indigenous resistance, and community activism that shaped the field. By tracing pre-colonial histories and the establishment of Chicana/o Studies in higher education, students connect institutional development to broader struggles for liberation and self-determination.

Alignment: This unit aligns with **Objectives 1, 2, 3, and 4** and **Learning Outcomes 1 and 2** by engaging students in defining core concepts of Chicana/o Studies, analyzing histories of colonization, segregation, and racialization, and applying theoretical frameworks to understand the emergence and institutionalization of Chicana/o Studies.

Content:

- Introduction to the field of Chicana and Chicano Studies and the history of community engagement leading to its establishment in institutions of higher education.
- Pre-colonial history and traditions of representative Native cultures of North America, with an emphasis on Mesoamerica.
- Histories of colonization, imperialism, genocide, persecution, and other forms of systemic dehumanization.

- Review of early works and scholarship foundational to Chicana/o Studies (e.g., McWilliams, Acuña, Barrera) and their significance to the discipline's origins.
- Analysis of the foundation of Chicana/o Studies and review of historical documents outlining its institutionalization.
- Examination of the social and political context in which Chicana/o Studies emerged, including community organizations such as UMAS, Teatro Campesino, and the Denver Youth Conference.
- Critique of the relationship between academia and activism as it relates to the study of Chicanas/os and the historical struggle for social equality.

Unit II – Theoretical Frameworks and Key Concepts

Unit Summary:

This unit introduces students to the principal theories, concepts, and epistemologies of Chicana/o Studies within the broader discipline of Ethnic Studies. Through engagement with Critical Race Theory, Feminist Theory, and decolonial frameworks, students explore the structural nature of racism and resistance and the theoretical underpinnings of cultural identity, self-determination, and sovereignty.

Alignment: This unit aligns with **Objectives 1, 2, 4, 6, and 7** and **Learning Outcomes 1 and 2** by helping students define and apply key concepts such as race, racism, racialization, equity, and decolonization, and by developing theoretical competence in analyzing social structures and institutional processes affecting Chicanas/os.

Content:

- Review of Chicana/o Studies terminology, research, history, and literature.
- Definitions and concepts of race and racism, racialization, ethnicity, privilege, prejudice, discrimination, equity, hegemony, white supremacy, resistance, Chicano Nationalism, Chicano Power, decolonization, and anti-racism.
- Application of theory and knowledge produced by Native American, African American, Asian American, and Latina/Latino American communities to describe critical events, histories, cultures, intellectual traditions, and lived experiences with emphasis on agency and group affirmation.
- Examination of foundational and contemporary theoretical frameworks such as Critical Race Theory, Feminist Theory, Cultural Studies, Ethnic Studies, and Resistance Theory.
- Exploration of Chicana feminist discourse and its contribution to the evolution and interdisciplinarity of Chicana/o Studies.
- Analysis and articulation of core concepts—sovereignty, self-determination, liberation, imperialism, settler colonialism, eurocentrism, and anti-racism—through comparative ethnic frameworks.

Unit III – Systems, Policies, and Structures of Oppression

Unit Summary:

Students analyze the historical and institutional systems that perpetuate inequality and racial hierarchies, focusing on policies, laws, and social structures impacting Chicanx and Latinx communities. Emphasis is placed on intersectionality and the interconnected nature of oppression across multiple identity categories.

Alignment: This unit aligns with **Objectives 1, 2, 6, and 7** and **Learning Outcomes 2 and 4** by requiring students to critically analyze the intersection of race, class, gender, sexuality, and other dimensions of identity, and to articulate how systemic inequities are constituted and institutionalized in the Chicana/o experience.

Content:

- Longitudinal demographic profiles, laws, court cases, and U.S. policies focusing on or impacting Chicanas and Chicanos.
- Key multidimensional elements of systemic oppression—historical, structural, cultural, ideological—and their study through interpersonal interaction and internalized dominance or oppression.

- Critical analysis of the intersection of race and racism with other forms of difference such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
- Review of increasing Chicano and Latino diversity in the context of paradigm shifts, changing immigration patterns and policies, and the need to rearticulate the field of Chicana/o Studies through comparative inter- and intra-group analysis.
- Evaluation of policy impacts on education, labor, housing, health, and political representation.

Unit IV – Cultural Expression, Activism, and Community Praxis

Unit Summary:

This unit explores Chicana agency, cultural production, and activism as sites of resistance and self-determination. Students analyze literature, art, film, music, and performance as manifestations of identity, struggle, and empowerment. Through this exploration, they connect scholarship and activism to broader movements for liberation, social justice, and educational equity.

Alignment: This unit aligns with **Objectives 3, 4, 5, and 7** and **Learning Outcomes 1, 3, and 4** by enabling students to identify and discuss historical and contemporary movements, critique major documents such as *El Plan de Santa Barbara* and *El Plan de Aztlán*, and recognize the interrelationship between cultural production, activism, and education as forms of resistance.

Content:

- Chicana and Chicano-centered perspectives on human, civil, labor, land, and immigration rights, and other Chicano movements for liberation, interethnic solidarity, and social justice.
- Study of Chicana/o art, film, literature, music, dance, religion, and folklore as vehicles of cultural identity and political consciousness.
- Review of the development of Chicana feminist discourse and its contributions to Chicana/o Studies and community praxis.
- Analysis of cultural production through frameworks of decolonization, community cultural wealth, and self-determination.
- Critique of the relationship between cultural activism, higher education, and social change movements.
- Assignments requiring students to interpret artistic, literary, and performative expressions as acts of social resistance and community empowerment.

Unit V – Contemporary Scholarship and Future Directions

Unit Summary:

This unit examines the ongoing evolution of Chicana/o Studies as an interdisciplinary field in an increasingly global and multicultural society. Students synthesize historical and theoretical knowledge to evaluate how globalization, neoliberalism, and transnational movements shape the field's future and its relevance to contemporary struggles for equity and social justice.

Alignment: This unit aligns with **Objectives 6, 7, and 8** and **Learning Outcomes 3 and 4** by engaging students in comparative analysis across Ethnic Studies disciplines, fostering critique of global capitalism and neo-colonial structures, and emphasizing the importance of Chicana/o Studies in understanding global systems of oppression and movements for liberation.

Content:

- Review of contemporary scholarship and discourse relevant to Chicana/o Studies as an interdisciplinary field.
- Comparative analysis of modern theoretical approaches—Critical Race Theory, Intersectionality, Feminist and Queer Theory, Decolonial Studies, and Transnational Ethnic Studies.
- Determining the future of Chicana/o Studies in relation to issues facing Chicanas/os in contemporary American society.
- Evaluation of how paradigm shifts, immigration trends, and demographic change affect the redefinition of Chicana/o and Latina/o identities.

- Exploration of new directions in research, pedagogy, and community engagement rooted in social justice, equity, and transformative praxis.

Activities Outside of Class:

Community engagement will be guided by Ethnic Studies pedagogy, emphasizing reciprocity, reflection, and collaborative learning with Chicanx/Latinx communities. Students will apply theory through projects that recognize community agency, respect lived experiences and connect classroom learning to real-world struggles for equity and justice.

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

1. Studying,
2. Answering questions,
3. Completing required reading,
4. Completing written work,
5. Completing field journals,
6. Conducting Oral Interviews/Histories,
7. Conducting Observational Studies (in the community),
8. Preparing oral presentations, and completing term paper.

Methods of Instruction:

1. Lectures,
2. Class discussions,
3. Active Learning activities and
4. Audiovisual viewings.

Methods of Evaluation:

Evaluation Overview:

Evaluation methods assess students' mastery of course objectives and learning outcomes through multiple, equity-centered measures. Students demonstrate comprehension, critical analysis, and application of Chicanx and Ethnic Studies theories using reflective, written, oral, and community-based formats.

