TC TAFTCOLLEGE

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, M. Oja, J. Lopez, S. Eveland, ASO Representative, and PTK Representative

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

DATE: May 15, 2025

SUBJECT: Next Meeting's Agenda

The next meeting of the **Curriculum and General Education Committee** will be held on **Thursday, May 15th from 1:00 p.m. to 2:00 p.m. in the Cougar Room**

AGENDA

I.   CALL TO ORDER

II.   PUBLIC COMMENTARY

III.   APPROVAL OF MINUTES: From May 2, 2025 Curriculum & General Education meeting (p. 4)

IV.   NEW BUSINESS

   A. Certificate of Achievement - California General Education Transfer Curriculum (Cal-GETC) (p. 7)

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. CTRP 1010   Machine Shorthand Theory and Lab (p. 14)
   2. CTRP 1131   60 WPM Machine Shorthand Speed Building Literary and Jury Charge (p.20)
   3. CTRP 1132   100 WPM Machine Shorthand Speed Building Literary and Jury Charge(p. 26)
   4. CTRP 1133   140 WPM Machine Shorthand Speed Building Literary and Jury Charge(p.30)
   5. CTRP 1134   180 WPM Machine Shorthand Speed Building Literary and Jury Charge(p. 35)
   6. CTRP 1141   60 WPM Machine Shorthand Speed Building 2-Voice (p. 39)
   7. CTRP 1152   120 WPM Machine Shorthand Speed Building Literary & Jury Charge(p. 43)
   8. CTRP 1153   160 WPM Machine Shorthand Speed Building Literary and Jury Charge (p. 49)

9. CTRP 1154   200 WPM Machine Shorthand Speed Building Literary and Jury Charge (p. 53)
10. CTRP 1161   80 WPM Machine Shorthand Speed Building 2-Voice (p. 57)
11. CTRP 1162   120 WPM Machine Shorthand Speed Building 2-Voice (p. 63)
12. CTRP 1163   160 WPM Machine Shorthand Speed Building 4-Voice (p. 67)
13. CTRP 1164   200 WPM Machine Shorthand Speed Building 4-Voice (p. 71)
14. CTRP 1260   Machine Shorthand Speed Building Dictation/Transcription Environmental(p.75)
15. ENER 1503   Awareness & Regulatory Compliance (p. 79)
16. ENER 1510   Introduction to Energy (p.90)
17. ENER 1025   Oil and Gas Laws and Regulations (p. 99)
18. ENER 1515   Fundamentals of Instrumentation for Energy Industries (p. 104)
19. ENER 1520   Introduction to Petroleum Technology (p. 109)
20. ENER 1530   Electricity and Basic Electronics (p. 114)
21. ENER 1540   Fundamentals of Programmable Logic Controllers (p. 122)
22. ENER 1610   Mechanical Systems (p. 130)
23. UDGE 3005   Research Methodology (p. 139)

B. Social Sciences Division – Course Revisions
1. ADMJ 2134   Correctional Interviewing and Counseling (p. 147)
2. ECEF 1561   Literature and Storytelling in the Early Childhood Environment (p.154)
3. ECEF 1581   Introduction to Infant Development – Infant, Family, and Society(p.160)
4. ECEF 1582   Infant Massage (p. 168)
5. ECEF 1583   Using Infant Cues (p. 174)
6. ECEF 1584   Field Experience: Infant and Toddler Care and Education (p. 181)
7. ECEF 1611   Introduction to Children with Special Needs Birth to Age Eight (p. 190)
8. ECEF 1612   Curriculum and Intervention for Children with Special Needs (p. 197)
9. ECEF 1621   Administration I: Planning and Administering an Early Care and Education Program (p.204)
10. ECEF 1653   Discipline Techniques for Preschool Children (p. 210)
11. ECEF 2021   Introduction to the Primary Grade Classroom (p. 217)
12. ECEF 2041   Administration II: Personnel and Leadership in Early Care and Education Programs(p. 226)
13. ECEF 2051   Adult Supervision: Mentoring in a Collaborative Learning Setting (p.233)
14. HIST 2000   Critical Thinking and the Historian's Craft (p. 240)
15. HIST 2231   History of the United States to 1877 (CCN) (p. 248)
16. HIST 2232   History of the United States Since 1877 (CCN) (p. 258)

C. DL Approvals – General (documentation to be provided separately, pending approval)
1. ECEF 1561   Literature and Storytelling in the Early Childhood Environment
2. ECEF 1581   Introduction to Infant Development – Infant, Family, and Society
3. ECEF 1582   Infant Massage
4. ECEF 1583   Using Infant Cues
5. ECEF 1584   Field Experience: Infant and Toddler Care and Education
6. ECEF 1611   Introduction to Children with Special Needs Birth to Age Eight
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8. ECEF 1621   Administration I: Planning and Administering an Early Care and Education Program
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      10. ECEF 2021   Introduction to the Primary Grade Classroom
      11. ECEF 2041   Administration II: Personnel and Leadership in Early Care and
                       Education Programs
      12. ECEF 2051   Adult Supervision: Mentoring in a Collaborative Learning Setting
      13. HIST 2000   Critical Thinking and the Historian's Craft
      14. HIST 2231   History of the United States to 1877 (CCN)
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      27. CTRP 1164   200 WPM Machine Shorthand Speed Building 4-Voice
      28. CTRP 1260   Machine Shorthand Speed Building Dictation/Transcription
      29. ENER 1503   Environmental Awareness & Regulatory Compliance
      30. ENER 1510   Introduction to Energy

VI.   **DISCUSSION ITEMS**
      A. New Advisory Language
      B. Work Experience ENER 1513 (p. 268)
      C. Political Science POSC to POLS
      D. 5-year review list (p. 271)
      E. Curriculum Tracking System Update
      F. Curriculum Related Comments

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

VIII.   **PROGRAM STATUS: See the table below**

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

  * New Program

IX.   **ADJOURNMENT**

TAFTCOLLEGE

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

Memorandum

PRESENT: K. Bandy, M. Mayfield, T. Mendoza, J. Rangel-Escobedo, A. Bledsoe, M. Oja, Dr. Vicki Jacobi, Greg Bormann, J. Lopez, S. Eveland

ABSENT: D. Garza, T. Payne, B. Devine

DATE: May 2, 2025

SUBJECT: Next Meeting's Agenda

The **Curriculum and General Education Committee** was held on **Friday, May 2nd from 1:10 p.m. to 2:30 p.m. in LB 311**

AGENDA

I. **CALL TO ORDER**
The committee was called to order at 1:13 p.m.

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

III. **APPROVAL OF MINUTES:** From March 2025 Curriculum & General Education meeting
There was a fix needed on who was present and absent. S. Eveland stated that she was there in place of L. Minor. After changes were made, the March minutes were approved on a motion by J. Rangel-Escobedo and seconded by M. Mayfield and unanimously approved by all.

IV. **NEW BUSINESS**

A. Certificate of Achievement - California General Education Transfer Curriculum (Cal-GETC)
After discussing the nuance of the program, S. Eveland had asked if the program went to SLO Committee. It was not due to outcomes being the same as IGETC PLO's. On a motion by M. Mayfield seconded by K. Bandy and approved by majority this program is **approved pending SLO Committee approval** on May 12th. T. Mendoza abstained from voting.

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).

Except for the two courses that were pulled from consent, the consent items were approved. Consent was approved on a motion by M. Mayfield and seconded by A. Bledsoe and unanimously approved by all.

A. **Allied Health/Applied Tech Division – Course Revisions**
1. DNTL 3025   Current Topics in Oral Health
   This item was <u>pulled</u> from consent for more discussion and questions about the content or lack thereof. S. Eveland asked about how there is no content meaning nothing after the titles. M. Oja talked about a similar situation in PHIL. A. Bledsoe mentioned that it still would be appropriate because the titles that changed are current and fall in line with what the course is trying to accomplish. On a motion by K. Bandy and seconded by A. Bledsoe and unanimously approved by all, the course was approved.
2. UDGE 4080   Capstone Course: Healthcare Management
   This item was <u>pulled</u> from consent for a quick discussion on the subject change. On a motion by K. Bandy and seconded by A. Bledsoe and unanimously approved by all, the course was approved.
3. UDGE 4035   Education, Psychology, and Adult Learning
4. CTRP 1015   Computer-Aided Transcription

B. **Business, Arts, Humanities – Course Revisions**
1. COMM 1607   Small Group Communication

C. **Sciences and Mathematics – Program Revision**
1. Associate in Science in Mathematics 2.0 for Transfer

D. **Social Sciences Division – Inactivations**
1. ADMJ 2131   Control and Supervision in Corrections
2. ADMJ 2133   Legal Aspects of Corrections

VI.   **ACTION ITEMS**
A. AP/BP 4235 and AP 4236
AP 4236 needed a correction in the second paragraph to notate Cal-GETC in lieu of IGETC and CSU GE. AP 4236 was approved pending changes on a motion by K. Bandy and seconded by A. Bledsoe and unanimously approved by all.

BP4235 was approved on a motion by J. Rangel-Escobedo seconded by M. Mayfield and unanimously approved by all.

On the other hand, it was determined that AP4235 must be sent back to the Senate. S. Eveland relayed information that there is a strong interest in removing the maximum number of units that may be earned in Credit by Exam. It was decided that more research is needed and it will go back the Senate.

VII.   **DISCUSSION ITEMS**
A. Next C & GE Committee meeting
It was determined that due to the volume of items in Tech Review, we will be having a shorter committee meeting on May 15th in the Cougar Room from 2:00pm-3:00pm.
B. Course Statuses

J. Lopez discussed why there were many items not DL approved due to the usage of an old form and incomplete forms. He also expressed the need to not "check" the "offline" portion on the form.

C. Curriculum related comments

V. Jacobi emphasized the need to complete 5 year reviews and CCN submissions because there is a lot of work to be done behind the scenes.

VIII.   **NEXT MEETING:** ~~TBD August 2025 from 1:10-2:30pm in the Cougar Room~~
It was determined that due to the volume of items in Tech Review, we will be having a shorter committee meeting on May 15th in the Cougar Room from 2:00pm-3:00pm.

IX.   **PROGRAM STATUS: See the table below**

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

* New Program

X.   **ADJOURNMENT**

MEMO

To:	Vice President of Instruction Vicki Jacobi, Curriculum Co-Chair
From:	Vicki Jacobi
Division:	Learning Support
Date:	5/5/2025
Re:	New Certificate of Achievement

Program Title: Transfer Studies California General Education Transfer Curriculum (Cal-GETC) Certificate of Achievement_____

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:

The Cal-GETC is the new transfer general education pattern, and this will in place both the GE Breadth and IGETC.

Click here to enter text.

*Program SLOs are required

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

Item 1. Program Goals and Objectives

Program learning outcomes
Upon successful completion, the student will:

- demonstrate an ability to think logically and critically in solving problems; explain conclusions; and evaluate, support, or critique the thinking of others through effective oral and written communication skills.

- demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems.

- Through creative assignments cultivate intellect, imagination, sensibility and sensitivity; respond subjectively as well as objectively to aesthetic experiences and develop an understanding of the integrity of both emotional and intellectual responses; and refine their affective, cognitive, and physical capacities through studying works of the human imagination.

- Demonstrate a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

- Solve problems and issues from respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts; and explore the principles, methodologies, value systems and ethics employed in social scientific inquiry.

- Analyze of scientific theories, concepts, and data about both living and non-living systems; to achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

- Articulate concepts and theory regarding the intersection of race and racism as they relate to class, gender, sexuality, religion, national origin, immigration, ability, language from marginalized communities to include the cultures, traditions and contributions of these groups in a multicultural environment.

Item 2. Catalog Description

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

Item 3. Program Requirements

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

AREA 1: ENGLISH COMMUNICATION

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

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

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

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

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

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

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

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

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

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

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

5A-Physical Sciences (One course)

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

5B-Biological Sciences (One course)

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

5C-Laboratory (One course)

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

BIOL 2259	Human Anatomy and Physiology II	5 Credit(s)
CHEM 1510	Introduction to College Chemistry	4 Credit(s)
CHEM 1520	Introduction to Organic and Biochemistry	4 Credit(s)
CHEM 2211	General Chemistry	5 Credit(s)
ESCI 1520	Introduction to Earth Science Lecture and Laboratory	4 Credit(s)
GEOL 1500	Introduction to Geology	4 Credit(s)
GEOL 1501	Historical Geology	4 Credit(s)
PHYS 2221	General Physics (Calculus)	4 Credit(s)
PSCI 1520	Introduction to Physical Science Lecture and Laboratory	4 Credit(s)

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

| ETHN 6 | Introduction to Ethnic Studies | 3 Credit(3) |

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

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

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

Group 1 (One course)
| HIST 2231 | History of the United States to 1877 | 3 Credit(s) |
| HIST 2232 | History of the United States Since 1877 | 3 Credit(s) |

Group 2 (One course)
| POSC 1501 | Government | 3 Credit(s) |

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

Courses offered each semester

Item 4. Master Planning

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

Item 5. Enrollment and Completer Projections

Enrollment Data

CSU GE Breadth awards

Degrees Awarded Disaggregation

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

IGETC awards

LEGE   Degree & Transfer

Degrees Awarded Disaggregation

	Race/Ethnicity	2021-2022	2022-2023	2023-2024	Total
ount	Hispanic	*	6	*	11
	Multiple Races		*		*
Terms	White		*	*	*
s Earned	**Total**	*	10	6	17
Term					
nt					

Item 6. Place of Program in Curriculum/Similar Programs

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

a) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify. **NO**

b) Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s). **NO**

c) What related programs are offered by the college? **None**

Item 7. Similar Programs at Other Colleges in Service Area

None-Taft College is a single college district.

Program learning outcomes for Cal-GETC Certificate of Achievement
Upon successful completion, the student will:

- demonstrate an ability to think logically and critically in solving problems; explain conclusions; and evaluate, support, or critique the thinking of others through effective oral and written communication skills.

- demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems.

- Through creative assignments cultivate intellect, imagination, sensibility and sensitivity; respond subjectively as well as objectively to aesthetic experiences and develop an understanding of the integrity of both emotional and intellectual responses; and refine their affective, cognitive, and physical capacities through studying works of the human imagination.

- Demonstrate a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

- Solve problems and issues from respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts; and explore the principles, methodologies, value systems and ethics employed in social scientific inquiry.

- Analyze scientific theories, concepts, and data about both living and non-living systems; to achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

- Articulate concepts and theory regarding the intersection of race and racism as they relate to class, gender, sexuality, religion, national origin, immigration, ability, language from marginalized communities to include the cultures, traditions and contributions of these groups in a multicultural environment.