Multiple measures may include, but are not limited to:

1. In-class discussions and exercises
2. Individual and group writing projects
3. Written or oral quizzes
4. Field or community engagement assignments
5. Journal reviews and reflection papers
6. Other writing assignments and creative projects
7. Exams or analytical essays

Representative Assignments

Overview:

Representative assignments include analytical essays comparing Chicanx resistance movements, oral

histories interpreted through Ethnic Studies frameworks, and community research papers linking local experiences to systemic power structures. These assignments evaluate critical thinking, intercultural competency, and the ability to apply Chicana/o Studies theory and methodology. Each assignment reinforces Ethnic Studies methodologies emphasizing reciprocity, reflexivity, and community-based inquiry—ensuring alignment between reading comprehension, analytical writing, and active engagement with Chicana/o lived experience.

1. Theoretical Framework Reflection

Aligned with: CLO 1; Objectives 1, 2, 4, and 6

Reading: *New Directions in Chicana and Latina Studies* (LibreTexts OER)

Students compose early reflection essays analyzing key theoretical frameworks from Chapters 1–3. Essays assess students' ability to apply theory to describe critical events, histories, and intellectual traditions within Chicana/o communities, emphasizing agency and group affirmation.

2. Historical Analysis Essay

Aligned with: CLO 1 and 2; Objectives 1, 2, and 3

Reading: *Occupied America: A History of Chicanos* by Rodolfo Acuña

Students use primary and secondary sources to develop analytical essays comparing colonization, resistance, and community formation. Essays demonstrate understanding of histories of colonization, racialization, and liberation as experienced by Chicanas/os. Evaluation includes accuracy of historical interpretation, critical analysis, and proper Chicago-style citations.

3. Movement Analysis Presentation

Aligned with: CLO 3; Objectives 3, 4, and 5

Reading: *Chicano Movement for Beginners* by Maceo Montoya

Students deliver a short paper and class presentation connecting Chicano Movement art, political organizing, and social justice frameworks. This assignment evaluates students' ability to identify and discuss past and present social and political movements, linking them to theories of activism and liberation in Chicana/o Studies.

4. Visual Culture Analysis Project

Aligned with: CLO 3 and 4; Objectives 3, 5, and 6

Reading: *Reclaiming the Americas: Latina Art and the Politics of Territory* by Tatiana Reinoza

Students select a Latina or Chicana artwork to critique using Ethnic Studies interpretive methods. The analysis emphasizes representation, territory, resistance, and self-determination, reinforcing visual literacy and decolonial critique. The project assesses comprehension of Chicana/o cultural expression as praxis and its relationship to social justice movements.

5. Weekly Reading Reflections

Aligned with: CLO 2 and 4; Objectives 1, 2, 6, and 7

Students complete 1–2 page reflections connecting assigned readings to key themes such as identity, intersectionality, and systemic oppression. These journals assess students' ability to synthesize theoretical concepts and apply them to contemporary issues involving Chicana/o and Latina communities. Reflections emphasize analytical writing and engagement with course materials.

6. Oral History Project

Aligned with: CLO 4; Objectives 2, 5, 6, and 7

Readings: *Occupied America* and *New Directions in Chicana and Latina Studies*

Students conduct interviews with community members and interpret findings through Chicana/o and Ethnic Studies frameworks. The project reinforces community engagement, reciprocity, and reflexivity, directly assessing learning outcomes related to praxis, lived experience, and self-determination.

Evaluation focuses on analytical interpretation, ethical collaboration, and theoretical application.

7. Community Engagement Reflection Paper

Aligned with: CLO 3 and 4; Objectives 5, 7, and 8

Drawing on course readings and local experiences, students write a 3–5 page reflection paper analyzing how Chicana theories of resistance and equity manifest in community-based work. This culminating assignment integrates all major learning outcomes, demonstrating synthesis of liberation, social justice praxis, and civic responsibility. Evaluation criteria include depth of analysis, integration of course theory, and demonstration of reflexive learning.

Assessment Emphasis

Assignments collectively measure students' ability to:

- Define and apply Chicana/o Studies concepts and Ethnic Studies methodologies (Objectives 1 and 2; CLO 1 and 2)
- Critically analyze intersectional systems of oppression and representation (Objectives 6 and 7; CLO 2 and 4)
- Evaluate and connect social movements, artistic expression, and activism to liberation frameworks (Objectives 3, 4, and 5; CLO 3 and 4)
- Demonstrate praxis-based understanding through community engagement and critical reflection (Objective 8; CLO 3 and 4)

Representative Readings and Writing Assignments

Ethnic Studies Pedagogical Rationale: Methods of evaluation reflect praxis-based learning, combining critical reflection and community-centered inquiry. Assessment prioritizes the demonstration of critical consciousness, relational accountability, and the integration of theory with lived Chicana experience

1. Substantial writing assignments, include one or more of the following:
 - a. Essay exams and
 - b. Term or other papers.
2. Other examinations, including:
 - a. Multiple choice items,
 - b. Matching items,
 - c. True/false items
 - d. Oral Presentations
 - e. Video Recordings
 - f. Creating Art or Flyers

Supplemental Data:

TOP Code:	2203.00 Ethnic Studies
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline; Hybrid

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:	Y: Credit By Exam
Eligible for Pass/No Pass:	Y: Pass/No Pass
Taft College General Education:	CSD: CSU Area F: Ethnic Studies; GE C2 Humanities; GE D: Social Science IG4J: IGETC Area 4J Ethnic Studies; 3B Humanities: 4 Social and Behavioral Science. LES: Local Ethnic Studies; Humanities, and Social and Behavioral Science LSBS: Local GE Social/Behavioral Sci
Discipline:	Ethnic Studies or Chicano Studies

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

From: Tina Mendoza

Division: Social Science

Date: 11/10/2025

ETHN1530
Introduction
to Black
Re: Studies

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
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Course Approval Application attached? Yes () No (X)

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Course will meet Area F for Ethnic Studies and potential part of Ethnic Studies ADT

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Please list the General Education SLOs this course meets:

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2. Applies knowledge to implement sophisticated, appropriate, and workable solutions to address complex issues from multidisciplinary perspectives.

GE-Social and Behavioral Science

1. Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
2. Explain the methodologies employed in social scientific inquiry

Created by: T. C. Mendoza
Reviewed by: S. Jimenez Murguia
Textbook update: Fall 2025
Date Reviewed: Fall 2023
C&GE Approved: October 13, 2023
Board Approved: November 8, 2023
Semester effective: Fall 2025

Ethnic Studies (ETHN) 1530 Introduction to Black Studies (3 Units) CSU:UC

Prerequisite: None

Advisory: Eligibility for ENGL C1000, C1000E, 1502 strongly recommended

Hours and Unit Calculations:

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

Catalog Description: This course introduces students to African American Studies, exploring its social and academic origins, goals, and development as an interdisciplinary and community-centered field. Situating African American life and thought within the broader discipline of Black Studies, the course examines how Black communities have enacted agency and resisted state power through intellectual traditions, cultural production, and social movements in the United States, Africa, and the diaspora. Students engage with Africana theoretical frameworks and community-based praxis to analyze systems of power, resistance, and liberation, while developing critical reading, writing, and analytical skills grounded in the study of the African experience.

Type of Class/Course: Degree Credit

Recommended Books:

Farrington, Joshua, et al. *Slavery to Liberation*. 2019.

<https://encompass.eku.edu/ekuopen/1/>

Jimenez, Kiandra, et al. *Introduction to African American studies: An Anthology of Essays*. LibreTexts, 2025.