TAFTCOLLEGE

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Kanoe Bandy
Division:	Applied Technologies
Date:	3/29/2025
Re:	Court Reporting COR updates

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☒ Other (please explain):__CTRP 1010, CTRP 1131 and distance education CTRP 1131. No changes to the SLO's. The textbook is a bit out of date, however, there is not an appropriate text at this time. We will be looking into ZCT for this course. CTRP 1131 will need a distance education review. We are preparing for the potential for voice recording._____

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:

Court Reporting Associate degree

SLOASC review date: _____

*SLOs are required

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Course Development Memo

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

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

☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

☐ Humanities   ☐ Communication & Critical Thinking

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

Click here to enter text.

*SLOs are required

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

Reviewed by: K. Bandy
Date Revised: ~~Fall 2021~~ Spring 2025
C & G Ed approval: ~~April 21, 2022~~
Board Approved: ~~May 11, 2022~~
Semester Effective: ~~Fall 2023~~

Court Reporting (CTRP) ~~1010~~ 0510 Beginning Machine Shorthand Theory and Lab (5 units)
[Formerly Court Reporting 51, Business 71, CTRP 1010]

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

Hours and Units Calculation:
64 hours lecture (128 Outside of Class Hours); 48 hours lab (240 Total Student Learning Hours) 5 Units

Catalog Description: This course covers the basic theory of machine shorthand and mastery of the keyboard. It covers the introduction and mastery of basic stenotype concepts for all one-syllable words and ~~simple two~~ multi-syllable words written by sound, beginning number writing, all marks of punctuation, ~~one- and two-letter~~ brief forms, ~~two- and three-letter~~ phrases, reading from stenotype notes, and dictation at 40 words per minute. This course meets partial requirements of the Court Reporters Board of California and the National Court Reporters Association. This course is offered on a Pass/No Pass basis only.

Type of Class/Course: Degree Credit

Text:
Machine Shorthand Theory, Volume I. National Court Reporting Systems, 2005.

Machine Shorthand Theory, Volume II. National Court Reporting Systems, 2005.
~~Patterson, N. Machine Shorthand Theory, Volume I. National Court Reporting Systems, 2005.~~
~~Patterson, N. Machine Shorthand Theory, Volume II. National Court Reporting Systems, 2005.~~

Additional Materials:
Stenography machine, ~~computer for word processing~~ laptop; Case Catalyst software, newspaper articles, court reporting magazine articles, court transcripts.

~~Student Learning Outcomes:~~

~~Course #1 – Perform simple dictation using appropriate symbols, numbers, works, money, and other forms of notation~~

~~Course #2 – Demonstrate proficiency to adequately transcribe recorded dictated materials~~

~~Course #3 – Demonstrate fluency in reading from shorthand notes~~

Course Objectives:

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

1. record dictated ~~simple one and two stroke~~ words, arbitraries, punctuation symbols, numbers, and amounts of money,

2. transcribe recorded dictated material with 95 percent accuracy, and
3. read fluently and accurately from shorthand notes.

Student Learning Outcomes:

Course #1 – Perform simple dictation using appropriate symbols, numbers, works, money, and other forms of notation

Course #2 – Demonstrate proficiency to adequately transcribe recorded dictated materials

Course #3 - Demonstrate fluency in reading from shorthand notes

Course Scope and Content

Unit I: Machine Setup, Theory Orientation
    A. Introduction to Steno Machine setup
    B. Finger placement
    C. Introduction to Computer Shorthand Theory

Unit II: Use of speed-building techniques
    A. Simple dictation using simple one and two stroke words, arbitraries, punctuation symbols, numbers, and amounts of money
    B. Transcribe recorded dictated materials
    C. Read from shorthand notes

Unit III: Basic principles of touch method of transcription
    A. Shorthand numbers
    B. Understanding phrasing used in shorthand
    C. Identifying arbitraries and derivatives

Course Scope and Content: Laboratory

Unit I: Speed-building
    A. Introduction to simple one and two stroke words
    B. Numbers
    C. Amounts of money

Unit II: Keyboard Practice
    A. Long and short vowels
    B. Punctuation
    C. Phrases
    D. Sentences

Learning Activities Required Outside of Class:

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

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1. Read material to improve vocabulary, spelling, and word usage
2. Required non-tested transcription

Methods of Instruction:
1. Lecture
2. Skill development drills
3. Live dictation
4. Spelling and word usage
5. Required non-tested transcription

Methods of Evaluation
1. Recorded accuracy of dictated material of ~~one or two stroke~~ words, arbitraries, phrases, punctuation symbols, numbers, and amounts of money.
2. Transcription of dictated ~~one or two stroke~~ words, arbitraries, phrases, punctuation symbols, numbers, and amounts of money.

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO

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Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline	Court Reporting

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Court Reporting (CTRP) ~~1131~~ 0631 60 WPM Machine Shorthand Speed Building Literary and Jury Charge (5 Units)
[Formerly CTRP 1031 and CTRP 1131]

Prerequisite: ~~Court Reporting 1010~~ Successful completion of CTRP 0510 with a grade of 'C' or better.

Prerequisite knowledge/skills:

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

1. Record dictated ~~one and two stroke~~ words, arbitraries, punctuation symbols, numbers, and amounts of money and
2. Transcribe dictated jury charge, literary, medical and 2-Voice material with 95 percent accuracy and have the ability to read fluently and accurately from ~~shorthand~~ notes.

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents beginning speed-building ~~writing~~ strategies to prepare for progressively more difficult speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine.~~ It reviews basic theory and will introduce the student in developing sufficient skills to ~~write~~ record literary and Jury Charge material ~~on a stenotype machine~~ at 60 words per minute (wpm) for a minimum of five minutes with a goal of 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and an introduction to proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

~~Merriam-Webster Dictionary (latest edition)~~

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

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Course Objectives:

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

1.   Listen and ~~write~~ record various material at varying speeds,
2.   Attain speed and accuracy ~~on stenotype machine~~ at higher speeds with increasingly complex dictated material,
3.   Pass one (1) five-minute literary dictation test and one (1) five-minute jury charge dictation test at 60 wpm with a pass rate of 97.5%,
4.   Use material learned in academics to improve quality of transcripts and work product ~~on and off the stenotype machine,~~
5.   ~~Operate a stenotype machine and work to master keyboard,~~
6.   Demonstrate effective listening technique in order to transcribe from ~~steno~~ notes verbatim dictation,
7.   Demonstrate ~~ear-finger coordination~~ ability in taking dictation as well as in transcription,
8.   Recognize appropriate words when transcribing from dictated material (i.e. effect/affect or doe/dough); use of conflict-free theory methods,
9.   Provide correct punctuation in dictated and transcribed material,
10.   Read ~~steno~~ notes out loud at rapid rate of speed,
11.   Proofread using proofreader marks,
12.   Effectively use a dictionary, spellcheck software, ~~stenographic computer~~ software dictionary and other resources to produce verbatim and usable transcripts,
13.   Improve ability to meet deadlines with transcribed work product, and
14.   Develop concentration skills.
       ~~14.~~

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in Literary and Jury Charge at 60 wpm to adequately record and transcribe materials.

Course #2 - Demonstrate speed and accuracy on stenotype machine at 60 wpm.

Course #3 - Pass 60 wpm five minute literary tests in Literary and Jury Charge.

Course Scope and Content (Laboratory):

Unit I   Speed Building Techniques
                A.   Daily observations
                B.   Dictation at 60 wpm of various complex material
                C.   Theory techniques through timed dictation tests
                D.   Theory techniques through word usage and spelling tests
                E.   Concentration and listening skills: timed dictation and tests
                F.   Read back ~~steno~~ notes
                G.   Complex material from legal opinion, literary, medical, and multi-voice

Unit II   Dictation/Transcription Outcome
                A.   Daily observations

B.   Personal dictionary
C.   Identify homonyms, numbers, possessives and symbols
D.   ~~Writing~~ practicing "briefs", (~~steno~~ shorthand abbreviations)
E.   Read and transcribe ~~steno~~ notes
F.   Transcribe, edit, and proofread timed dictation documents

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

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:

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

Methods of Evaluation:

1.   Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2.   Weekly vocabulary tests that include, but are not limited to, spelling and word usage
3.   Live dictation from qualified staff readers,
4.   Speed building tapes in lab environment and to be used as homework as needed, and
5.   Timed dictation tests on new material at 60 wpm in two areas; literary and jury charge with a pass rate of 97.5%.

Supplemental Data:

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

Distance Education:	~~Not Applicable~~ ~~Synchronous online course~~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:	NONE
Discipline:	Court Reporting

TAFTCOLLEGE

Course Development Memo

To:	Greg Bormann, Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Kanoe Bandy
Division:	Applied Technologies
Date:	3/30/2025
Re:	Court Reporting COR updates

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☒ Other (please explain):__CTRP 1132, 1133, 1133, 1134 5 – year review. No change to SLO's. Need distance learning approved.

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

Click here to enter text.

Programs Affected/Stand Alone:
Please list all degrees and certificates affected:

Court Reporting

SLOASC review date: _____

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

*SLOs are required

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

    ☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

        ☐ Humanities   ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

Court Reporting (CTRP) ~~1132~~ 0**632** 100 WPM Machine Shorthand Speed Building – Literary and Jury Charge (5 Units)
[Formerly CTRP 1032 and CTRP **1132**]

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

~~Prerequisite knowledge/skills:~~

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

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

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

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

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Type of Class/Course: Degree Credit

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

Merriam-Webster Dictionary (latest edition)

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

~~Student Learning Outcomes:~~

~~Course #1 - Demonstrate appropriate listening and writing proficiency levels in literary and jury charge at 100 wpm to adequately record and transcribe materials.~~

~~Course #2 - Demonstrate speed and accuracy on stenotype machine at 100 wpm.~~

~~Course #3 - Pass 100 wpm five minute literary and jury charge tests.~~

Course Objectives:

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

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

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in literary and jury charge at 100 wpm to adequately record and transcribe materials.

Course #2 - Demonstrate speed and accuracy ~~on stenotype machine~~ at 100 wpm.

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<u>**Course #3 - Pass 100 wpm five minute literary and jury charge tests.**</u>
14.

Course Scope and Content (laboratory):

Unit I		Speed Building Techniques
	A.	Daily observations
	B.	Dictation at 100 wpm of various complex literary and jury charge material
	C.	Theory techniques through timed dictation tests
	D.	Theory techniques through word usage and spelling tests
	E.	Concentration and listening skills: timed dictation tests
	F.	Read back ~~steno~~ notes
	G.	Complex material from legal opinion, literary, medical, and multi-voice
Unit II		Dictation/Transcription Outcome
	A.	Daily observations
	B.	Personal dictionary
	C.	Identify homonyms, numbers, possessives and symbols
	D.	~~Writing~~ **Practicing** "briefs", (~~steno~~ shorthand abbreviations)
	E.	Read and transcribe ~~steno~~ notes
	F.	Transcribe, edit and proofread timed dictation documents
Unit III		Skills development
	A.	Build speed and continue to master writing dictated material
	B.	Practice material from various media sources
	C.	Lab practice material (CD's, DVD's, tapes, etc) to improve speed

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:

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

Methods of Evaluation:

1.   Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2.   Weekly vocabulary tests that include, but are not limited to, spelling and word usage,

3.   Live dictation from qualified staff readers,
4.   Speed building tapes in lab environment and to be used as homework as needed, and
5.   Timed dictation tests on new material at 100 wpm in two areas; jury charge and literary-with a pass rate of 97.5% in order to advance to next level.

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable Synchronous online courseOnline; 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:	NONE
Discipline:	Court Reporting

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Court Reporting (CTRP) ~~1133~~ 0633 140 WPM Machine Shorthand Speed Building – Literary and Jury Charge (5 Units)
[Formerly CTRP 1033 and CTRP 1133]

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

~~Prerequisite knowledge/skills:~~

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

~~1.   Listen and write record dictated material at varying speeds,~~
~~2.   Attain speed and accuracy on stenotype machine at higher speeds with increasingly complex material,~~
~~3.   Transcribe dictated jury charge, literary and 2-Voice material at 120 wpm with 97.5 percent accuracy,~~
~~4.   Use material learned in academics to improve quality of transcripts and work product on and off the stenotype machine,~~
~~5.   Operate a stenotype machine and work to master keyboard,~~
~~6.   Demonstrate effective listening technique in order to transcribe from steno notes verbatim dictation,~~
~~7.   Demonstrate ear-finger coordination ability in taking dictation as well as in transcription,~~
~~8.   Recognize appropriate words when transcribing from dictated material (i.e. effect/affect or doe/dough); use of conflict-free theory methods,~~
~~9.   Provide correct punctuation in dictated and transcribed material,~~
~~10.   Read steno notes out loud at rapid rate of speed,~~
~~11.   Proofread using proofreader marks,~~
~~12.   Effectively use a dictionary, spell check software, stenographic computer software dictionary and other resources to produce verbatim and usable transcripts,~~
~~13.   Improve ability to meet deadlines with transcribed work product, and~~
~~14.   Develop concentration skills.~~

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building ~~writing~~ strategies for Literary and Jury Charge material to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and further develops sufficient skills to ~~write~~ record literary, medical, and jury charge material ~~on a stenotype machine~~ at 140 words per minute (wpm) for a minimum of five minutes with a goal of 97.5%

accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

Merriam-Webster Dictionary (latest edition)

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

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in literary and jury charge at 140 wpm to adequately record and transcribe materials.

Course #2 - Demonstrate speed and accuracy on stenotype machine at 140 wpm.

Course #3 - Pass 140 wpm and 160 wpm five minute literary and jury charge tests.

Course Objectives:

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

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

Student Learning Outcomes:

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Course #1 - Demonstrate appropriate listening and writing proficiency levels in literary and jury charge at 140 wpm to adequately record and transcribe materials.

Course #2 - Demonstrate speed and accuracy ~~on stenotype machine~~ at 140 wpm.

Course #3 - Pass 140 wpm and 160 wpm five minute literary and jury charge tests.
~~14.~~

Course Scope and Content (laboratory):

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

Unit II   Dictation/Transcription Outcome
         A.   Daily observations
         B.   Personal dictionary
         C.   Identify homonyms, numbers, possessives and symbols
         D.   ~~Writing~~ Practicing "briefs,"~~,~~ (~~steno~~ shorthand abbreviations)
         E.   Read and transcribe ~~steno~~ notes
         F.   Transcribe, edit and proofread timed dictation documents

Unit III   Skills development
         A.   Build speed and continue to master writing dictated material
         B.   Practice material from various media sources
         C.   Lab practice material (CD's, DVD's, videos) to improve speed

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:

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

Methods of Evaluation

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

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable Synchronous online courseOnline; 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:	NONE

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Discipline:	Court Reporting

TAFTCOLLEGE

Court Reporting (CTRP) ~~1134~~ 0634 180 WPM   Machine Shorthand Speed Building – Literary and Jury Charge (5 Units)
[Formerly CTRP 1034 and CTRP 1134]

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

~~Prerequisite knowledge/skills:~~

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

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

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building ~~writing~~ strategies to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and further develops sufficient skills to ~~write~~ record literary, medical, and jury charge material ~~on a stenotype machine~~ at 180 words per minute (wpm) for a minimum of five minutes with a goal of 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

Merriam-Webster Dictionary (latest edition)

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

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in literary and jury charge at 180 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy on stenotype machine at 180 wpm.
Course #3 - Pass 180 wpm five minute literary and jury charge tests.