Recommended Additional

Instructional Materials:

2020: *Visualizing Equality: African American Rights and visual Culture in the Nineteenth Century*, Aston Gonzalez, University of North Carolina Press, Chapel Hill, NC

Course Objectives:

Each objective connects directly to course content, evaluation methods, and student learning. Historical and theoretical objectives are assessed through critical essays and examinations, while applied and community-based objectives are evaluated through oral history projects, field research, and reflective journals that demonstrate praxis and critical engagement with Black communities.

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

1. **Explain the origins, relevance, and development of African American / Black Studies / Africana Studies / Africology** as an interdisciplinary field, analyzing how its commitment to engaged scholarship and social transformation has shaped key topics, methodologies, and trends within the discipline.
2. **Describe and compare classical African civilizations**—including Nile Valley, Western Sudanic, and Moorish societies—and explain their contributions to global history, philosophy, science, religion, and culture.
3. **Articulate the historical experiences of the African diaspora**, tracing African presence in Ancient America, enslavement, the Civil War and Reconstruction, the Black Freedom Movement, and the continuing struggles for equity and justice in the late 20th and 21st centuries.
4. **Understand and explain the geography, politics, culture, economies, and customs of African and African-descended peoples**, emphasizing interconnections across the continent and the diaspora.
5. **Analyze and articulate how core Black Studies concepts**—including race, ethnicity, oppression, equity, self-determination, power, and white supremacy—are socially and politically constituted and institutionalized.
6. **Critically examine intersections of race and racism** with other forms of difference and hierarchy such as class, gender, sexuality, religion, spirituality, ability, immigration status, national origin, and age, as they affect African and African American communities.
7. **Compare ancient African religious and spiritual traditions** (e.g., Yoruba, Ifa, Ma'at, Santería) with subsequent and contemporary African American spirituality and other faith traditions such as Christianity and Islam, analyzing continuities and transformations in belief and practice.
8. **Identify and explain major movements in African American artistic, musical, and literary expression**, connecting their African origins to contemporary cultural production, social movements, and liberation struggles.
9. **Use historical and current data and scholarship to assess critical contemporary issues** facing African-descended peoples in areas such as politics, economics, education, health, and intellectual life, with attention to agency and group affirmation.
10. **Compare and contrast African American interethnic and interracial relations** with those of other historically racialized groups in the United States, emphasizing coalition, conflict, and solidarity within broader struggles for justice.
11. **Distinguish among key schools of Black psychology and intellectual traditions**, including Afrocentric, decolonial, and liberationist approaches to understanding identity, consciousness, and community well-being.
12. **Evaluate the growth, diversity, and socioeconomic and political conditions of African American communities**, analyzing how structural inequities intersect with community resilience and self-determination.
13. **Assess the relationship between scholarship and activism** in African American Studies, recognizing education and intellectual production as vital tools of agency, resistance, and community empowerment.
14. **Evaluate contemporary academic, political, and intellectual challenges and possibilities facing the discipline**, demonstrating awareness of the future directions of Black Studies in an increasingly global, multicultural society.
15. **Demonstrate active engagement with African American and diasporic issues of race, identity, and equity**, applying disciplinary knowledge to promote justice, inclusion, and transformative change beyond the classroom.

Course Student Learning Outcomes:

Students will also analyze how African American communities have enacted resistance against state structures and policies through political movements, legal challenges, and cultural production,

demonstrating applied understanding of systems of power, resistance, and self-determination.

1. Analyze and/or Articulate how core concepts of Black American Studies, including but not limited to, race and ethnicity, oppression, equity, and intersectionality are socially and politically constituted and institutionalized in the changing African American experience.
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of African and African Americans with an emphasis on agency and group-affirmation in their contributions to the development of U.S. society.
3. Describe how resistance, social justice, and liberation as experienced by African Americans are relevant to current issues (communal, national, and international) in the US and Impact on the World.
4. Demonstrate active engagement with African American issues of ethnicity and race to build just and equitable communities beyond the classroom.

General Education Outcomes:

Humanities

- Student 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.
- Student to demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
- Students to describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgements.

Social and Behavioral Science

- Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
- Explain the methodologies employed in social scientific inquiry.
- Explain the principles, concepts, models, value systems, and ethics employed in social scientific inquiry.

Course Scope and Content

Module 1 – Foundations of Black Studies: Origins, Scope, and Development

Unit Summary:

This introductory module examines the origins, relevance, and development of African American / Black Studies / Africana Studies / Africology as an interdisciplinary and community-based academic field. Students analyze the discipline's foundations in African civilizations and explore its emergence as a movement for liberation, education, and self-determination in the United States and the African diaspora.

Alignment: Objectives 1–4, 13, 14 | CLOs 1 & 2

Content Highlights:

- Origins, evolution, and purpose of Black Studies as a discipline and form of engaged scholarship
- Classical African civilizations: Nile Valley, Western Sudanic, and Moorish societies
- Africa's cultural and geographic diversity with emphasis on West Africa and diasporic migrations

- The transatlantic slave trade, colonization, and the formation of the African diaspora
- Black Studies as a response to social movements and educational inequities
- Relationship between academic inquiry, activism, and community engagement

Module 2 – Theories, Concepts, and Epistemologies of Black Studies

Unit Summary:

Students examine major theoretical frameworks and conceptual foundations of African American Studies. Emphasis is placed on understanding race, ethnicity, oppression, equity, and intersectionality as socially and politically constituted systems. The module introduces Afrocentric and Africana epistemologies, equipping students with theoretical tools to critically analyze African and African American experiences.

Alignment: Objectives 1, 3, 5, 6, 11 | CLOs 1 & 2

Content Highlights:

- Core concepts: race, ethnicity, racialization, power, privilege, oppression, equity, and anti-Blackness
- Key theories: Afrocentrism, double consciousness, Black womanism, Afro-futurism, and Kawaïda philosophy
- Africana epistemology, cultural grounding, and community-based knowledge production
- Comparative Ethnic Studies frameworks and their contributions to Black Studies
- Critical analysis of structural and institutional racism, hegemony, and white supremacy
- Examination of Black psychology schools and the intellectual traditions of self-determination

Module 3 – Systems, Policies, and Intersectional Structures

Unit Summary:

This module investigates the historical and contemporary systems that perpetuate racial hierarchy and oppression. Students use data, scholarship, and case studies to assess how race, class, gender, sexuality, religion, ability, and national origin intersect in shaping African American experiences. The module emphasizes critical policy analysis and the institutional dimensions of power.

Alignment: Objectives 3, 4, 6, 9, 12 | CLOs 1 & 2

Content Highlights:

- Structural, cultural, and ideological dimensions of systemic oppression
- Intersectionality and the interdependence of race, class, gender, sexuality, religion, and ability
- Historical and contemporary U.S. policies impacting African Americans
- Demographic and socioeconomic trends in African American communities
- Comparative analysis of race relations among historically racialized groups
- Application of Africana theory to current policy and justice debates

Module 4 – Movements, Resistance, and Liberation Praxis

Unit Summary:

Students explore key social, political, and intellectual movements in African and African American history that have sought freedom, equity, and self-determination. The module highlights Black resistance—from abolition and Reconstruction to the Civil Rights, Black Power, and contemporary social justice movements—and connects historical struggle to current global liberation efforts.

Alignment: Objectives 3, 4, 5, 8, 10, 13, 15 | CLOs 2, 3 & 4

Content Highlights:

- Major liberation movements: abolitionism, Reconstruction, Civil Rights, Black Power, and Pan-Africanism
- Political ideologies: Black nationalism, cultural nationalism, womanism/feminism, integrationism, and decolonization
- Social movements addressing labor, education, and mass incarceration
- Role of student activism and community organizing in shaping Black Studies
- Comparative and transnational perspectives on liberation and global solidarity

- Application of Black Studies theories to analyze modern resistance movements

Module 5 – Cultural Production, Identity, and Expression

Unit Summary:

This module focuses on African and African American artistic, musical, literary, and cultural traditions as vehicles for self-definition and social transformation. Students analyze cultural production as a means of critique, resistance, and affirmation of identity within African diasporic contexts.

Alignment: Objectives 5, 7, 8, 13, 15 | CLOs 2, 3 & 4

Content Highlights:

- African origins of art, music, and oral traditions and their transformation in the diaspora
- African American literature, visual art, and popular culture as political and intellectual expression
- Contributions of Black feminist, queer, and trans artists and thinkers
- Cultural critiques of capitalism, individualism, and meritocracy
- Exploration of African spiritual and religious traditions and their evolution (Yoruba, Ifa, Ma'at, Santería, Christianity, Islam)
- Affirmative framing of African American contributions to U.S. and global society through cultural wealth and creative resistance

Module 6 – Contemporary Issues, Engaged Scholarship, and the Future of the Discipline

Unit Summary:

The final module emphasizes the contemporary relevance and future directions of Black Studies. Students synthesize historical and theoretical learning through applied, community-based projects and critical reflection. The module reinforces the discipline's commitment to equity, activism, and building just communities beyond the classroom.

Alignment: Objectives 9, 12, 13, 14, 15 | CLOs 3 & 4

Content Highlights:

- Contemporary socioeconomic and political challenges in African American communities
- The relationship between scholarship, activism, and transformative praxis
- Engaged scholarship: community partnerships, policy work, and educational advocacy
- Globalization, neoliberalism, and their effects on African-descended peoples
- The future of African American / Black Studies in higher education and global justice movements
- Reflection on personal and collective responsibility for advancing equity and social change

Summary of Alignment

- **CLO 1** → Modules 1–3: Foundational theories, systems, and core concepts of race, ethnicity, oppression, and intersectionality
- **CLO 2** → Modules 1–3 & 4–5: Application of theory to history, culture, and intellectual traditions emphasizing agency and group affirmation
- **CLO 3** → Modules 4–6: Analysis of resistance, liberation, and social justice within historical and current global contexts
- **CLO 4** → Modules 4–6: Active engagement with African American and diasporic issues through praxis, reflection, and community-building

Activities Outside of Class:

Community engagement activities will follow Ethnic Studies pedagogy emphasizing reciprocity, reflexivity, and transformative praxis. Students will collaborate with African American community organizations to explore how Black agency, identity, and knowledge production manifest in resistance to systemic oppression.

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

1. Studying,
2. Answering questions,
3. Completing required reading,
4. Completing written work,
5. Completing field journals,
6. Conducting Oral Interviews/Histories,
7. Conducting Observational Studies (Within the community),
8. Preparing oral presentations, and
9. Completing term paper

Methods of Instruction:

1. Lectures,
2. Class discussions,
3. Active Learning activities and
4. Audiovisual viewings.

Methods of Evaluation:

Evaluation methods assess students' mastery of course objectives and learning outcomes through multiple, equitable, and culturally grounded measures. Students demonstrate comprehension, analysis, and application of Black Studies theory through reflective, written, oral, and community-based assignments.

Multiple measures may include, but are not limited to:

1. In-class discussions and analytical exercises
2. Individual and group writing projects
3. Written or oral quizzes
4. Fieldwork and community-based assignments
5. Journal reviews and reflection essays
6. Research or creative projects
7. Exams and comparative essays

Representative Course-Level Assignments

Representative course-level assignments will include comparative essays analyzing African American resistance to state policies and social structures, oral history projects centering Black community narratives of resilience and activism, community-based research applying Black Studies theoretical frameworks to real-world social justice issues, and reflective writing connecting personal and community experiences to Ethnic Studies concepts of power and resistance. These assignments develop the critical analysis required for Ethnic Studies (Area F/Area 6) and connect theory to lived Black experience. Each reinforces Black Studies methodologies emphasizing collective agency, reflexivity, and liberation, ensuring alignment between reading comprehension, analytical writing, and praxis-based engagement with African American and Africana communities.

1. Historical Foundations Essay

Aligned with: CLO 1 & 2; Objectives 1–4, 9

Reading: *Slavery to Liberation* (OER Textbook)

Students compose essays and short exams assessing the historical and theoretical foundations of African and African American experiences. Assignments evaluate the student's ability to apply theory to describe

critical events in the histories and intellectual traditions of African peoples with emphasis on agency and group affirmation.

2. Interdisciplinary Theory Application

Aligned with: CLO 2 & 3; Objectives 1, 5, 6, 11

Reading: *Introduction to African American Studies: An Anthology of Essays* (LibreTexts)

Students analyze readings across history, sociology, and political science to demonstrate how Black Studies concepts such as self-determination, intersectionality, and decoloniality apply to lived experiences. Analytical essays and class discussions connect theory to current social contexts.

3. Critical Race Theory Analysis

Aligned with: CLO 1 & 3; Objectives 5, 6, 9, 12

Reading: *Critical Race Theory: The Key Writings That Formed the Movement* edited by Kimberlé Crenshaw

Students use foundational CRT texts to compare historical and contemporary manifestations of systemic racism. Assignments assess students' ability to analyze how oppression and equity are socially and politically constituted within U.S. institutions.

4. Intersectionality and Gender Reflection Essay

Aligned with: CLO 2 & 4; Objectives 6, 7, 8, 13

Reading: *Black Feminist Thought* by Patricia Hill Collins

Students compose analytical response essays examining how Black feminist theory reframes power, identity, and resistance. Journals and discussions deepen understanding of intersectionality and lived Black experience.

5. Visual Culture Analysis Project

Aligned with: CLO 3 & 4; Objectives 5, 8, 13

Reading: *Visualizing Equality* by Aston Gonzalez

Students select a work of 19th- or 20th-century Black art or political illustration to analyze using Ethnic Studies interpretive methods. This project evaluates understanding of how cultural production operates as political resistance and visual theory.

6. Movement Research Project: The Black Radical Imagination

Aligned with: CLO 2, 3, & 4; Objectives 3, 5, 8, 10, 13, 15

Reading: *Freedom Dreams: The Black Radical Imagination* by Robin D.G. Kelley

Students research and present on a social movement (e.g., Civil Rights, Black Power, or Black Lives Matter) through the lens of radical imagination. The assignment connects liberation theory to historical and current social movements.

7. Oral History Project

Aligned with: CLO 4; Objectives 3, 9, 13, 15

Reading: *From Slavery to Freedom* and *Introduction to African American Studies*

Students conduct interviews with community members to document narratives of resistance, resilience, and activism. The project emphasizes reflexive methodology and aligns with Black Studies' commitment to community voice, agency, and lived experience.

8. Community Engagement Reflection Paper (Capstone)

Aligned with: CLO 3 & 4; Objectives 9, 13, 14, 15

Reading: *Freedom Dreams*, *Black Feminist Thought*, and *Critical Race Theory*

The final capstone project requires students to synthesize course readings to analyze how Black Studies

theory informs community activism and social transformation. The assignment demonstrates praxis by connecting classroom learning to community engagement and social justice work.

Assessment Emphasis

Assignments and evaluation activities collectively measure students' ability to:

- CLO 1: Analyze and articulate how Black Studies concepts—race, ethnicity, oppression, equity, intersectionality—are socially and politically constituted and institutionalized.
- CLO 2: Apply theory to describe critical events in African and African American histories, cultures, and intellectual traditions with emphasis on agency and group affirmation.
- CLO 3: Describe how resistance, social justice, and liberation as experienced by African Americans are relevant to current issues in the U.S. and globally.
- CLO 4: Demonstrate active engagement with African American and diasporic communities through praxis-based inquiry and reflection to build equitable and just societies.

Representative Readings and Writing Assignments

Ethnic Studies Pedagogical Rationale: Evaluation methods are grounded in praxis-based learning, assessing both academic and community engagement outcomes. Students demonstrate critical consciousness through analysis of how Black communities engage with and resist state power, reflecting the interdisciplinary scope of Black Studies.