Course Objectives:

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

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

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in literary and jury charge at 180 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy on stenotype machine at 180 wpm.
Course #3 - Pass 180 wpm five minute literary and jury charge tests.
14.

Course Scope and Content (laboratory):

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

Unit II   Dictation/Transcription Outcome
 A. Daily observations
 B. Personal dictionary
 C. Identify homonyms, numbers, possessives and symbols
 D. ~~Writing~~ Practicing "briefs", (~~steno~~ shorthand abbreviations)
 E. Read and transcribe ~~steno~~ notes
 F. Transcribe, edit and proofread timed dictation documents

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

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:

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

Methods of Evaluation

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

Supplemental Data:

TAFTCOLLEGE

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	~~Not Applicable~~ ~~Synchronous online course~~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:	NONE
Discipline:	Court Reporting

TAFTCOLLEGE

Court Reporting (CTRP) ~~1141~~ 0641 60 WPM Machine Shorthand Speed Building - 2-Voice (5 Units) [Formerly CTRP 1041and CTRP 1141]

Prerequisite: ~~Court Reporting 1010~~Successful completion of CTRP 0510 with a grade of 'C' or better.

Prerequisite knowledge/skills:

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

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

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building ~~writing~~ strategies to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and will introduce the student in developing sufficient skills to ~~write~~ record 2-Voice material ~~on a stenotype machine~~ at 60 words per minute (wpm) for a minimum of five minutes with a goal of 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

    Webster, 2022.

~~Merriam-Webster Dictionary (latest edition)~~

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

~~Student Learning Outcomes:~~

~~Course #1 - Demonstrate appropriate listening and writing proficiency levels in 2-Voice at 60 wpm to adequately record and transcribe materials.~~

Course Objectives:

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

1. Listen and write record increasingly more complex 2-Voice material at varying speeds
2. Attain speed and accuracy on stenotype machine at higher speeds with increasingly complex dictated material,
3. Pass one (1) five-minute 2-Voice dictation test at 60 wpm with a pass rate of 97.5%,
4. Use material learned in academics to improve quality of transcripts and work product on and off the stenotype machine,
5. Operate a stenotype machine and work to master keyboard,
6. Demonstrate effective listening technique in order to transcribe from steno notes verbatim dictation,
7. Demonstrate ear-finger coordination ability in taking dictation as well as in transcription,
8. Recognize appropriate words when transcribing from dictated material (i.e. Effect/affect or doe/dough); use of conflict-free theory methods,
9. Provide correct punctuation in dictated and transcribed material,
10. Read steno notes out loud at rapid rate of speed,
11. Proofread using proofreader marks,
12. Effectively use a dictionary, spell check software, stenographic computer software dictionary and other resources to produce verbatim and usable transcripts,
13. Improve ability to meet deadlines with transcribed work product, and
14. Develop concentration skills.

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in 2-Voice at 60 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy on stenotype machine at 60.
Course #3 - Pass 60 wpm five minute 2-Voice test.
14.

Course Scope and Content (laboratory):

Unit I   Speed Building Techniques
     A.   Daily observations
     B.   Dictation at 60 wpm of various complex 2-Voice material
     C.   Theory techniques through timed dictation tests
     D.   Theory techniques through word usage and spelling tests
     E.   Concentration and listening skills: timed dictation
     F.   Read back steno notes
     G.   Complex material from legal opinion, literary, medical, and multi-voice

Unit II   Dictation/Transcription Outcome
     A.   Daily observations
     B.   Personal dictionary
     C.   Identify homonyms, numbers, possessives and symbols
     D.   Writing Practicing "briefs", (steno shorthand abbreviations)
     E.   Read and transcribe steno notes
     F.   Transcribe, edit and proofread timed dictation documents

Unit III   Skills development

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

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:

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

Methods of Evaluation:

1.   Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2.   Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3.   Live dictation from qualified staff readers,
4.   Speed building tapes in lab environment and to be used as homework as needed, and
5.   Timed dictation tests on new 2-Voice material at 60 wpm with a pass rate of 97.5%.

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	~~Not Applicable~~ ~~Synchronous online course~~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:	NONE
Discipline:	Court Reporting

TAFTCOLLEGE

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 4/15/2025

Re: Court Reporting COR Review

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☒ Other (please explain):__CTRP 1152, 1153, 1154 5 year review including distance learning request.

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

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

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

Click here to enter text.

Programs Affected/Stand Alone:
Please list all degrees and certificates affected. The division will need to submit the degrees where the CORs is part of the degree.
Court Reporting degree and certificates.

*SLOs are required

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.

Court Reporting (CTRP) ~~1152~~ 0652 120 WPM Machine Shorthand Speed Building – Literary and Jury Charge (5 Units) [Formerly CTRP 1152]

~~Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1132 and 1142~~

~~Prerequisite knowledge/skills:~~

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

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

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building ~~writing~~ strategies to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and further develops sufficient skills to ~~write~~ record literary and jury charge material ~~on a stenotype machine~~ at 120 wpm for a minimum of five minutes with a goal of 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

TAFTCOLLEGE

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

~~Merriam-Webster Dictionary (latest edition)~~

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

Course Objectives:

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

1.   Listen and ~~write~~ record increasingly more complex literary and jury charge material at varying speeds,
2.   Attain speed and accuracy ~~on stenotype machine~~ at higher speeds with increasingly complex dictated material,
3.   Pass one five-minute literary and one (1) five-minute jury charge dictation test at 120 wpm with a pass rate of 97.5%,
4.   Use material learned in academics to improve quality of transcripts and work product ~~on and off the stenotype machine~~,
5.   ~~Operate a stenotype machine and work to master keyboard,~~
6.   Demonstrate effective listening technique in order to transcribe from ~~steno~~ notes verbatim dictation,
7.   Demonstrate ~~ear-finger coordination~~ ability in taking dictation as well as in transcription,
8.   Recognize appropriate words when transcribing from dictated material (i.e. Effect/affect or doe/dough); use of conflict-free theory methods,
9.   Provide correct punctuation in dictated and transcribed material,
10.   Read ~~steno~~ notes out loud at rapid rate of speed,
11.   Proofread using proofreader marks,
12.   Effectively use a dictionary, spell check software, ~~stenographic computer~~ software dictionary and other resources to produce verbatim and usable transcripts,
13.   Improve ability to meet deadlines with transcribed work product, and
14.   Develop concentration skills,

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in Literary and Jury Charge at 120 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy ~~on stenotype machine~~ at 120 wpm.
Course #3 - Pass 120 wpm five minute Literary and Jury Charge tests.
~~14.~~

Course Scope and Content (laboratory):

Unit I   Speed Building Techniques
- A. Daily observations
- B. Dictation at 120 wpm of various complex material
- C. Theory techniques through timed dictation tests
- D. Theory techniques through word usage and spelling tests
- E. Concentration and listening skills: timed dictation tests
- F. Read back ~~steno~~ notes
- G. Complex material from legal opinion, literary, medical, and multi-voice

Unit II   Dictation/Transcription Outcome
- A. Daily observations
- B. Personal dictionary
- C. Identify homonyms, numbers, possessives and symbols
- D. ~~Writing~~ Practicing "briefs", (~~steno~~ shorthand abbreviations)
- E. Read and transcribe ~~steno~~ notes
- F. Transcribe, edit and proofread timed dictation documents

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

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:

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

Methods of Evaluation:

1. Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2. Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3. Live dictation from qualified staff readers,
4. Speed building tapes in lab environment and to be used as homework as needed, and
5. Timed dictation tests on new material at 120 wpm in two areas; jury charge and literary with a pass rate of 97.5% in order to advance to next level.

TAFTCOLLEGE

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	~~Not Applicable~~ ~~Synchronous online course~~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:	NONE
Discipline:	Court Reporting

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

Court Reporting (CTRP) 1153 0653 160 WPM Machine Shorthand Speed Building Literary and Jury Charge (5 Units) [Formerly CTRP 1153]

Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1133 and 1143

Prerequisite knowledge/skills:

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

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

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommendedNone

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building writing strategies to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation on a stenotype machine. It reviews basic theory and further develops sufficient skills to write record medical, literary and jury charge material on a stenotype machine at 160 wpm for a minimum of ten (10) five minutes with a goal of 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

TAFTCOLLEGE

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

Merriam-Webster Dictionary (latest edition)

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

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in Literary and Jury Charge at 160 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy on stenotype machine at 160 wpm.
Course #3 - Pass 160 wpm five minute Literary and Jury Charge tests.

Course Objectives:

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

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

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in Literary and Jury Charge at 160 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy ~~on stenotype machine~~ at 160 wpm.
Course #3 - Pass 160 wpm five minute Literary and Jury Charge tests.
14.

TAFTCOLLEGE

Course Scope and Content (laboratory):

Unit I   Speed Building Techniques
        A.   Daily observations
        B.   Dictation at 160 wpm of various complex literary and jury charge material
        C.   Theory techniques through timed dictation tests
        D.   Theory techniques through word usage and spelling tests
        E.   Concentration and listening skills: timed dictation tests
        F.   Read back ~~steno~~ notes
        G.   Complex material from legal opinion, literary and medical, and multi-voice

Unit II   Dictation/Transcription Outcome
        A.   Daily observations
        B.   Personal dictionary
        C.   Identify homonyms, numbers, possessives and symbols
        D.   ~~Writing~~ Practicing "briefs", (~~steno~~ shorthand abbreviations)
        E.   Read and transcribe ~~steno~~ notes
        F.   Transcribe, edit and proofread timed dictation documents

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

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:

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

Methods of Evaluation:

1.   Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2.   Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3.   Live dictation from qualified staff readers,
4.   Speed building tapes in lab environment and to be used as homework as needed, and
5.   Timed dictation tests on new material at 160 wpm in two areas: literary and jury charge, with a pass rate of 97.5%.

TAFTCOLLEGE

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable Synchronous online courseOnline; 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:	NONE
Discipline:	Court Reporting

Court Reporting (CTRP) ~~1154~~ 0654 200 WPM Machine Shorthand Speed Building - Literary and Jury Charge (5 Units) [Formerly CTRP 1154]

Prerequisite: Qualification by assessment process or successful completion of Court Reporting ~~1134~~ 0634 [Formerly CTRP 1134] ~~and 1144~~

Prerequisite knowledge/skills:

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

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

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building ~~writing~~ strategies to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and further develops sufficient skills to ~~write~~ record literary and jury charge material ~~on a stenotype machine~~ at 200 wpm for a minimum of five minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

Merriam-Webster Dictionary (latest edition)

Additional Materials: Stenography machine and stenography paper or voice writing equipment

Course Objectives:

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

1. Listen and write record increasingly more complex material at varying speeds,
2. Attain speed and accuracy on stenotype machine at higher speeds with increasingly complex dictated material,
3. Pass one five-minute literary and one (1) five-minute jury charge dictation test at 200 wpm with a pass rate of 97.5%,
4. Use material learned in academics to improve quality of transcripts and work product on and off the stenotype machine,
5. Operate a stenotype machine and work to master keyboard,
6. Demonstrate effective listening technique in order to transcribe from steno notes verbatim dictation,
7. Demonstrate ear-finger coordination ability in taking dictation as well as in transcription,
8. Recognize appropriate words when transcribing from dictated material (i.e. effect/affect or doe/dough); use of conflict-free theory methods,
9. Provide correct punctuation in dictated and transcribed material,
10. Read steno notes out loud at rapid rate of speed,
11. Proofread using proofreader marks,
12. Effectively use a dictionary, spell check software, stenographic computer software dictionary and other resources to produce verbatim and usable transcripts,
13. Improve ability to meet deadlines with transcribed work product, and
14. Develop concentration skills.

Student Learning Outcomes:
 Course #1 - Demonstrate appropriate listening and writing proficiency levels in Literary and Jury Charge at 200 wpm to adequately record and transcribe materials.
 Course #2 - Demonstrate speed and accuracy on stenotype machine at 200 wpm.
 Course #3 - Pass 200- wpm five minute Literary and Jury Charge tests.
14.

Course Scope and Content (laboratory):

Unit I   Speed Building Techniques
          A.   Daily observations
          B.   Dictation at 200 wpm of various complex material
          C.   Theory techniques through timed dictation tests
          D.   Theory techniques through word usage and spelling tests
          E.   Concentration and listening skills: timed dictation tests

      F.   Read back ~~steno~~ notes

      G.   Complex material from legal opinion, literary and medical, and an introduction to 200 WPM 4-Voice

Unit II   Dictation/Transcription Outcome

      A.   Daily observations

      B.   Personal dictionary

      C.   Identify homonyms, numbers, possessives and symbols

      D.   ~~Writing~~ Practicing "briefs", (~~steno~~ shorthand abbreviations)

      E.   Read and transcribe ~~steno~~ notes

      F.   Transcribe, edit and proofread timed dictation documents

Unit III   Skills Development

      A.   Build speed and continue to master ~~writing~~ recording dictated material

      B.   Practice material from various media sources

      C.   Lab practice material (CD's, DVD's, tapes, etc) to improve speed

~~Learning Activities Required Outside of Class:~~

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

~~1.~~   ~~Read material to improve vocabulary, spelling, and word usage,~~

~~2.~~   ~~Required non-tested transcription,~~

~~3.~~   ~~Court observation, and~~

~~4.~~   ~~Dictionary building.~~

Methods of Instruction:

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

Methods of Evaluation:

1.   Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2.   Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3.   Live dictation from qualified staff readers,
4.   Speed building tapes in lab environment and to be used as homework as needed, and
5.   Timed dictation tests on new material at 200 wpm in two areas: literary and jury charge with a pass rate of 97.5% in order to advance to next level.

Supplemental Data:

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

Distance Education:	~~Not Applicable Synchronous online course~~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:	NONE
Discipline:	Court Reporting

To:	Dr. Leslie Minor Chief Instructional Officer	
	Dr. Vicki Jacobi, Curriculum Co-Chair	
From:	Kanoe Bandy	
Division:	Applied Technologies	
Date:	4/20/2025	
Re:	Court Reporting COR Review	

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☒ Other (please explain):__CTRP 1161, 1162, 1163, 1164, 1260 5 year review including distance learning requests for each.