1. Substantial writing assignments, include one or more of the following:
 - a. Essay exams and
 - b. Term or other papers.
2. Other examinations, including:
 - a. Quizzes and exams
 - b. Written assignments
 - c. Research reports
 - d. Field reports
 - e. Class discussions, group participation
 - f. Projects and presentations
 - g. Community Engagement

Supplemental Data:

TOP Code:	2203.00 Ethic Studies
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline; Hybrid
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable

Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Y: Credit By Exam
Eligible for Pass/No Pass:	Y: Pass/No Pass
Taft College General Education:	CSD: CSU Area F: Ethnic Studies; GE C2 Humanities; GE D: Social Science IG4J: IGETC Area 4J Ethnic Studies; 3B Humanities: 4 Social and Behavioral Science. LES: Local Ethnic Studies; Humanities, and Social and Behavioral Science LSBS: Local GE Social/Behavioral Sci
Discipline:	Ethnic Studies or African-American/Black/Africana Studies

Other Recommendations for Readings:

- 2017: *Black Matters: Introduction to Black Studies*, Michel DeGraff, MIT OpenCourseWare
- 2010: *From Slavery to Freedom Franklin, John Hope and Evelyn Brooks Higginbotham* McGraw Hill 9th 2010 978-0077407513 Has been revised
- 2010: *The Making of African America: The Four Great Migrations*, Ira Berlin, Viking Penguin
- Asante, Molefi Kete, and Molefi Kete Asante. *Afrocentricity*. New rev. ed. Trenton, N.J: Africa World Press, 1988.
- Asante, Molefi Kete, and Clyde Ledbetter. *Contemporary Critical Thought in Africology and Africana Studies*. Edited by Molefi Kete
- Asante and Clyde Ledbetter. Lanham, Maryland: Lexington Books, 2016.
- Asante, Molefi Kete. *Maulana Karenga: an Intellectual Portrait*. Cambridge: Polity, 2009.
- Conyers, James L. *Qualitative Methods in Africana Studies: an Interdisciplinary Approach to Examining Africana Phenomena*. Edited by James L. Conyers. Lanham, [Maryland: University Press of America, 2016.
- McDougal, Serie. *Research Methods in Africana Studies*. New York: Peter Lang, 2014.
- Nobles, Wade W. *Africanity and the Black Family: The Development of a Theoretical Model*. Oakland, Calif: Institute for the
- *Advanced Study of Black Family Life and Culture*, 1985

- Woodson, Carter Godwin. *The Miseducation of the Negro*. 1st ed. Hampton, VA: U.B. & U.S. Communication Systems, 1992
- Karenga, Maulana, *Introduction to Black Studies*, 4th Edition (classic)
- Brown, Scott, *Discourse on Africana Studies: James Turner and Paradigms of Knowledge*, (2016)
- Kendi, Ibram X, *The Black Campus Movement: Black Students and the Racial Reconstitution of Higher Education*, (Classic)
- Karla D. Kirk, *Introduction to African American Studies: An African Centered Historiography of African American History and Culture*, (Kendall Hunt, 2018)
- Norment Jr., Nathaniel, *African American Studies: The Discipline and Its Dimensions*, (2019)
- Stewart, J. and Anderson, T., *Introduction to African American Studies: Transdisciplinary Approaches and Implications*, (2015)

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

From: Tina Mendoza

Division: Social Science

Date: 10/8/2025

Re: Deactivation of CJA Corrections Certificate

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): To better align our curriculum with California's AB 89 and the newly established Modern Policing certificate, the CJA Corrections Certificate is being deactivated. As part of this transition, CJA/ADMJ 2131 **and** CJA/ADMJ 2134 have been deactivated. This change supports a more modern, cohesive criminal justice program that reflects current standards and workforce needs.

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 N/A

Date COR went to Distance Learning Education Committee N/A

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) N/A

Programs Affected/Stand Alone:

CJA Corrections Certificate Deactivated due to revision of ADMJ Program and the Modern Policing Program Development. Two required courses CJA/ADMJ 2131 & 2134 have been deactivated.

☐ **Addition to Taft College General Education: N/A**

- ☐ 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: N/A

Please list the General Education SLOs this course meets:

Click here to enter text.

To: Dr. Leslie Minor Chief Instructional Officer
Dr. Vicki Jacobi, Curriculum Co-Chair
FROM: Bill Devine, Chair English & Language Arts

From: Division

Division: Choose an item.

Date: 11/24/2025
AA Early Teacher Education: Integrated

Re: Programs for Transfer Degree Update

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

- ☐ For C-ID
- ☐ As part of the 5 year review cycle
- ☒ Other (please explain): New CALGETC standards

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.

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.

Criteria A – Appropriateness to Mission

1. Program Goals and Objectives

Program Mission

The transfer pattern major in Elementary Teacher Education: Integrated Programs for Transfer Degree provides the opportunity for students to develop and master the knowledge, skills, and values foundational to teaching school aged children maximizing academic preparation for upper division Bachelorette level studies in Liberal Studies or Integrated Teacher Education programs at a CSU.

Associate in Arts of Elementary Teacher Education: Integrated Programs for Transfer Degree

Program Level Outcomes

Students are awarded an Associate in Arts in Elementary Teacher Education: Integrated Programs for Transfer Degree pattern after demonstrating a level of mastery appropriate to the associate in arts level in each of the defined goal areas and successful completion of general education requirements.

- **PLO 1** – Create meaningful learning experiences based subject matter.
- **PLO 2** – Demonstrate effective verbal, nonverbal, written, technological, and media communication skills through the exchange of ideas and information with instructors, peers, and others..
- **PLO 3** - Engage in self-reflection and use this knowledge to analyze past experiences and develop plans for improvement.
- **PLO 4** – Demonstrate skills required in the field of education including: maintaining accurate records (such as attendance, lesson completion, and progress), use of questioning and discussion techniques to support learning, observation and performance of common educational practices in classroom settings (such as lecture, grading, class management, instructional demonstration)
- **PLO 5** – Model cordial and cooperative relationships with others that contribute positively to supporting a diversity of learning styles and activities.

Criteria A – Appropriateness to Mission

2. Catalog Description

The Associate in Arts in Elementary Teacher Education: Integrated Programs for Transfer Degree provides a clear and direct route for transfer to upper division work in the Liberal Studies or Integrated Teacher Education major allowing students to develop and master the knowledge, skills, and values foundational to teaching school-aged children.

This Associate in Arts in Elementary Teacher Education: Integrated Programs for Transfer Degree provides a solid foundation in the theory and practices used in the study of humanity. The curriculum includes the study of a variety of subject matter that crosses all aspects of curriculum establishing foundational knowledge in all subject areas, which is necessary for multi-subject education.

This curriculum provides a solid foundation upon which to build a Liberal Studies or Integrated Teacher Education major at a four-year school. The degree guarantees transfer to a CSU as a junior.

To earn an Associate in Arts in Elementary Teacher Education: Integrated Programs for Transfer Degree, students must complete: (1) all course requirements with a minimum grade of “C” in each course; and must complete the General Education Breadth pattern for CSUs with an overall GPA of 2.0. There are no local graduation requirements associated with this degree.

Additionally, students shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both the following requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum> or the ASSIST website: <https://www.assist.org/>.