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

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

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

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

Click here to enter text.

Programs Affected/Stand Alone:

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

*SLOs are required

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.

TAFTCOLLEGE

Court Reporting (CTRP) ~~1161~~ 0661 80 WPM Machine Shorthand Speed Building 2-Voice (5 Units) [Formerly CTRP 1161]

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

~~Prerequisite knowledge/skills:~~

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

~~1.~~   ~~Record dictated one and two stroke words, arbitraries, punctuation symbols, numbers, and amounts of money, and~~
~~2.~~   ~~Transcribe dictated jury charge, literary, medical and 2-voice material at 60 wpm with 97.5 percent accuracy, and read fluently and accurately from shorthand notes.~~

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building ~~writing~~ strategies to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and will provide the student with sufficient skills to ~~write~~ record 2-Voice material ~~on a stenotype machine~~ at 80 wpm for a minimum of five minutes with a goal of 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

~~Merriam-Webster Dictionary (latest edition)~~

Additional Instructional Materials:

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

~~Student Learning Outcomes:~~

Course #1 - Demonstrate appropriate listening and writing proficiency levels in 2-Voice at 80 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy on stenotype machine at 80 wpm.
Course #3 - Pass 80 wpm five minute 2-Voice test.

Course Objectives:

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

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

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in 2-Voice at 80 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy on stenotype machine at 80 wpm.
Course #3 - Pass 80 wpm five minute 2-Voice test.
14.

Course Scope and Content (laboratory):

Unit I   Speed Building Techniques
                A.   Daily observations
                B.   Dictation at 80 wpm of various complex 2-Voice material
                C.   Theory techniques through timed dictation tests
                D.   Theory techniques through word usage and spelling tests
                E.   Concentration and listening skills: timed dictation and multi-voice tests
                F.   Read back steno notes
                G.   Complex material from legal opinion, literary, medical, and multi-voice

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

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

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

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:
1.   Direction and instruction,
2.   Specialized software,
3.   Live dictation,
4.   Spelling and word usage,
5.   Required non-tested transcription,
6.   Court observations, and
7.   Dictionary building.

Methods of Evaluation:

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

Supplemental Data:

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

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

Court Reporting (CTRP) ~~1162~~ 0662 120 WPM   Machine Shorthand Speed Building – 2-Voice- (5 Units) [Formerly CTRP 1162]

~~Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1132 and 1142~~

~~Prerequisite knowledge/skills:~~

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

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

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building ~~writing~~ strategies to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and further develops sufficient skills to ~~write~~ record 2-Voice material ~~on a stenotype machine~~ at 120 wpm for a minimum of five minutes with a goal of 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

TAFTCOLLEGE

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-
Webster, 2022.

~~Merriam-Webster Dictionary (latest edition)~~

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

~~Student Learning Outcomes:~~

~~Course #1 - Demonstrate appropriate listening and writing proficiency levels in 2-Voice at 120 wpm to adequately record and transcribe materials.~~
~~Course #2 - Demonstrate speed and accuracy on stenotype machine at 120 wpm.~~
~~Course #3 - Pass 120 wpm five minute 2-Voice test.~~

Course Objectives:

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

1. Listen and ~~write~~ record increasingly more complex material at varying speeds,
2. Attain speed and accuracy ~~on stenotype machine~~ at higher speeds with increasingly complex dictated material,
3. Pass one five-minute 2-Voice dictation test at 120 wpm with a pass rate of 97.5%,
4. Use material learned in academics to improve quality of transcripts and work product ~~on and off the stenotype machine~~,
5. ~~Operate a stenotype machine and work to master keyboard,~~
6. Demonstrate effective listening technique in order to transcribe from ~~steno~~ notes verbatim dictation,
7. Demonstrate ~~ear-finger coordination~~ ability in taking dictation as well as in transcription,
8. Recognize appropriate words when transcribing from dictated material (i.e. effect/affect or doe/dough); use of conflict-free theory methods,
9. Provide correct punctuation in dictated and transcribed material,
10. Read ~~steno~~ notes out loud at rapid rate of speed,
11. Proofread using proofreader marks,
12. Effectively use a dictionary, spell check software, ~~stenographic computer~~ software dictionary and other resources to produce verbatim and usable transcripts,
13. Improve ability to meet deadlines with transcribed work product, and
14. Develop concentration skills.

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in 2-Voice at 120 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy ~~on stenotype machine~~ at 120 wpm.
Course #3 - Pass 120 wpm five minute 2-Voice test.
~~14.~~

Course Scope and Content (laboratory):

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Unit I   Speed Building Techniques
A.   Daily observations
B.   Dictation at 120 wpm of various complex 2-Voice material
C.   Theory techniques through timed dictation tests
D.   Theory techniques through word usage and spelling tests
E.   Concentration and listening skills: timed dictation tests
F.   Read back ~~steno~~ notes
G.   Complex material from legal opinion, literary, medical, and multi-voice

Unit II   Dictation/Transcription Outcome
A.   Daily observations
B.   Personal dictionary
C.   Identify homonyms, numbers, possessives and symbols
D.   ~~Writing~~ Practicing "briefs", (~~steno~~ shorthand abbreviations)
E.   Read and transcribe ~~steno~~ notes
F.   Transcribe, edit and proofread timed dictation documents

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

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:

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

Methods of Evaluation:

1.   Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2.   Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3.   Live dictation from qualified staff readers,
4.   Speed building tapes in lab environment and to be used as homework as needed, and timed dictation tests on new 2-Voice material at 100 and 120 with a pass rate of 97.5%.

Supplemental Data:

TAFTCOLLEGE

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	~~Not Applicable~~ ~~Synchronous online course~~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:	NONE
Discipline:	Court Reporting

Revised by: ~~G. Shaw~~ L. McDonnell
Reviewed by: K. Bandy
Date Reviewed: Spring ~~2022~~ 2025
Text update: Spring ~~2022~~ 2025
C & GE approved: ~~April 18, 2022~~
Board approved: ~~May 11, 2022~~
Semester effective: ~~Fall 2024~~

Court Reporting (CTRP) ~~1163~~ 0663 160 WPM Machine Shorthand Speed Building-4-Voice (5 Units) [Formerly CTRP 1163]

~~Prerequisite: Qualification by assessment process or successful completion of Court Reporting 1133 and 1143~~

~~Prerequisite knowledge/skills:~~

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

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

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course presents more complex speed-building ~~writing~~ strategies to prepare for higher speed-based competency goals. Promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and further develops sufficient skills to ~~write~~ record 4-Voice material ~~on a stenotype machine~~ at 160 wpm for a minimum of ten (10) minutes with a goal of 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

~~Merriam-Webster Dictionary (latest edition)~~

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

~~Student Learning Outcomes:~~

~~Course #1 - Demonstrate appropriate listening and writing proficiency levels in 4-Voice at 160 wpm to adequately record and transcribe materials.~~
~~Course #2 - Demonstrate speed and accuracy on stenotype machine at 160 wpm.~~
~~Course #3 - Pass 160 wpm five minute 4-Voice tests.~~

Course Objectives:

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

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

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in 4-Voice at 160 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy ~~on stenotype machine~~ at 160 wpm.
Course #3 - Pass 160 wpm five minute 4-Voice tests.

~~14.~~

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Course Scope and Content (laboratory):

Unit I   Speed Building Techniques
- A. Daily observations
- B. Dictation at 160 wpm of various complex multi-voice material
- C. Theory techniques through timed dictation tests
- D. Theory techniques through word usage and spelling tests
- E. Concentration and listening skills: timed dictation and Multi-voice tests
- F. Read back ~~steno~~ notes
- G. Complex material from legal opinion, multi-voice, medical, and multi-voice

Unit II   Dictation/Transcription Outcome
- A. Daily observations
- B. Personal dictionary
- C. Identify homonyms, numbers, possessives and symbols
- D. ~~Writing~~ Practicing "briefs", (~~steno~~ shorthand abbreviations)
- E. Read and transcribe ~~steno~~ notes
- F. Transcribe, edit and proofread timed dictation documents

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

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:

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

Methods of Evaluation:

1. Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2. Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3. Live dictation from qualified staff readers,
4. Speed building tapes in lab environment and to be used as homework as needed, and
5. Timed dictation tests on new 4-voice material at 160 wpm with a pass rate of 97.5%.

TAFTCOLLEGE

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	~~Not Applicable~~ ~~Synchronous online course~~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:	NONE
Discipline:	Court Reporting

Court Reporting (CTRP) ~~1164~~ 0664 200 WPM Machine Shorthand Speed Building: 4-Voice (5 Units) [Formerly CTRP 1164]

Prerequisite: Qualification by assessment process or successful completion of ~~Court Reporting 1134 and 1144~~ CTRP 0644 with a grade of 'C' or better. ~~(formerly CTRP 1144)~~

Prerequisite knowledge/skills:

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

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

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

Hours and Unit Calculations:
256 lab hours. (256 Total Student Learning Hours) 5 Units

Catalog Description: This course promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and develops sufficient skills to ~~write~~ record 4-Voice material ~~on a stenotype machine~~ at 200 wpm for a minimum of ten minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board.

Type of Class/Course: Degree Credit

1

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

Merriam-Webster Dictionary (latest edition)

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

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in 4-Voice at 200 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy on stenotype machine at 200 wpm.
Course #3 - Pass five-minute 4-Voice test at 200 wpm.

Course Objectives:

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

1. Listen and write record multi-voice at varying speeds,
2. Attain speed and accuracy on stenotype machine at higher speeds with increasingly complex Multi-voice material,
3. Pass one ten-minute 4-Voice dictation test at 200 wpm with a pass rate of 97.5%,
4. Use material learned in academics to improve quality of multi-voice transcripts and work product on and off the stenotype machine,
5. Operate a stenotype machine and work to master keyboard,
6. Demonstrate effective listening technique in order to transcribe from steno notes verbatim dictation,
7. Demonstrate ear-finger coordination ability in taking dictation as well as in transcription,
8. Recognize appropriate words when transcribing from dictated material (i.e. effect/affect or doe/dough); use of conflict-free theory methods,
9. Provide correct punctuation in dictated and transcribed material,
10. Read steno notes out loud at rapid rate of speed,
11. Proofread using proofreader marks,
12. Effectively use a dictionary, spell check software, stenographic computer software dictionary and other resources to produce verbatim and usable transcripts,
13. Improve ability to meet deadlines with transcribed work product, and
14. Develop concentration skills,

Student Learning Outcomes:

Course #1 - Demonstrate appropriate listening and writing proficiency levels in 4-Voice at 200 wpm to adequately record and transcribe materials.
Course #2 - Demonstrate speed and accuracy on stenotype machine at 200 wpm.
Course #3 - Pass five-minute 4-Voice test at 200 wpm.
14.

2

Course Scope and Content (laboratory):

Unit I	Speed Building Techniques

A. Daily observations
B. Dictation at 200 wpm of various complex multi-voice material
C. Theory techniques through timed dictation tests
D. Theory techniques through word usage and spelling tests
E. Concentration and listening skills: timed dictation and Multi-voice tests
F. Read back ~~steno~~ notes
G. Complex material from legal opinion, literary, medical, and multi-voice

Unit II	Dictation/Transcription Outcome

A. Daily observations
B. Personal dictionary
C. Identify homonyms, numbers, possessives and symbols
D. ~~Writing~~ Practicing "briefs", (~~steno~~ shorthand abbreviations)
E. Read and transcribe ~~steno~~ notes
F. Transcribe, edit and proofread timed dictation documents

Unit III:	Skills Development

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

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:

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

Methods of Evaluation:

1. Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling,
2. Weekly vocabulary tests that include, but are not limited to, spelling and word usage,
3. Live dictation from qualified staff readers,
4. Speed building tapes in lab environment and to be used as homework as needed, and
5. Timed dictation tests on new 4-voice material at 200 wpm with a pass rate of 97.5%.

3

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	~~Not Applicable~~ ~~Synchronous online course~~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:	NONE
Discipline:	Court Reporting

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TAFTCOLLEGE

Court Reporting (CTRP) ~~1260~~ **0760** Machine Shorthand Speed Building – Dictation/Transcription (1.25 units) - [Formerly CTRP 1260]

Prerequisite: Qualification by assessment process or successful completion of ~~Court Reporting 1034, 1044, 1054 and 1064~~ CTRP 0634, 0644, 0654, and 0664. ~~(formerly CTRP 1134, 1144, 1154, and 1164)~~

Prerequisite knowledge/skills:

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

1. Listen and ~~write~~ record complex jury charge, medical, literary and multi-voice material at varying speeds
2. Attain speed and accuracy ~~on stenotype machine~~ at higher speeds with increasingly complex material
3. Pass one five-minute medical, literary, jury charge and multi-voice dictation test at 200 wpm with a pass rate of 97.5%
4. Use material learned in academics to improve quality of transcripts and work product ~~on and off the stenotype machine~~
5. ~~Operate a stenotype machine and work to master keyboard~~
6. Demonstrate effective listening technique in order to transcribe from ~~steno~~ notes verbatim dictation
7. Demonstrate ~~ear-finger coordination~~ ability in taking dictation as well as in transcription
8. Recognize appropriate words when transcribing from dictated material (i.e. effect/affect or doe/dough); use of conflict-free theory methods
9. Provide correct punctuation in dictated and transcribed material
10. Read ~~steno~~ notes out loud at rapid rate of speed
11. Proofread using proofreader marks
12. Effectively use a dictionary, spell check software, ~~stenographic computer~~ software dictionary and other resources to produce verbatim and usable transcripts
13. Improve ability to meet deadlines with transcribed work product
14. Develop concentration skills

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

Hours and Unit Calculations:
64 hours l~~ecture~~ab. ~~(128 Outside of class Hours); (~~192 64 Total Student Learning Hours) 1.25~~4~~ Units

Catalog Description: This course promotes the development of speed and accuracy in taking dictation ~~on a stenotype machine~~. It reviews basic theory and develops sufficient skills to ~~write~~ record and transcribe complex material ~~on a stenotype machine~~ up to 240 words per minute (wpm) for a minimum of five

minutes with 97.5% accuracy. Includes English usage, punctuation, spelling/word usage, and proper transcription and document formatting. This course meets the requirements of the California Court Reporting Board. This course is offered on a Pass/No Pass basis only.

Type of Class/Course: Degree Credit

Text:

The Merriam-Webster Dictionary: America's Best-Selling Dictionary. Revised ed., Merriam-

Webster, 2022.

~~Merriam-Webster Dictionary (latest edition)~~

Additional Materials: Stenography machine or voice writing equipment, computer for word processing; newspaper articles, court reporting magazine articles, court transcripts, steno paper.