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

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

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

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

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (25 units)					
Introduction to Education (3)	EDUC 200				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Public Speaking (3)	COMM 110				
College Composition (3)	ENGL 100				
Introduction to American Government and Politics (3)	POLS 110				
US History to 1877 (3)	HIST 130				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Child Growth and Development (3)	CDEV 100				
Biology for Educators (4) OR General Biology with Lab (4)	AAM OR AAM				
World History to 1500 (3) OR Introduction to Literature (3) OR Children's Literature (3)	HIST 150 ENGL 120 ENGL 180				
List A: Select one (4-8 units)					
Earth Science for Educators (4)	AAM				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Earth Science (3) AND Earth Science Laboratory (1)	GEOL 120 AND GEOL 120L				
Earth Science with Lab (4)	GEOL 121				
Physical Science for Educators (4)	CHEM 140 OR PHYS 140				
Intro to Chemistry (4) AND Intro to Physics (4)	AAM AAM				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
List B: Select one (3 units)					
Understanding Art (3)	ARTH 100				
Dance History and Appreciation (3) OR Introduction to Dance (3)	AAM OR AAM				
Music Appreciation (3)	MUS 100				
Introduction to Theatre (3)	THTR 111				

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Survey of the Arts (3)	AAM				
List C: Up to 12 additional Units (0-12 units)					
Any courses not selected above					
Mathematical Concepts for Elementary School Teachers – Number Systems (3)	MATH 120				
Any courses that are lower preparation for the targeted major at a university	AAM				
Total Units for the Major:	32-48	Total Units for the Major:			
		Total Units that may be double-counted (The transfer GE Area limits must <u>not</u> be exceeded)			
		General Education (Cal-GETC) Units			34
		Elective (CSU Transferable) Units			
		Total Degree Units (maximum)			60

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

Program Title: Associate in Arts in Early Teacher Education: Integrated Programs for Transfer Degree

Program TOP Code: 490120

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

Annual Completers: 30

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

Net Annual Labor Demand (CTE only): n/a

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

Faculty Workload: 6

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

New Faculty Positions: 0

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

New Equipment: n/a

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

New/Remodeled Facility: n/a

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

Library Acquisitions: n/a

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

Program Review Date: June 2028

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

Gainful Employment: No

Indicate if the program meets U.S. Department of Education gainful employment criteria.

Apprenticeship: No

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

Distance Education:50-99%

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

CTE Regional Consortium Approved: No

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

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: ADMJ 2134

Course Title: Correctional Counseling and Interviewing

Submitted by: Tabitha Raber

Date of First Submission: 04/11/2025

Date of Resubmission: 10/24/2025

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, the 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:

To ensure accessibility and ease of use, the textbook is available in both print and online formats, allowing students to choose the format that best suits their learning preferences.

Presentations can be completed virtually using PowerPoint/Google Slides or video presentation tools contained in the Canvas Learning Platform.

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:

Reviewed and approved on October 27, 2025.

Date forwarded to the Curriculum Committee: 10/28/2025 (JL)

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: ASTR 1511

Course Title: Introduction to Astronomy with Lab

Submitted by: Mike Mayfield

Date of First Submission: 10-2-25

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 is the only online core course in both the Physical Science and Liberal Arts Area of Emphasis: Natural Science: Physical Science Degrees.

☐ 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:
The labs will be performed by the students using instructor designed curriculum. The instructor has created and will provide for the students detailed supplementary instructions to assist them with lab activities. Students will also use Mastering Astronomy for other coursework. This course curriculum delivery and management system provides access to the e-text, which acts as a supplementary reference necessary for the completion of some of the lab work. The

instructor will provide close-captioned video links through the Canvas course shell for certain labs requiring supplementary instruction as well as providing the data necessary for students to complete lab work.

Note: ADA Statement Compliance Link

Mastering Astronomy -

<https://www.pearsonmylabandmastering.com/northamerica/masteringastronomy/accessibility/index.html>

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:

There needs to be a submission to the ACCJC for number (3) on the DL form - ^50% substantive change option, and then this would need to be marked correctly (option #1) on the DL form – because these programs ASTR programs are affected: for: A, LANP.

Date forwarded to the Curriculum Committee:

11/10/25 First: Reynolds Raber - H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: BIOL 1500 (C1001)

Course Title: Fundamentals of Biology (Introduction to Biology)

Submitted by: Mike Mayfield

Date: 10-3-25

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

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

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

☐ No

☐ Other (please explain):

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

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

☐ Course is not appropriate for online delivery:

☒ Course is not appropriate for offline delivery:

☐ Course is not appropriate for hybrid delivery:

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

☐ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

☒ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This is true for our science area program: Liberal Arts Area of Emphasis Natural Science: Life Science degree.

☐ This course will push the percentage of Distance Learning courses offered in the program over 50% and a Substantive Change has been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

☒ Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

This is a traditional lecture course with no additional challenges.

Potential challenges to meeting course outcomes:

- ☐ Educational materials
- ☐ Labs
- ☐ Models
- ☐ Presentations
- ☐ Requirements to present in front of live audience
- ☐ Field trips
- ☐ Requirements to attend a live performance
- ☐ Other:

Explain how each identified challenge can be met in a distance learning environment:

5. In accordance with [Title 5](#) and [AP 5145](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#) and the requirements listed below. To ensure access to education for all students, I/We agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
- b. Audio files are transcribed.
- c. Objects (including images, tables, and charts) have alternative text.
- d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
- e. Hyperlink text is meaningful.
- f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/We agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor.
 - b. the timeliness of response to student-initiated contact.
 - c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
 - d. important dates, such as assignment and assessment deadlines.
 - e. Instructor contact information which includes virtual or in-person office hours.
 - f. The student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |

DE Committee Comments:

There needs to be a submission to the ACCJC for number (3) on the DL form - ^50% substantive change option, and then this would need to be marked correctly (option #1) on the DL form – because these BIOL programs are affected: C LANL ADT

Date forwarded to the Curriculum Committee:

11/10/2025 - First: Reynolds, Second: Raber_H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: ECEF 1521

Course Title: Early Care, Education, and Family Studies - Practicum Field Experience

Submitted by: Tina Mendoza

Date of First Submission: March 24, 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):

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 are placed in lab classrooms (PreK, TK, Kindergarten) with Master Teacher level permit holders or credentialed teachers located at CA Mentor Teacher sites, or agencies with an MOU with TC. Faculty stay in close contact with the teachers and conduct site visits.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
 - b. Audio files are transcribed.
 - c. Objects (including images, tables, and charts) have alternative text.
 - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
 - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
 - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor,
 - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |

Distance Learning and Education Committee Comments:

The appropriate option needs to be checked for number (3) on the DL form - this course has already been approved/acknowledged for the ^50% substantive change option, which would need to be marked correctly (option #1) on the DL form – this is suggested for all ECEF courses being submitted.

Date forwarded to the Curriculum Committee:

11/10/25 - First: Allikas, Second: Page_H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: ECEF 1571

Course Title: Observation, Documentation, and Assessment

Submitted by: Dr. Becky Roth

Date of First Submission: March 17, 2025

Date of Resubmission: May 9, 2025

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:

Students are assigned to early care and educational settings and are mentored by a teacher who holds a minimum of a Master Teacher Level Permit or Teaching Credential

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
 - b. Audio files are transcribed.
 - c. Objects (including images, tables, and charts) have alternative text.
 - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
 - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
 - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor,
 - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |

Distance Learning and Education Committee Comments:

The appropriate option needs to be checked for number (3) on the DL form - this course has already been approved/acknowledged for the ^50% substantive change option, which would need to be marked correctly (option #1) on the DL form – this is suggested for all ECEF courses being submitted.

Date forwarded to the Curriculum Committee:

11/10/25 - First: Smith, Second: Dyer

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: ECEF 1601

Course Title: Diversity in Early Care, Education, and Family Studies

Submitted by: Dr. Becky Roth

Date of First Submission: March 17, 2025

Date of Resubmission: May 9, 2025

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:

Students will attend an event or museum (fieldtrip) in their community and complete presentations through PPT or audio presentation in Canvas. This could also be completed by attending a virtual event/tour.