~~Student Learning Outcomes:~~

~~Course #1 - Demonstrate appropriate listening and writing proficiency levels in 2-Voice at 225 wpm to adequately record and transcribe materials.~~
~~Course #2 - Demonstrate speed and accuracy on stenotype machine at 225 wpm.~~
~~Course #3 - Pass 225 wpm five minute 2- Voice test.~~

Course Objectives:

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

1. Listen to, ~~write~~ record and transcribe complex material at varying speeds
2. Attain speed and accuracy ~~on stenotype machine~~ up to 240 wpm with increasingly complex material.
3. Use material learned in academics to improve quality of complex transcripts and work product ~~on and off the stenotype machine~~
4. ~~Operate a stenotype machine and work to master keyboard~~
5. Demonstrate effective listening technique in order to transcribe from ~~steno~~ notes verbatim dictation
6. Demonstrate ~~ear-finger coordination~~ ability in taking dictation as well as in transcription
7. Recognize appropriate words when transcribing from dictated material (i.e. effect/affect or doe/dough); use of conflict-free theory methods
8. Provide correct punctuation in dictated and transcribed material
9. Read ~~steno~~ notes out loud at rapid rate of speed
10. Proofread using proofreader marks
11. Effectively use a dictionary, spell check software, ~~stenographic computer~~ software dictionary and other resources to produce verbatim and usable transcripts
12. Improve ability to meet deadlines with transcribed work product
13. Develop concentration skills

Student Learning Outcomes:

TAFTCOLLEGE

Course #1 - Demonstrate appropriate listening and writing proficiency levels in 2-Voice at 225 wpm to adequately record and transcribe materials.

Course #2 - Demonstrate speed and accuracy ~~on stenotype machine~~ at 225 wpm.

Course #3 - Pass 225 wpm five minute 2- Voice test.

~~13.~~

Course Scope and Content

Unit I: Speed Building Techniques

    A. Daily observations
    B. Dictation up to 240 wpm of various complex material
    C. Theory techniques through timed dictation tests
    D. Theory techniques through word usage and spelling tests
    E. Concentration and listening skills: timed dictation and jury charge tests
    F. Read back ~~steno~~ notes

Unit II: Dictation/Transcription Outcome

    A. Daily observations
    B. Personal dictionary
    C. Identify homonyms, numbers, possessives and symbols
    D. ~~Writing~~ Practicing "briefs", (~~steno~~ shorthand abbreviations)
    E. Read and transcribe ~~steno~~ notes
    F. Transcribe, edit and proofread timed dictation documents

Unit III: Skills development

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

~~Learning Activities Required Outside of Class:~~

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

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

Methods of Instruction:
    1. Direction and instruction
    2. specialized software
    3. live dictation
    4. Spelling and word usage
    5. required non-tested transcription
    6. court observations
    7. dictionary building

Methods of Evaluation

1. Direct evaluation of transcribed documents with student meeting the requirements in formatting, punctuation, word usage and spelling
2. Weekly vocabulary tests that include, but are not limited to, spelling and word usage
3. Live dictation from qualified staff readers
4. Speed building tapes in lab environment and to be used as homework as needed
5. Timed dictation tests in multi-voice, jury charge, medical and literary

Supplemental Data:

TOP Code:	051430: Court Reporting
SAM Priority Code:	C: Clearly Occupational
Distance Education:	~~Not Applicable~~ ~~Synchronous online course~~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:	NONE
Discipline:	Court Reporting

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 4/1/2025

Re: ENER COR updates

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☐ As part of the 5 year review cycle

☒ Other (please explain):___ ENER 1503 and 1510 Updated SLO's and DE
form_____

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:

SLOASC review date: _____

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

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

*SLOs are required

☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

☐ Humanities   ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

TAFTCOLLEGE

Energy (ENER) 1503 Environmental Awareness & Regulatory Compliance
(3 Units) CSU

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

Total Hours: 48 hours lecture, 96 outside of class hours (144 Total Student Learning Hours)

Catalog Description: An overview of **the genesis for all major federal environmental laws in the United States. Additionally, all corresponding State of California environmental laws are reviewed and how they support and, in some cases, differ from their federal counterparts. Students are expected to have a general knowledge of how environmental statutes are promulgated on the State and Federal levels. Students are expected to be able to conduct legal research. Also, understand the ambiguity of statutes and regulations and why they are written that way.   The class is divided into teams that have to conduct a semester long class project that identifies Federal, State and Local statutes/regulations that will be encountered during the project.**

Type of Class/Course: Degree/Credit

Text:
Bell, Christopher L., et al. *The Environmental Law Handbook.* 25th ed., Hart Publishing, 2025.
Bell, Christopher L., and F. William Brownell. The Environmental Law Handbook, 22nd ed., Bernan Press 2013

Additional Materials: -None.

Course Objectives:

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

1. understand the **evolution of environmental laws, from "toothless" beginnings to a compliance driven part of operating a business in the United States.**
2. **understanding the vagueness of how environmental laws are written and why they are left to interpretation.**
3. **understand and be able to explain the lifecycle of environmental statutes from inception to becoming law.**
4. **understand the differences between federal law and state law, citing some of the differences.**
5. **have a basic understanding of the government agencies (federal, state, local) and their roles and jurisdiction regarding environmental law.**
6. **understand the basic principles of the federal and state endangered species act. Including endangered species that live within Kern County.**

7. have a basic knowledge of the Occupational Safety and Health Act and how it protects workers.
8. understand the purpose of NEPA and CEQA and how they interact with all of the major environmental laws.

Course Student Learning Outcomes

1. K Demonstrate the ability to perform legal research using legal nomenclature to provide citations for federal, state and local environmental laws. (K-Knowledge)
2. S Use skills learned to interpret how environmental law is applied on a case by case basis to strike a balance between protecting the environment and promoting public welfareto the environment and public welfare. (Skill- Psychomotor)
3. A Demonstrate the problem-solving skill required to understand the complexity and intentional ambiguity of environmental lawexplain the complexity and ambiguity of environmental law. (A- Affective)

Course Scope and Content:

UNIT I Introduction to Environmental Law
  A. Nomenclature of legal citations
  B. Ambiguity in which environmental law is written.
  C. Fundamental purpose of environmental law.
  D. Enforcement and liability of environmental law
    The genesis of environmental law; statutes, regulations, court decisions, common law, and the constitution.
UNIT II Beginnings of Environmental Law
  A. Lack of "teeth" in original environmental laws.
  B. The Clean Water Act (CWA), Clean Air Act (CAA), and Safe Drinking Water Act (SDWA)
  C. The role that the State of California takes in enforcement of CWA, CAA, and SDWA
  D. -Establishment of standards for CWA, CAA, and SDWA.
UNIT III Environmental laws that regulate waste, environmental assessments and clean-ups.
  A. Resource Conservation and Recovery Act (RCRA), Oil Pollution Act (OPA), Comprehensive Environmental Response Compensation Act (CERCLA), and Toxic Substances Control Act (TSCA).
  B. The role that the State of California takes with implementing RCRA, OPA, CERCLA and TSCA -Standards and Priorities established by RCRA, OPA, CERCLA and TSCA.

Unit IV The "Magna Carta" of environmental laws; National Environmental Policy Act (NEPA) and its California counterpart California Environmental Quality Act (CEQA).
  A. How NEPA unites federal environmental laws helping them work together.
  B. How CEQA unites California environmental laws helping them work together.
  C. How NEPA and CEQA compare, contrast and help each other coordinate federal and state environmental laws.

UNIT V Climate Change and Environmental law
  A. History of climate change.
  B. Environmental laws aimed at climate change including Cap and Trade, and Carbon trading.
  C. -

UNIT VI The US Endangered Species Act (ESA) and the California Endangered Species Act (CESA)
  A. The basis for ESA and CESA.
  B. Differences between ESA and CESA.

    C. **Incidental Take and penalties for violations of ESA and CESA.**

UNIT VII The Occupational Safety and Health Act (OSHA) and California Occupational Safety and Health Act (CALOSHA)
    A. **Overview of OSHA**
    B. **Overview of CALOSHA**
    C. **Comparisons of OSHA and CAL OSHA include how they work together to make workers safe.**

UNIT VIII The Toxic Substances Control Act (TSCA)
    A. **TSCA establishes restrictions, reporting requirements and warnings on a wide range of chemicals currently used and previously used in public products.**
    ~~B.~~

Learning Activities Required Outside of Class:

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

    1. **Reading sections of the Textbook as provided by the professor.**
    2. **Performing legal research as assigned by the professor.**
    3. **Conducting research and working within designated teams to complete a semester long class project that interacts with various federal, state, and local agencies, laws and regulations.**

Methods of Instruction:
    1. Lecture
    2. Group Work
    3. Class Discussions
    4. Guest Presentations
    5. Practical Exercises
    6. Field Trips

Methods of Evaluation:
    1. Exams
    2. Quizzes
    3. Presentations
    4. Observations

Supplemental Data:

TOP Code:	095430: Petroleum Technology
SAM Priority Code:	C: Clearly Occupational
Distance Education:	~~Not Applicable~~ Online
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable

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

Taft College Distance Learning Approval Form
Addendum to the Course Outline of Record

Course #: ENER 1503

Course Title: Environmental Awareness and Regulatory Compliance

Submitted by: Terry Davis

Date: 04/01/2025

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:

Revised 12-09-19

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

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

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

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

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

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

   Potential challenges to meeting course outcomes:

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

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

Revised 12-09-19

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.

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e. Instructor contact information which includes virtual or in-person office hours.

f. The student-to-student contact requirements for the course.

<u>Required</u>:

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

b. Weekly announcements in the CMS

c. Threaded discussion boards

d. Email contact (within or outside the CMS)

e. Participation in online group collaboration projects

f. Face-to-face informal meetings

g. Face-to-face formal meetings

h. Feedback for student work

i. Podcasts

j. Instructor-prepared e-lectures or publisher-created e-lectures or materials

k. Virtual Office hours

l. Screencasts

m. Personalized feedback for student work

n. Voicemail and telephone

o. Interactive mobile technologies

p. Videoconferencing

q. Live orientation or review sessions

r. Others as appropriate

Revised 12-09-19

TAFTCOLLEGE

DE Committee Comments:

Course DE request approved with modification to response to question two as requested by department chair.

Date forwarded to the Curriculum Committee: 04/29/2025 (JL)

Curriculum Committee Comments:

Course Approved or Disapproved

Revised 12-09-19

TAFTCOLLEGE

Energy (ENER) 1510 Introduction to Energy (3 Units)   CSU: UC

Advisory: ~~Eligibility for English 1500 and Math 1050 strongly recommended~~None

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

Catalog Description**:** This course is a survey of the energy industry. **This course begins with a review of the evolution of energy and how we got to our current state.** The course is intended to provide an overall understanding of the various fields and types of energy, the role it plays in the national and global economy as well as challenges and opportunities. **This course differentiates between renewable and non-renewable energy sources and their role in our future.** . Field trips are required.

Type of Class: Degree credit

Text:

McElroy, Michael B. *Energy: Perspectives, Problems, and Prospects.* Oxford U P, 2009.

~~McElroy, Michael B. *Energy: Perspectives, Problems, and Prospects.* New York: Oxford University Press, 2010. Print~~

Additional Instructional Materials: NONE

Course Objectives:

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

1.   **understand the limited resources of non-renewable energy and the need for alternative energy sources to maintain a current lifestyle.**
2.   **understand the advantages and disadvantages of renewable energy sources.**
3.   **identify some of the risks associated with nuclear and geothermal sources of energy.**
4.   **Determine a path forward to transition from nonrenewable to renewable energy sources.**

Course Student Learning Outcomes:
1.   ~~K~~   Demonstrate knowledge of ~~the~~ historical ~~evolution of energy use by humans. (K Knowledge)~~ energy use by humans to transition to renewable energy sources.

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2.   S   Use skills learned to help identify what sources of energy will be used to replace non-renewable sources of energy. (Skill-Psychomotor)Evaluate alternative sources of energy that can be used to replace non-renewable sources of energy.
3.   A   Demonstrate teamwork, problem solving, and trouble shooting skills for new sources of renewable energy and how to develop those resources. (A   Affective)

Course Scope and Content:

Unit I   **Energy Sources**
                A.   A Brief History of **Energy** Sources
                B.   Renewable vs. Non-renewable energy sources

Unit II   Electricity
                A.   Overview
                B.   Sources and Uses

Unit III   Hydroelectricity
                A.   Overview
                B.   Sources and Uses

Unit IV   Wind Energy
                A.   History
                B.   Characteristics and Resource Assessment
                C.   Aerodynamics
                D.   Structures and Loads
                E.   Operations and Maintenance
                F.   Electrical
                G.   Environmental
                H.   Grid Integration

Unit V   Solar Energy
                A.   Overview
                B.   Sources and Uses

Unit VI   Steam and Geothermal Energy
                A.   Overview
                B.   Sources and Uses

Unit VII   **Nuclear Energy**
                A.   History
                B.   Current Use
                C.   Concerns

Unit VIII   **Emerging forms of energy**
                A.   What is new.
                B.   Feasibility

Unit IX   **History and future of petroleum energy sources**
                A.   Petroleum Reserves
                B.   Transition to renewables

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Unit X   Uses for Alternative Energy Sources
              A.   Options

Development Learning Activities Required Outside of Class:

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

1.   Reading the required text and other background materials
2.   Answering questions
3.   Studying class materials and notes
4.   Researching
5.   Problem solving activities and exercises
6.   Field trips to Kern Country alternative energy operations
7.   Written reports

8.   Class Project

Method of Instruction:

1.   Lecture and discussion
2.   Guest lecture and presentations from energy company representatives
3.   Outside activities including field exploration/trips to energy companies and production sites as needed
4.   Group activities and projects

Method of Evaluation:

1.   Written assignments, including:
     a. reports, written assignments

2.   Exams and quizzes:
     a. computational or non-computational problem-solving demonstrations
     b. multiple choice; true/false; matching

3.   Skills demonstrations, including:
     a. class performance

4.   Participation
     a. class and group activities
     b. field trips

Supplemental Data:

3

TOP Code:	095430: Petroleum Technology ~~and~~
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	N:
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	Y: is part of a cooperative work experience education program
Eligible for Credit by Exam:	YES
Eligible for Pass/No Pass:	NO
Discipline:	Environmental Studies or Engineering Technology or Ecology

4

Taft College Distance Learning Approval Form
Addendum to the Course Outline of Record

Course #: ENER 1510

Course Title: Introduction to Energy

Submitted by: Terry Davis

Date: 04/01/2025

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:

Revised 12-09-19

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

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

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

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

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

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

    Potential challenges to meeting course outcomes:

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

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

Revised 12-09-19

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.

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e. Instructor contact information which includes virtual or in-person office hours.

f. The student-to-student contact requirements for the course.

Required:

II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in AP 4105:

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

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DE Committee Comments:

Course DE request approved with modification to response to question two as requested by department chair.

Date forwarded to the Curriculum Committee: 04/29/2025 (JL)

Curriculum Committee Comments:

Course Approved or Disapproved

Revised 12-09-19

TAFTCOLLEGE

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

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☐ Other (please explain):_____

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

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

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

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

Click here to enter text.

Programs Affected/Stand Alone:

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

*SLOs are required

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Energy Tech degree and certificates

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

    ☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

        ☐ Humanities   ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

*SLOs are required

Date Prepared: ~~Jan 2012~~ **Spring 2025**

Energy (ENER) 0525~~1025~~ Oil and Gas Laws and Regulations (1 Unit)

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

Total Hours: 16 hours lecture, 32 Outside of class hours (48 Total Student Learning hours)

Catalog Description: This course is an overview of the **Federal, State and Local** laws and regulations governing oil and gas operations in California **including** ~~and~~ the regulatory agencies that implement them.

Type of Class/Course: Degree/Credit

Text: None

Additional Materials: None

Course Objectives:

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

1. **Understand legal nomenclature, able to identify citations, and conduct legal research,**
2. understand the **meaning and intent of laws** ~~justification and authority for the laws~~ and regulations in the oil & gas industry,
3. use the laws and regulations as a reference,
4. identify and ~~demonstrated~~ **demonstrate jurisdiction** ~~familiarity with the relevant~~ **of relevant** government agencies.

Course Student Learning Outcomes:
1. **K – Demonstrate an understand of laws (Federal, State, Local) that govern the oil and gas industry. (K- Knowledge)**
2. **S – Use skills learned to conduct legal research on oil and gas laws and regulations. (Skill – Psychomotor)**
3. **A – Demonstrate an understanding of why oil and gas laws are written with ambiguity to they can be interpreted and applied on a case-by-case basis. (A- Affective)**

Course Scope and Content (Lecture):

Unit I   **Laws that govern the petroleum industry**~~California's petroleum laws and regulations~~
    A. Origin, basis and authority
    B. Public Resource Code - the laws
    C. California Code of Regulations - the regulations
    D. Other agency laws and regulations: Federal, ~~and~~ state, **local**

Unit II   Government Agencies
    A. California Division of Oil, Gas and Geothermal Resources
    A. CalGEM
    B. Federal Bureau of Land Management
    C. California Water Quality Control **Regional Water Quality Control Board**
    D. Counties and Local Agencies
    E. San Joaquin Valley Air Pollution Control District

Learning Activities Required Outside of Class:

Students will spend a minimum of 2 hours per week outside of regular class time doing the following:

1. Completing assignments
2. Reading applicable industry regulations

Methods of Instruction:
1. Lecture **and discussion**
2. Group Work
3. Class Discussions
4. Guest Presentations

Methods of Evaluation:
1. Exams
2. Quizzes
3. Presentations
4. Observations

Supplemental Data:

TOP Code:	095430: Petroleum Technology
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course

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Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Yes~~NO~~
Eligible for Pass/No Pass:	Yes~~NO~~
Taft College General Education:	NONE
Discipline:	Environmental Studies or Engineering Technologies or Ecology

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TAFT COLLEGE
West Kern Community College District

Updated by:	R. Chambers
Updated by:	**T Davis**
Reviewed by:	S. Aunai
Reviewed by:	K. Bandy
Date reviewed:	May 5, 2014
Spring 20254	
C&GE approved:	May 12, 2014
Board approved:	June 11, 2014

Energy (ENER) 1515 Fundamentals of Instrumentation for Energy Industries (3 Units) CSU
[formerly Energy 1010]

Advisory: Eligibility for Math 1060 and English 1500 strongly recommendedNone

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

Catalog Description: This course is designed to provide students with a basic understanding of instrumentation **that applies to a broad range of applications. This course places a premium on understanding the dangers and hazards associated with electricity.** and processes that provide energy and oil and gas industries vital information needed to monitor and improve production, and improve safety and efficiency. FieldtripsField trips may be required. Course is not open to students who have credit of 'C' or better in ENER 1010.

Type of Class: Degree Credit

Text: McNair, Will L. *Basic Instrumentation.* 4th ed. Austin: U of Texas, 2002. Print.
Northrop, Robert B., *Introduction to Instrumentation and Measurement,* **2017**

Center for the Advancement of Process Technology. *Instrumentation*. Upper Saddle River: Prentice Hall, 2010. Print.

Additional Instructional Materials: Industry resources and materialsNone

Objectives:

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

1. demonstrate a basic understanding of instrumentation. **including the hazards associated with electricity and pneumatic controls.** and their role in the energy, oil and gas industries,
2. identify instruments used to measure and control pressure, temperature, level and flow
3. define key terms such as gravity, viscosity, density and pH,
4. **define the elements of a control system and how they work together.** explain the processes of measurement, control of flow, pressure and temperature and level, and
2. demonstrate the ability to verify accuracy of transmitters, and calibrate using hand held calibrator.
3. **explain the processes of measurement, control of flow, pressure, temperature, and level.**
4. **understand the differences between pneumatic automatic controls and electronic automatic control systems.**

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5.   demonstrate a basic understanding of programable logic controllers.

Course Student Learning Outcomes

1. K – Demonstrate knowledge regarding the hazards of working with electricity and controls that can pose a hazard to humans and the mitigations that keep them safe. (K-Knowledge).
2. S – Use skills to determine how variables like flow, pressure, temperature and level are measured and controlled to achieve a desired function. (Skill-Psychomotor)
3. A – Demonstrate problem solving skills to select the right components that will successfully control a process. (A- Affective)

Course Scope and Content:

Unit I   Measurements

    A.   Need for ~~Measurement and~~**Measurement and** Control

    B.   Methods of Measurement
    C.   Types of Control
    D.   Methods or Modes of Control
    E.   Types of Measurements
        a.   comparison of systems of units
        b.   measuring length
        c.   measuring time
        d.   measuring temperature
        e.   measuring mass, weight and force
        f.   measuring work and energy
        g.   measuring dimensions of various quantities

Unit II   Final Control Elements

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

Unit III   Electronic Automatic Controls

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

Unit IV   Pressure Measurement and Control

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

Unit V   Temperature Measurement and Control

A. Defining Temperature Measurement
B. Mechanical Temperature Sensors
C. Electronic Temperature Measurement
D. Electronic Temperature Transmitters
E. Temperature Control

Unit VI   Liquid-Level Measurement and Control

A. Defining Level Measurement
B. Mechanical Level Sensors
C. Electrical Level Measuring Devices
D. Level Control
E. Flow Measurement
    a. mechanical flow sensors and meters
    b. electronic flow sensors and meters

Unit VII   Gravity, Viscosity, Humidity and pH

A. Measuring Specific Gravity and Density
B. Measuring Viscosity
C. Measuring Humidity and Dew Point
D. Measuring pH

Unit VIII   Programmable Logic Controllers (PLC)

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

Unit IX   Piping and Instrument Design (P&ID)

A. Instrumentation and Designations
B. Mechanical Equipment with Names and Valves
C. Valves
D. Process Piping, Sizes, Identification
E. Vents, Drains, Special Fitting, Sampling Lines, Reducers, Increasers, Swaggers
F. Permanent Start Up and Flush Lines
G. Interconnection Reference
H. Seismic Category
I. Quality Level
J. Annunciation Inputs
K. Computer Control System Input

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L.   Vendor and Contractor Interfaces
M.   Identification of Components and Subsystems
N.   Intended Physical Sequence of the Equipment

Learning Activities Required Outside of Class:

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

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

Methods of Instruction:

1.   Lecture
2.   Hands-on demonstrations of instruments including field trips as needed
3.   Group Activities
4.   Guest Presentations

Methods of Evaluation:

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

Supplemental Data:

TOP Code:	094610: Energy Systems Technology
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable

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

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TC TAFTCOLLEGE

Energy (ENER) 1520 Introduction to Petroleum Technology (3 Units) CSU

Advisory: None Eligibility for Math 1060 and English 1500 strongly recommended Total Hours: 48 hours lecture, 96 Outside of Class Hours (144 Total Student Learning Hours)

Catalog Description: This course is a comprehensive introduction to the engineering and business challenges that pertain to the exploration and production of oil and natural gas. The course addresses the many fundamental topics within the main sub-disciplines of Petroleum Engineering: reservoir, drilling, production and operations, facilities, and project economics. Field trips may be required.

Type of Class/Course: Degree Credit

Text: Leffler, William and M. Raymond. *Oil and Gas Production in Nontechnical Language*. Tulsa, OK: Pen Well Corporation, 2006. Print.

Raymond, Martini S., and William L. Leffler. *Oil and Gas Production in Nontechnical Language*. 2nd ed., PennWell, 2017.

Leffler, William. *Oil and Gas Production in Nontechnical Language*. **Second Edition Pen Well Corporation 2017**

Course Objectives:

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

1. demonstrate an understanding of the fundamental theories, principles, and practices in reservoir engineering, production and operations engineering, drilling engineering, and facilities engineering,
2. demonstrate an understanding of the theories, principles, and practices associated with project economics in petroleum engineering systems,
3. demonstrate foundation knowledge of petroleum engineering to further education and career options.

Course Student Learning Outcomes

1. K – Demonstrates a general understanding of how an oil and gas production company operates. (K-Knowledge)
2. S – Use skills learned to overcome the operational challenges associated with the production of oil

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and gas. (Skill – Psychomotor)
3. A – Demonstrate the ability to identify the various agencies (Federal, State, Local) that regulate oil and gas exploration and production in Kern County. (A Affective)

Course Scope and Content (Lecture):

Unit I   Introduction
    A. Engineering disciplines: ~~petroleum~~: **petroleum,** mechanical, chemical, civil, electrical, others
    B. Units of measurements and dimensional analysis
    C. Oilfield units of measurements
    D. Significant digits. Precision versus accuracy

Unit II   Petroleum Industry Overview
    A. Downstream: oil refining, petrochemical manufacturing, retailing
    B. Midstream: transporting oil, natural gas, and petroleum liquids
    C. Upstream: exploration and production of oil and natural gas

Unit III   Petroleum Geology
    A. Geologic time, plate tectonics, minerals and rock types
    B. Origin, formation, and migration of oil and natural gas
    C. Depositional environments; basins of California
    D. Reservoirs: structural and stratigraphic traps
    E. Subsurface mapping Cross-sections

Unit IV   Reservoir Fluids
    A. Hydrocarbon types; chemical and structural formulas of hydrocarbons
    B. Equations of state: Boyle's, Charles', Avogadro's equations, ideal and real gases
    C. Phase behavior: bubble point, dew point, critical point
    D. Petroleum fluid categories: black oil, volatile oil, retrograde gas, wet gas, dry gas
    E. Viscosity, specific gravity, volume factors, compressibility

Unit V   Reservoir Rock Properties
    A. Rock mechanics parameters: stress, strain, Poisson's Ratio, Young's Modulus
    B. Conventional and special core analysis
    C. Porosity, compressibility

Unit VI   Reservoir Rock and Fluid Relationships
    A. Fluid saturations
    B. Wettability, capillary pressure
    C. Darcy flow equation. Absolute, effective, and relative permeability

Unit VII   Well Logs and Formation Evaluation
    A. Electric Logs: SP, resistivity, dip meter. Fluid saturation determination
    B. Radioactivity Logs: gamma ray, neutron, density
    C. Sonic logs and determination of rock properties
    D. Production Logs

Unit VIII   Exploration Methods

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A. Magnetic and gravity surveys
B. Seismic surveying and evaluation
C. Exploration Drilling

Unit IX   Drilling
A. Rig components and systems
B. Fluids, cements, bits
C. Pressure and temperature gradients
D. Mud logging, drill stem tests, formation tests, coring
E. Casing installation
F. Directional drilling methods and tools

Unit X   Well Completions, Recompletions, and Repairs
A. Perforating, hydraulic fracturing, acidizing
B. Coil tubing operations
C. Tubing, packers, plugs, cement squeezes
D. Plugging and Abandoning

Unit XI   Oil and Gas Recovery Methods
A. Primary drive mechanisms: volumetric, solution gas, water, gas cap
B. Secondary and enhanced oil recovery methods: steam, water, and CO2 flooding

Unit XII   Artificial Lift Methods
A. Rod lift: pumping unit components, rods, pumps
B. Gaslift ESP's
C. Progressive Cavity Pumps

Unit XIII   Production Facilities
A. Separators: two phase, three phase, vertical, and horizontal. Free water knockouts
B. Dehydration: heater treaters, glycol reboilers
C. Production flowlines, liquid and gas gathering piping
D. Corrosion control, emulsion treating, hydrate formation and control
E. Natural gas compression and gas treatment plants
F. Measurement and metering, storage, water disposal

Unit XIV   Economic Evaluation of Petroleum Projects
A. Land management terms: ~~Working Interest, NRI, primary term, lease bonus, royalty terms~~
B. Discounting and Time Value of Money
C. Financial terms and metrics: ~~capex, opex, NPV, IRR, PI, Payout~~
D. Evaluation of multiyear projects
E. Reserves classifications: ~~proved, unproved, contingent resources~~
F. Reserves estimation methods: ~~in place volumes and recovery factors, volumetric, DCA, material balance~~

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 assigned text, handout materials and class notes

2.   Reviewing and preparing for quizzes, midterm and final exams
3.   Completing group projects

Methods of Instruction:

1.   Lecture and discussions
2.   Group activities/projects
3.   Field trips (oil and gas production activities)

Methods of Evaluation:

1.   Quizzes
2.   Exams
3.   Participation
4.   Individual and group exercises & projects

Supplemental Data:

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TOP Code:	095430: Petroleum Technology and
SAM Priority Code:	C: Clearly Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Y:
Eligible for Pass/No Pass:	YN:
Discipline:	Environmental Studies or Engineering Technologies or Ecology

TAFTCOLLEGE

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Energy (ENER) 1530 Electricity and Basic Electronics (3 Units) CSU

Advisory: ~~Eligibility for Math 1060 and English 1500 strongly recommended~~None Total Hours: 44 hours lecture, 88 Outside of Class hours;

18 hours lab (150 Total Student Learning Hours~~62 hours total~~)

Catalog Description: This course teaches the fundamentals of electricity and electronics. It covers a wide range of topics such as test equipment, electrical properties, units of measure, fundamental electrical laws, magnetism, relays and ladder diagrams, and both AC and DC components and circuit schematics. This course provides a solid foundation for both traditional and emerging electrical/electronic career paths.

Type of Class/Course: Degree Credit

Text: ~~Matt, Stephen R. *Electricity and Basic Electronics*. 8th ed., Goodheart-Willcox, 2012.~~

Gerrish, Howard H., et al. *Electricity & Electronics.* 11th ed., revised, textbook, Goodheart-Willcox, 2020.