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:

On the COR form, "Supplemental Data" for Distance Education marker needs to be corrected to reflect #2 on the DL form, so there is no discrepancy. Additionally, the appropriate option needs to be checked for number (3) on the DL form - this course has already been approved/acknowledged for the ^50% substantive change option, which would need to be marked correctly (option #1) on the DL form.

Date forwarded to the Curriculum Committee:

11/10/2025-First: Reynolds, Second: Abbott_H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: ECEF 1653

Course Title: Discipline Techniques for Preschool Children

Submitted by: Michelle A. Beasley

Date of First Submission:

Date of Resubmission: 03/3/2025

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:

Clarification needs to be provided: On the COR form, "Supplemental Data" for Distance Education marker needs to be corrected to reflect #2 on the DL form. Additionally, the appropriate option needs to be checked for number (3) on the DL form - this course has already been approved/acknowledged for the ^50% substantive change option, which would need to be marked correctly (option #1) on the DL form.

Date forwarded to the Curriculum Committee: First: Raber Second: Reynolds 11/10/25 – Sent by H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: MATH 1505

Course Title: Mathematical Concepts for Elementary Teachers – Number Systems

Submitted by: Ruby Payne

Date of First Submission: 10-30-25

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.

This is being submitted as part of CCN changes.

☐ 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:

There needs to be a submission to the ACCJC for number (3) on the DL form -
^50% substantive change option, and then this would need to be marked correctly
(option #1) on the DL form.

Date forwarded to the Curriculum Committee:

11/10/2025 First: Reynolds, Second: Raber. _ H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: MATH C2211

Course Title: Calculus 1: Late Transcendentals

Submitted by: Shelley Getty

Date of First Submission: 10-3-25

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.

This is being submitted as part of CCN changes.

☐ 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: Lecture demonstrations

☐ 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:

The required examples of potential Methods of Evaluation from the Chancellor's Office lists **laboratory work**. This is being included in the COR because it is required, but no instructors teaching this course choose lab activities as a method of instruction.

For **technology based** activities, students would be using a TI-83/84 calculator or for students with a vision impairment, an Orion TI-84 Plus Talking Graphing Calculator the department has purchased for student use.

Lecture demonstrations will be prerecorded and accurately captioned.

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:

There needs to be a submission to the ACCJC for number (3) on the DL form - ^50% substantive change option, and then this would need to be marked correctly (option #1) on the DL form.

Date forwarded to the Curriculum Committee:

11/10/2025 First: Reynolds, Second: Raber. _ H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: POSC 1502

Course Title: Introduction to Political Theory

Submitted by: Tina Mendoza

Date of First Submission: March 7, 2024

Date of Resubmission: Nov 21, 2025

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:
Students may be required to submit CANVAS video recordings

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:

On the COR form, "Supplemental Data" for Distance Education marker needs to be corrected to reflect (Not appropriate for Offline - prison) and adjust #2 on the DL form, because there is an (Online discussion requirement that is not feasible for Inmate Students).

Date forwarded to the Curriculum Committee: 11/24/25 _ First: Abbott, Second: Dyer, - H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: POSC 1503

Course Title: Comparative Politics

Submitted by: Tina Mendoza

Date of First Submission: March 7, 2024

Date of Resubmission: Nov 21, 2025

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:
Students may be required to submit CANVAS video recordings

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:

On the COR form, “Supplemental Data” for Distance Education marker needs to be corrected to reflect (Not appropriate for Offline - prison) and adjust #2 on the DL form, because there is an (Online discussion requirement that is not feasible for Inmate Students).

Date forwarded to the Curriculum Committee: 11/24/25 _ First: Abbott, Second: Dyer, - H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: POSC 1506

Course Title: Introduction to Political Science Research Methods

Submitted by: Tina Mendoza

Date of First Submission: March 7, 2024

Date of Resubmission: Nov 21, 2025

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:
Students may be required to submit CANVAS video recordings

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:

On the COR form, “Supplemental Data” for Distance Education marker needs to be corrected to reflect (Not appropriate for Offline - prison) and adjust #2 on the DL form, because there is an (Online discussion requirement that is not feasible for Inmate Students).

Date forwarded to the Curriculum Committee: 11/24/25 _ First: Abbott, Second: Dyer, - H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: POSC 1507

Course Title: Introduction to the Politics of Race and Gender

Submitted by: Tina Mendoza

Date of First Submission: March 7, 2024

Date of Resubmission: Nov 21, 2025

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:
Students may be required to submit CANVAS video recordings

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:

On the COR form, “Supplemental Data” for Distance Education marker needs to be corrected to reflect (Not appropriate for Offline - prison) and adjust #2 on the DL form, because there is an (Online discussion requirement that is not feasible for Inmate Students).

Date forwarded to the Curriculum Committee: 11/24/25 _ First: Abbott, Second: Dyer, - H.Cash

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: SLP 2400

Course Title: Introduction to Phonetics

Date: 05/20/2025

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

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

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

☒ No

☐ Other (please explain):

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

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

☐ Course is not appropriate for online delivery:

☒ Course is not appropriate for offline delivery:

☐ Course is not appropriate for hybrid delivery:

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

This course is part of a new program that will be established with greater than 50% of courses to be offered through Distance Education.

- ☐ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
 - ☐ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
 - ☒ This course will push the percentage of Distance Learning courses offered in the program over 50% and a Substantive Change has been submitted to ACCJC.
4. All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.
- ☐ Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

Potential challenges to meeting course outcomes:

- ☐ Educational materials
- ☒ Labs
- ☐ Models
- ☐ Presentations
- ☐ Requirements to present in front of live audience
- ☐ Field trips
- ☐ Requirements to attend a live performance
- ☐ Other:

Explain how each identified challenge can be met in a distance learning environment:
Lab attendance will be based on submission of lab assignments on the CMS by designated deadlines. The equipment necessary for this course is a standard computer with an internet connection, microphone, audio recorder, and speakers. The student may also use the audio recorder on their phone to record audio samples if one is not available on their computer. The instructor can also be available to help record sessions using video conferencing technology through the CMS.

5. In accordance with [Title 5](#) and [AP 5145](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#) and the requirements listed below. To ensure access to education for all students, I/We agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
- b. Audio files are transcribed.
- c. Objects (including images, tables, and charts) have alternative text.
- d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
- e. Hyperlink text is meaningful.
- f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/We agree that this course will consistently promote regular effective instructor/student contact.

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

Regular Effective Contact Guidelines: DE courses are considered the "virtual equivalent" to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to

determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor.
 - b. the timeliness of response to student-initiated contact.
 - c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
 - d. important dates, such as assignment and assessment deadlines.
 - e. Instructor contact information which includes virtual or in-person office hours.
 - f. The student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



DE Committee Comments:

Reviewed and approved on October 27, 2025.

Date forwarded to the Curriculum Committee: 10/28/2025

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: SLP 2600

Course Title: Introduction to Augmentative and Alternative Communication

Date: 05/20/2025

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

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

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

☒ No

☐ Other (please explain):

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

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

☐ Course is not appropriate for online delivery:

☒ Course is not appropriate for offline delivery:

☐ Course is not appropriate for hybrid delivery:

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

This course is part of a new program that will be established with greater than 50% of courses to be offered through Distance Education.

- ☐ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
 - ☐ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
 - ☒ This course will push the percentage of Distance Learning courses offered in the program over 50% and a Substantive Change has been submitted to ACCJC.
4. All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.
- ☐ Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

Potential challenges to meeting course outcomes:

- ☐ Educational materials
- ☒ Labs
- ☐ Models
- ☐ Presentations
- ☐ Requirements to present in front of live audience
- ☐ Field trips
- ☐ Requirements to attend a live performance
- ☒ Other: Group work

Explain how each identified challenge can be met in a distance learning environment:

Students will submit assignments and projects that will fulfill the lab requirement based on specific deadlines throughout the semester. Attendance will be taken on a weekly basis based on submission of weekly lab assignments through the CMS; if the class is meeting via videoconferencing, the instructor will take attendance for that week based on their participation in the videoconference class meeting.

The equipment necessary for this course is a standard computer with an internet connection, microphone, audio recorder, and speakers. The student may also use the audio recorder on their phone to record audio samples if one is not available on their computer. The instructor can also be available to help record sessions using video conferencing technology through the CMS.

Specific pairings/groupings of students may be created for small group projects and/or study group/review purposes.

5. In accordance with [Title 5](#) and [AP 5145](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#) and the requirements listed below. To ensure access to education for all students, I/We agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
- b. Audio files are transcribed.
- c. Objects (including images, tables, and charts) have alternative text.
- d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
- e. Hyperlink text is meaningful.
- f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/We agree that this course will consistently promote regular effective instructor/student contact.

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

Regular Effective Contact Guidelines: DE courses are considered the "virtual equivalent" to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor.
 - b. the timeliness of response to student-initiated contact.
 - c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
 - d. important dates, such as assignment and assessment deadlines.
 - e. Instructor contact information which includes virtual or in-person office hours.
 - f. The student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

a. Orientation materials	g. Face-to-face formal meetings	m. Personalized feedback for student work
b. Weekly announcements in the CMS	h. Feedback for student work	n. Voicemail and telephone

- | | | |
|---|--|--|
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



DE Committee Comments:

Reviewed and approved on October 27, 2025.

Date forwarded to the Curriculum Committee: 10/28/2025

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: SLP 2700

Course Title: Adult Disorders and Treatment

Date: 05/20/2025

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

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

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

☒ No

☐ Other (please explain):

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

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

☐ Course is not appropriate for online delivery:

☒ Course is not appropriate for offline delivery:

☐ Course is not appropriate for hybrid delivery:

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

This course is part of a new program that will be established with greater than 50% of courses to be offered through Distance Education.

- ☐ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
 - ☐ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
 - ☒ This course will push the percentage of Distance Learning courses offered in the program over 50% and a Substantive Change has been submitted to ACCJC.
4. All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.
- ☐ Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

Potential challenges to meeting course outcomes:

- ☐ Educational materials
- ☒ Labs
- ☐ Models
- ☐ Presentations
- ☐ Requirements to present in front of live audience
- ☐ Field trips
- ☐ Requirements to attend a live performance
- ☒ Other: Group work

Explain how each identified challenge can be met in a distance learning environment:

Students will submit assignments and projects that will fulfill the lab requirement based on specific deadlines throughout the semester. Attendance will be taken on a weekly basis based on submission of weekly lab assignments through the CMS; if the class is meeting via videoconferencing, the instructor will take attendance for that week based on their participation in the videoconference class meeting.

The equipment necessary for this course is a standard computer with an internet connection, microphone, audio recorder, and speakers. The student may also use the audio recorder on their phone to record audio samples if one is not available on their computer. The instructor can also be available to help record sessions using video conferencing technology through the CMS.

Specific pairings/groupings of students may be created for small group projects and/or study group/review purposes.

5. In accordance with [Title 5](#) and [AP 5145](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#) and the requirements listed below. To ensure access to education for all students, I/We agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
- b. Audio files are transcribed.
- c. Objects (including images, tables, and charts) have alternative text.
- d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
- e. Hyperlink text is meaningful.
- f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/We agree that this course will consistently promote regular effective instructor/student contact.

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

Regular Effective Contact Guidelines: DE courses are considered the "virtual equivalent" to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor.
 - b. the timeliness of response to student-initiated contact.
 - c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
 - d. important dates, such as assignment and assessment deadlines.
 - e. Instructor contact information which includes virtual or in-person office hours.
 - f. The student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

a. Orientation materials	g. Face-to-face formal meetings	m. Personalized feedback for student work
b. Weekly announcements in the CMS	h. Feedback for student work	n. Voicemail and telephone

- | | | |
|---|--|--|
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



DE Committee Comments:

Reviewed and approved on October 27, 2025.

Date forwarded to the Curriculum Committee: 10/28/2025 (JL)

Curriculum Committee Comments:

Course Approved or Disapproved

Taft College Distance Learning Approval Form

Addendum to the Course Outline of Record

Course #: SLP 2800

Course Title: Fieldwork Experience

Date: 05/20/2025

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

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

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

☒ No

☐ Other (please explain):

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

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

☐ Course is not appropriate for online delivery:

☒ Course is not appropriate for offline delivery:

☐ Course is not appropriate for hybrid delivery:

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

This course is part of a new program that will be established with greater than 50% of courses to be offered through Distance Education.

- ☐ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- ☐ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- ☒ This course will push the percentage of Distance Learning courses offered in the program over 50% and a Substantive Change has been submitted to ACCJC.
4. All course outcomes identified in the Course Outline of Record must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.
- ☐ Beyond maintaining regular and effective contact and adhering to accessibility requirements, this course does not present any unique challenges to meeting all course outcomes (no explanation needed).

Potential challenges to meeting course outcomes:

- ☐ Educational materials
- ☒ Labs
- ☐ Models
- ☐ Presentations
- ☐ Requirements to present in front of live audience
- ☐ Field trips
- ☐ Requirements to attend a live performance
- ☐ Other:

Explain how each identified challenge can be met in a distance learning environment:

This course has a lab component which requires students to complete clinical placements on-site or via teletherapy, under the super vision of a speech-language pathologist. Just as in a traditional course, the students would submit all clinical assignments to the CMS. If students conduct teletherapy for their fieldwork experience, they use videoconferencing applications, email, and phone to

communicate with their supervisors. The same preparation occurs both in a traditional model and in a distance education model. If a student is performing teletherapy, the instructor's observations of students performing therapy with clients will be conducted using videoconferencing tools, rather than on-site in a traditional course. In both a traditional and distance education course, supervisor evaluations would be emailed to the instructor for review and recording the grade, then passed on to the student.

The equipment necessary for this course is a standard computer with an internet connection, microphone, audio recorder, and speakers. The student may also use the audio recorder on their phone to record audio samples if one is not available on their computer. The instructor can also be available to help record sessions using video conferencing technology through the CMS.

5. In accordance with [Title 5](#) and [AP 5145](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#) and the requirements listed below. To ensure access to education for all students, I/We agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

ADA and 508 Compliance Requirements:

- a. Videos are accurately captioned.
- b. Audio files are transcribed.
- c. Objects (including images, tables, and charts) have alternative text.
- d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
- e. Hyperlink text is meaningful.
- f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/We agree that this course will consistently promote regular effective instructor/student contact.

Note: We currently have no instructors or adjuncts on campus that meet the chancellor's office minimum qualifications for this course. This form will be given to the new faculty along with the COR so that they understand all the requirements for this course.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
 - a. the frequency of all contact initiated by the instructor.
 - b. the timeliness of response to student-initiated contact.
 - c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
 - d. important dates, such as assignment and assessment deadlines.
 - e. Instructor contact information which includes virtual or in-person office hours.
 - f. The student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- | | | |
|---|--|---|
| a. Orientation materials | g. Face-to-face formal meetings | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS | h. Feedback for student work | n. Voicemail and telephone |
| c. Threaded discussion boards | i. Podcasts | o. Interactive mobile technologies |
| d. Email contact (within or outside the CMS) | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing |
| e. Participation in online group collaboration projects | k. Virtual Office hours | q. Live orientation or review sessions |
| f. Face-to-face informal meetings | l. Screencasts | r. Others as appropriate |



DE Committee Comments:

There are no notes for this courses approval.

Date forwarded to the Curriculum Committee:

11/10/25 First: Allikas Second: Dyer

Curriculum Committee Comments:

Course Approved or Disapproved