~~**Gerrish, Howard H., *Electricity & Electronics*. Eleventh Edition, Goodheart-Willcox; 2020**~~

Course Objectives:

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

1. Demonstrate knowledge of the three things required any completed circuit,
2. Demonstrate understanding what is meant by open and closed circuits and short (including "short" and "ground"),
3. Demonstrate understanding of the direction and speed of electron flow in a completed circuit,
4. Demonstrate understanding in how electricity is produced,
5. Demonstrate understanding of how wire size is measured, the different gauges of wire, and their practical applications),
6. Demonstrate understanding why fuses are used to protect circuits, the different types of fuses (homes, industrial machinery, lab devices),
7. Demonstrate understanding of the process of soldering wire and the use of a heat sink,
8. Demonstrate understanding of how a resistor works and what it does,
9. Demonstrate understanding of how a capacitor works and what it does,
10. Demonstrate understanding of the two basic principles of magnetism,

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11. Demonstrate understanding of the concept of a P-N junction,
12. Apply circuit and analysis methods for DC and AC circuits with various components using Ohm's Law, Watt's Law, and Kirchoff's Laws,
13. Demonstrate the understanding of how a multimeter is used to measure current, voltage and resistance in circuits, and
14. ~~Demonstrate proper safety principles~~**Identify the hazards and protections to assure safety at all times when dealing with electricity.**

Course Student Learning Outcomes

1. K – Demonstrate a comprehensive understanding of electrical hazards and be able to mitigate any electrical hazard by completing a Job Safety Analysis (JSA). (K-Knowledge)
2. S – Use skills to complete a circuit using all of the required components to achieve the desired outcome. (Skill- Psychomotor)
3. A – Demonstrate problem solving and trouble shooting skills to identify any breakdowns in the circuit caused by faulty components or improper application. (A – Affective)
4. A – Demonstrate an understanding of the differences between Alternating Current (AC) and Direct Current (DC) along with the benefits and challenges associated with each form of electricity. (A – Affective)

Course Scope and Content (Lecture):

Unit I   Learning and Applying the Fundamental
        A. Uses of Electricity
        B. Basic Circuit Concepts
        C. The Chemistry of Electricity
        D. Advances in Electricity

Unit II   Sources of Electricity
        A. Electricity from Chemical Energy
        B. Electricity from Light Energy
        C. Electricity from Pressure
        D. Electricity from Heat
        E. Electricity from Magnetism

Unit III   Conductors and Insulators
        A. Wire
        B. Fuses
        C. Switches
        D. Wire Insulation
        E. Soldering
        F. Electrical Codes
        G. Superconductors

Unit IV   Resistors and Capacitors
        A. Resistors
        B. Capacitors

Unit V   Ohm's Law
        A. Three Variables of Ohm's Law
        B. Using Ohm's Law

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C. Power
D. Kilowatt-Hours
E. Body Resistance

Unit VI   Series Circuits
A. Current in a Series Circuit
B. Resistance in a Series Circuit
C. Capacitance in a Series Circuit
D. Polarity
E. Continuity Tester
F. Voltage Drop

Unit VII   Parallel Circuits
A. Current in a Parallel Circuit
B. Resistance in a Parallel Circuit
C. Voltage in a Parallel Circuit
D. Calculating Current
E. Capacitance in a Parallel Circuit
F. Uses for Parallel Circuits
G. Drawing Parallel Circuits
H. Parallel Power Sources
I. Equal Resistor in Parallel
J. Measuring Voltage in a Parallel Circuit

Unit VIII   Series-Parallel Circuits
A. Lightning
B. Resistance in a Series-Parallel Circuit
C. Circuit Analysis
D. Series-Parallel Capacitors
E. Ground
F. Voltage Divider
G. Wheatstone Bridge

Unit IX   Multimeters
A. Analog Multimeters
B. Digital Multimeters
C. Accuracy of Readings

Unit X   Magnetism
A. Basic Principles of Magnetism
B. Magnetic Materials
C. Magnetic Lines of Force
D. Generating Electricity with Magnetism
E. Creating Magnetism with Current

Unit XI   Alternating Current
A. How AC is Produced
B. Sine Waves
C. Square Waves
D. Sine Waves and Sound
E. Signal Generators

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4

D. Light Emitting Diodes
E. Power Supplies

Unit XVIII Transistors
    A. Bipolar Junction Transistors
    B. Transistor Functions
    C. BJT Configurations
    D. Field Effect Transistors
    E. Phototransistors
    F. Transistor Data
    G. Heat Sinks and Transistors

Unit XIX Thyristors
    A. Silicon-Controlled Rectifiers
    B. DIACs

Unit XX Integrated Circuits
    A. Advantage of Integrated Circuits
    B. Types of Integrated Circuits
    C. IC Manufacturing
    D. Logic Gates
    E. Printed Circuit Boards

Unit XXI Fiber Optics
    A. Fiber Optics Technology
    B. Advantages of Fiber-Optic Cable
    C. Disadvantages of Fiber-Optic Cable
    D. Splicing Fiber-Optic Cable
    E. Future of Fiber Optics

Unit XXII Switches
    A. Relays
    B. Solenoids

Course Scope and Content (Laboratory):

Unit I   Fundamental Application
    A. Identify and explain electricity
    B. Identify symbols for and explain conductors and insulators
    C. Identify symbols for and explain resistors and capacitors
    D. Use Ohm's Law
    E. Explain and demonstrate lab and electricity safety

Unit II   Practical Application of Circuits
    A. Design and create series circuits
    B. Design and create parallel circuits
    C. Design and create series-parallel circuits
    D. Use multi-meters to analyze circuits and their components
    E. Demonstrate and explain principles of magnetism
    F. Demonstrate and explain alternating current
    G. Demonstrate and explain relays and ladder diagrams

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H.	Explore industry application examples and exercises
I.	Perform troubleshooting in nonfunctional circuits

Unit III   Electromagnetic
          A.   Induce an electrical current
          B.   Diagram and explain the functions of a transformer

Unit IV   Motors
          A.   Explain components, operation, and basic control of a motor
          B.   Identify types of motors
          C.   Identify motor fuses
          D.   Explain motor use in industry

Unit V   Reactance and Impedance and LCR Circuits
          A.   Calculate – reactance and impedance of circuits
          B.   Calculate – impedance of an LCR circuit
          C.   Design resonant circuit
          D.   Explore examples of circuit use in industry

Unit VI   Filters, Diodes, Transistors
          A.   Design a circuit to filter unwanted frequencies
          B.   Design a DC power supply circuit – diodes used
          C.   Design a switching and amplifying transistor circuit

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 assigned text, handout materials and class notes
2. Reviewing and preparing for quizzes, midterm and final exams
3. Completing group projects

Methods of Instruction:

1. Lecture and discussions
2. Group activities/projects
3. Field trips (places of business including oil and gas production activities)
4. Lab activities & exercises

Methods of Evaluation:

1. Quizzes
2. Exams
3. Class Participation
4. Practical Observations
5. Individual and group exercises & projects
6. Written reports based on field applications

Laboratory Category: Extensive Laboratory

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Pre delivery criteria: All of the following criteria are met by this lab.
1. Curriculum development for each lab.
2. Published schedule of individual laboratory activities.
3. Published laboratory activity objectives.
4. Published methods of evaluation.
5. Supervision of equipment maintenance, laboratory setup, and acquisition of lab materials and supplies.

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

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

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

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

Supplemental Data:

TOP Code:	093400: Electronics and Electric Techn
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course

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Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Electronics or Electricity or Electrical Engineering

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Energy (ENER) 1540 Fundamentals of Programmable Logic Controllers (3 Units) CSU

Prerequisite: Successful completion of ENER 1530 with a grade "C" or better

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

1. Demonstrate knowledge of the three things required any completed circuit,
2. Demonstrate understanding what is meant by open and closed circuits and short (including "short" and "ground"),
3. Demonstrate understanding of the direction and speed of electron flow in a completed circuit,
4. Demonstrate understanding in how electricity is produced,
5. Demonstrate understanding of how wire size is measured, the different gauges of wire, and their practical applications),
6. Demonstrate understanding why fuses are used to protect circuits, the different types of fuses (homes, industrial machinery, lab devices),
7. Demonstrate understanding of the process of soldering wire and the use of a heat sink,
8. Demonstrate understanding of how a resistor works and what it does,
9. Demonstrate understanding of how a capacitor works and what it does,
10. Demonstrate understanding of the two basic principles of magnetism,
11. Demonstrate understanding of the concept of a P-N junction,
12. Demonstrate the understanding of how a multimeter is used to measure current, voltage and resistance in circuits,
13. Apply circuit and analysis methods for DC and AC circuits with various components using Ohm's Law, Watt's Law, and Kirchoff's Laws, and
14. Identify t**he hazards and protections to assure safety at all times when dealing with electricity.**Demonstrate proper safety principles

Advisory: Eligibility for Math 1060 and English 1500 strongly

recommendedNone Total Hours: 40 hours lecture, 80 Outside of class hours; 32

hours lab (15272 hours total)

Catalog Description: This course is a comprehensive introduction to the Programmable Logic Controller (PLC), the basic parts of a PLC, how a PLC is used to control a process, the different kinds of PLCs their applications, and troubleshooting. The course covers bit-level input and output instructions, timers, counters, latches, and introduces the ladder logic language developed to simplify the task of programming PLCs. Fieldtrips may be required.

Type of Class/Course: Degree Credit

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Text:
Petruzella, Frank D. *ISE Programmable Logic Controllers.* 6th ed., McGraw-Hill, 2022.
Petruzella, Frank D. *Programmable Logic Controllers.* 5th ed. New York: McGraw Hill, 2017. No change recommended

209:AC Control Equipment: TPC Training Systems, Buffalo Grove, Illinois, 2013.

Course Objectives:

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

1. Demonstrate understanding of the Allen Bradley PLC programming
2. Explain history and development of the programmable logic controller (PLC)
3. List advantages of the PLC over relay systems
4. Explain the basic sequence of operations of a PLC
5. Explain the components of a PLC and their functions
6. Create basic circuitry and applications for discrete and analog I/O modules
7. Demonstrate understanding of the different types of PLC peripheral support devices available
8. Use decimal, binary, octal, and hexadecimal systems in PLC
9. Explore timer and counter registers and functions
10. Convert relay ladder schematics to ladder logic programs
11. Write program instructions that perform logical operations
12. Demonstrate understanding how to read the input and output image table files and types of data files
13. Identify the function of internal relay instructions
14. Write and enter ladder logic programs
15. Debug, test and verify proper functions of programs

Course Scope and Content (Lecture):

Course Student Learning Outcomes

1. K – Demonstrate a basic knowledge of the programable logic controllers including functionality and applications. (K-Knowledge)
2. S – Demonstrate programming skills to manipulate programable logic controller for a desired use. (Skill – Psychomotor)
3. A – Demonstrate problem solving skills to determine proper sequence and application for a programable logic controller to a work process. (A- Affective)

Course Scope and Content (Lecture):

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Unit I   Motor Starters
        A. Manual and Magnetic Starters
        B. Effects of Low Voltage on a Starter
        C. Reverse the Shaft Rotation of a 3-Phase Motor

Unit II   Switches and Controls
        A. Industrial Switches and Controls
        B. Commonly used NEMA Pushbutton Stations
        C. Standard and Press-To-Test Indicating Lights
        D. Three-Wire Motor Control Circuits

Unit III   Limit Switches
        A. Parts of a Snap-Action Limit Switch
        B. Actuators Used in Limit Switches
        C. Proper Design and Applications of Limit Switch Cams
        D. Mercury Switch Operations

Unit IV   Timers and Counters
        A. Reset Timers
        B. Types and Applications of Timers
        C. Control Device for Non-Time Controlled Machine
        D. Registers and Functions of Counters and Timers

Unit V   Control Relays
        A. Definition of a Relay
        B. Advantages of a Reed Relay
        C. Double-Break Contacts

Unit VI   Motor Control Centers
        A. Define Motor Control Center
        B. Advantages of Back-To-Back MCC Construction
        C. How to Install an MCC

Unit VII   Control Panel Wiring
        A. Function of Terminal Blocks
        B. Make a Terminal Connection
        C. Use of Connectors
        D. Use of a Wiring Duct

Unit VIII   Programmable Logic Controllers (PLCs), an Overview
        A. Introduction to Programmable Logic Controllers
        B. Parts of the PLC
        C. Principles of Operation
        D. Modifying the Operation
        E. PLCs versus Computers
        F. PLC Size and Application

Unit IX   PLC Hardware Components
        A. The I/O Section
        B. Discrete I/O Modules
        C. Analog I/O Modules

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D. Special I/O Modules
E. I/O Specifications
F. The Central Processing Unit (CPU)
G. Memory Design
H. Memory Types
I. Programming Terminal Devices
J. Recording and Retrieving Data
K. Human Machine Interfaces (HMIs)

Unit X   Number Systems and Codes
A. Decimal System
B. Binary System
C. Negative Numbers
D. Octal System
E. Hexadecimal System
F. Binary Coded Decimal (BCD) System
G. Gray Code
H. ASCII Code
I. Parity Bit
J. Binary Arithmetic

Unit XI   Fundamentals of Logic
A. The Binary Concept
B. AND, OR, and NOT Functions
C. Boolean Algebra
D. Developing Logic Gate Circuits from Boolean Expressions
E. Producing the Boolean Equation for a Given Logic Gate Circuit
F. Hardwired Logic versus Programmed Logic
G. Programming Word Level Logic Instructions

Unit XII   Basics of PLC Programming
A. Processor Memory Organization
B. Program Scan
C. PLC Programming Languages
D. Relay-Type Instructions
E. Instruction Addressing
F. Branch Instructions
G. Internal Relay Instructions
H. Programming Examine If Closed and Examine If Open Instructions
I. Entering the Ladder Diagram
J. Modes of Operation

Unit XIII   Developing Fundamental PLC Wiring Diagrams and Ladder Logic Programs
A. Electromagnetic Control Relays
B. Contactors
C. Motor Starters
D. Manually Operated Switches
E. Mechanically Operated Switches
F. Sensors
G. Output Control Devices
H. Seal-In Circuits

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I. Latching Relays
J. Converting Relay Schematics into PLC Ladder Programs
K. Writing a Ladder Logic Program Directly from a Narrative Description

Unit XIV   Programming Timers
      A. Mechanical Timing Relays
      B. Timer Instructions
      C. On-Delay Timer Instruction
      D. Off-Delay Timer Instruction
      E. Retentive Timer
      F. Cascading Timers

Unit XV   Programming Counters
      A. Counter Instructions
      B. Up-Counter
      C. Down-Counter
      D. Cascading Counters
      E. Incremental Encoder-Counter Applications
      F. Combining Counter and Timer Functions

Unit XVI   Program Control Instructions
      A. Master Control Reset Instruction
      B. Jump Instruction
      C. Subroutine Functions
      D. Immediate Input and Immediate Output Instructions
      E. Forcing External I/O Addresses
      F. Safety Circuitry
      G. Selectable Timed Interrupt
      H. Fault Routine
      I. Temporary End Instruction
      J. Suspend Instruction

Unit XVII Data Manipulation Instructions
      A. Data Manipulation
      B. Data Transfer Operations
      C. Data Compare Instructions
      D. Data Manipulation Programs
      E. Numerical Data I/O Interfaces
      F. Closed-Loop Control

Unit XVIII Math Instructions
      A. Math Instructions
      B. Addition Instruction
      C. Subtraction Instruction
      D. Multiplication Instruction
      E. Division Instruction
      F. Other Word-Level Math Instructions
      G. File Arithmetic Operations

Unit XIX   Sequencer and Shift Register Instructions
      A. Mechanical Sequencers

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   B.   Sequencer Instructions
   C.   Sequencer Programs
   D.   Bit Shift Registers
   E.   Word Shift Operations

Unit XX   PLC Installation Practices, Editing, and Troubleshooting
   A.   PLC Enclosures
   B.   Electrical Noise
   C.   Leaky Inputs and Outputs
   D.   Grounding
   E.   Voltage Variations and Surges
   F.   Program Editing and Commissioning
   G.   Programming and Monitoring
   H.   Preventive Maintenance
   I.   Troubleshooting
   J.   PLC Programming Software

Unit XXI   Process Control, Network Systems, and SCADA
   A.   Types of Processes
   B.   Structure of Control Systems
   C.   On/Off Control
   D.   PID Control
   E.   Motion Control
   F.   Data Communications
   G.   Supervisory Control and Data Acquisition (SCADA)

Course Scope and Content (Laboratory):

Unit I   Design, write, operate three PLC ladder logic programs
   A.   One input to control one output
   B.   Two inputs in series to control one output
   C.   Two inputs in parallel to control one output
   D.   Download the programs one at a time to the PLC and operate

Unit II   Design, write, and operate a motor control PLC ladder logic program
   A.   3-wire motor control to include an E-stop, stop, and start with latching control
   B.   3-wire motor control with the addition of a jog control

Unit III   Design, write, operate a PLC ladder logic program – Two Motors
   A.   3-wire motor control with E-stop, start, stop, and jog controls to start motor #1 and then Motor #2 five seconds later (TON delay)
   B.   3-wire motor control with E-stop, start, stop, and jog controls to start a pump motor with a ten second delay before a re-start can happen

Unit IV   Design, write, and operate a PLC Ladder Logic Program
   A.   Control- Projector lamp to include a ten second off delay for the cooling fan
   B.   Control- Traffic intersection, two directions including red, yellow, and green lights
   C.   Control- Automobile Parking lot, 4 car limit, with vacancy and full lights
   D.   Control- Production conveyor with box counter and a limit of six boxes per case
   E.   Control- Fluid, temperature, or pressure control

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Unit V   Troubleshooting PLC Controls in industrial settings and safety standards
      A.   Industrial safety practices
      B   Troubleshooting in in industrial settings (e.g. oil & gas, manufacturing)

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 assigned text, handout materials and class notes
2.   Reviewing and preparing for quizzes, midterm and final exams
3.   Completing group projects

Methods of Instruction:

1.   Lecture and discussions
2.   Group activities/projects
3.   Field trips (industrial sites using PLCs)
4.   Lab

Methods of Evaluation:

1.   Quizzes
2.   Exams
3.   Class Participation
4.   Individual and group exercises & projects
5.   Practical Observation
6.   Written reports based on field applications

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

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cover the majority of lab exercises performed during the course.
2.   Instructor is responsible for supervision of laboratory clean-up of equipment and materials.

Supplemental Data:

TOP Code:	093400: Electronics and Electric Techn
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	NO
Taft College General Education:	NONE
Discipline:	Electrical Engineering

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Energy (ENER) 1610 Mechanical Systems (3 Units) CSU

Prerequisite: None

Advisory: None

Total Hours: 32 Hours Lecture, 64 Outside of Class Learning Hours; 48 Hours Lab (144 80 hours total)

Catalog Description: This course is a comprehensive study of the mechanical systems, machining, and the essential mechanical processes used to produce, process, and distribute energy. Topics include the operation and selection for application of mechanical drives, mechanical fasteners, shafts, bearings, lubrication systems, hydraulics, pneumatics, materials, tanks and vessels, welding strategy, basic controls schemes, and how to establish a preventative maintenance program. Troubleshooting, problem solving, and decision making decision-making tools and skills are presented. Safety, measurement, hand tool operations, and preventative maintenance protocols are examined. Field trips maybe required.

Type of Class/Course: Degree/Credit

Textbook: Kibbe, R. *Mechanical Systems for Industrial Maintenance*, Prentice Hall, 2001.

Simionescu, Petru A. *An Introduction to Mechanical System Design.* 1st ed., Texas A&M U Corpus Cristi,

2024.

Simionescu, Petru A., *Introduction to Mechanical System Design.* **First Edition 2022**

Lab Manuals Online: Donald J. Simenak, Lock Haven University, other university and industrial sites

Additional Instructional Materials: none

Course Objectives:
By the end of the course the successful student will be able to:
1. demonstrate proper tool selection, safe operation, maintenance, and troubleshooting techniques to identify and repair mechanical system anomalies and failures,
2. understand different types of mechanical systems; i.e. belts, gears, pulleys, clutches, couplers, etc.,
3. analyze troubleshooting scenarios and identify and apply solutions for mechanical, hydraulic, and pneumatic systems,

4. demonstrate the accurate use of measurement devices for determining mechanical requirements and performance of mechanical systems such as micrometers, rulers, calipers, and pressure gauges,

5. calculate specifications, select, and justify the needed horsepower, RPM, and torque for mechanical drives, chain - gear, gear-gear, and belt-pulley systems, and pumps and motors, with emphasis on mechanical systems used for energy production, distribution, and processing,

64. identify and select appropriate bearings, bushings, seals, gaskets, diaphragms o-rings, pressure packing materials, and the appropriate lubrication type and application for each,

75. demonstrate the ability to perform preventative maintenance planning, repair, and re-installation tasks on regulators, pumping units, packing glands, chain drives, and motor valves,

86. identify and select the appropriate mechanical fasteners and welding, brazing, or soldering techniques for various mechanical joining applications,

97. demonstrate ability to read and interpret drawings of mechanical systems,

108. locate and research technical information,

119. locate and order spare or replacement parts, and

1210. maintain a preventative maintenance schedule including equipment history.

Course Student Learning Outcomes

1. K – Demonstrate an understand of how all of the parts in a mechanical system work together to for its intended use (K-Knowledge).
2. S – Skills are used to identify the proper tool or measuring device needed to service or repair a mechanical system (Skill- Psychomotor).
3. A – Demonstrate trouble shooting and problem-solving skills to understand how mechanical systems are connected using fasteners including welding, brazing, soldering, bolts, pins and clamps. (A- Affective)

Course Scope and Content (Lecture):

Unit I   Basic Principles of Mechanical Systems
    A. History of Mechanical Systems
    B. Getting Power: Water, Wind, Engines, and Motors
    C. Mechanical Systems Fundamentals
    D. Mechanical System Applications
    E. Mechanical Systems in Energy Production

Unit II   Hand Tools and Power Tools
    A. History of Hand Tools
    B. Common Hand Tools: Their Application and Safe Use
    C. Drilling Devices, Twist Drills, Punch Presses
    D. Hand Grinders and Bench Grinders
    E. Abrasives
    F. Saws and Shears
    G. Hydraulic Jacks and Presses
    H. Pneumatic Tools

Unit III   Measurement and Measuring Tools

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    A. History of Measurement
    B. Measurement Tools and Uses in Dimensional, Mechanical, Hydraulic, Pneumatic system measurement and performance
    C. Measurement Systems including fractions, decimals, metric and conversions between each
    D. Dimensional Measuring Tools: Rules, Calipers, Micrometers, Depth Gauge, etc.
    E. Measuring Mechanical Performance
    F. Measuring Pneumatic and Hydraulic System Performance

Unit IV   Mechanical Hardware and Joinery
    A. History of Joinery in Mechanical Devices
    B. Overview of Types of Mechanical Fasteners – Screws, Bolts/Nuts, Rivets, Set Screws, Keys and Keyways, Cam Lock, Latches, Detents, Hinges, etc.
    C. Screw and Bolt Thread Types and Applications
    D. Adhesive Applications in Mechanical Systems
    E. Overview of Welding, Brazing, Soldering Applications
    F. Inspection and Preventative Maintenance for Mechanical Fasteners
    G. Inspection and Preventative Maintenance of Welded Components

Unit V   Machining and Machine Tool Operations
    A. History of Machine Tools
    B. Types of Machine Tools Available
    C. Machining Processes and Applications
    D. Numerical Control of Machining
    E. Reading Mechanical Blueprints
    F. Operating Machine Tools Safely and Effectively
    G. Reading Mechanical Blueprints

Unit VI   Working on Machinery and Mechanical Systems
    A. Risk Reduction and Mitigation – Engineering Controls, Guards, and Interlock Devices
    B. Role of Preventative Maintenance Programs: Why, What, How, Who, When, Where
    C. Types of Mechanical Failures and Operating Anomalies
    D. Mechanical Troubleshooting Processes
    E. Preventative Maintenance Tasks including Lockout/Tag out
    F. Repair and/or Replacement Tasks including Lockout/Tag out

Unit VII   Bushing and Bearings: Handling a Load Reliably
    A. History of Bearing and Bushing Applications
    B. Sleeve Bearings – Metallurgy, Application, Lubrication, and Maintenance
    C. Sleeve Bushing – Metallurgy, Application, Lubrication, and Maintenance
    D. Ball Bearings – Metallurgy, Application, Lubrication, and Maintenance
    E. Roller Bearings – Metallurgy, Application, Lubrication, and Maintenance
    F. Shaft Couplings – Types, Application, Selection

Unit VIII   Pipe, Tubing, Hose
    A. Historical Applications of Piping, Tubing and Hose
    B. Safely Moving Air, Water, Chemicals, Steam, Gas, and Petroleum
    C. Bernoulli's Equation
    D. Principles of Pressure, Temperature, Hydrostatics, Corrosion, Hydraulics, and Steam Dynamics

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  E. Pipe Sizing and Selection Resources, including well and drilling tubulars
  F. Calculating Specifications and Sizing Air Piping, Tubing, and Hose
  G. Calculating Specifications and Sizing Water Piping, Tubing, and Hose
  H. Calculating Specifications and Sizing Chemical Piping Tubing and Hose
  I. Calculating Specifications and Sizing Steam Pipe and Tubing
  J. Calculating Specifications and Sizing Gas Pipe and Tubing
  K. Calculating Specifications and Sizing Petroleum Pipe and Tubing
  L. Calculating Specifications and Sizing Drill Pipe and Tubing
  M. Corrosion Prevention and Control in Piping, Tubing, and Hoses

Unit IX Valves, Regulators, Measurement, End Devices and Controls
  A. History of Valves and Controls
  B. Valves: Types and Applications
  C. Pressure Regulators: Types and Applications
  D. Measurement Devices used in energy production and processing
  E. End Devices: Types and Application
  F. Process Logic Control basics

Unit X Tanks, Pressure Vessels and Water Treatment
  A. History of vessels and tanks
  B. Hydraulic head calculations- tank level, pressure, specific gravity relationship
  C. Types of Tanks and Applications
  D. Tank Selection Resources
  E. Tank Regulatory Requirements and Compliance
  F. Tank Design, Construction, and Operations
  G. Types of Pressure Vessels and Applications
  H. Pressure Vessel Coding, Certification, and Construction
  I. Pressure Vessel Operations and Regulatory Compliance
  J. Pressure Vessel Inspections and Testing – Hydrostatic Testing
  K. Pressure Vessel Selection Resources
  L. Water Treatment – Vessels, Tanks, and Treatment Processes

Unit XI Hydraulics and Fluid Power
  A. History of Hydraulic Systems
  B. Bernoulli's Equation in Hydraulic Systems
  C. Hydraulic System Components – pumps, accumulators, filters, cylinders, pistons, etc.
  D. Hydraulic Power System Operations
  E. Hydraulic Power System Preventative Maintenance
  F. Hydraulic Power System Anomalies and Failures
  G. Hydraulic Power System Troubleshooting
  H. Hydraulic Power System Repair and Replacement

Unit XII Pneumatic Systems
  A. History of Pneumatics
  B. Bernoulli's Equation in Pneumatic Systems
  C. Pneumatic system components – pumps, accumulators, filters, cylinders, pistons, etc.
  D. Pneumatic Power System Operations
  E. Pneumatic Power System Preventative Maintenance

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    F.   Pneumatic Power System Anomalies and Failures
    G.   Pneumatic Power System Troubleshooting
    H.   Pneumatic Power System Repair and Replacement
    I.   Advanced Pneumatic Components and Circuits

Unit XIII   Lubricants and Lubrication Systems
    A.   Functions and History of Lubricants
    B.   Types of Lubricants used in mechanical systems
    C.   Lubricant Weights and Ratings
    D.   Specific Gravity and API Gravity Calculations and Measurement
    E.   Lubricant Testing and Analysis
    F.   Selecting Lubricants – Mineral vs. Synthetics
    G.   Lubricant Application in Mechanical Systems
    H.   Lubricant and Engine Oil Filtering Applications
    I.   Pumped Distribution Lubricant Systems – Maintenance, Troubleshooting, Repair
    J.   Lubrication and Drilling Fluids

Unit XIV   Properties and Strength of Materials
    A.   History of Materials and their Properties
    B.   Atomic Structure and the Periodic Chart overview
    C.   Basic Engineering: Vectoring, Shear, Section Modulus, Modulus of Elasticity, Moment Arm
    D.   Metals used in Mechanical System Construction and Operations, including well drilling
    E.   Specialty Metals- springs, valve plates, valve components, steam fittings, corrosive service
    F.   Polymers- power belts, seals, packings, gaskets, o-rings, and ropes
    G.   Ceramics- electrical insulation, heat control, instruments, and hi-tech fibers
    H.   Composite materials- housings, measurement, wind turbines, and solar panels
    I.   Concrete- applications, quality, slump testing, forming, pouring, troweling, and curing

Unit XV   Welding, Brazing, Soldering, and Cutting
    A.   History of Metalworking
    B.   Selecting the right metal joining technology
    C.   Soldering Applications- process, safety, and practice
    D.   Brazing and Hard Facing- applications, process, and safety
    E.   Stick Welding- applications, process, and safety
    F.   Wire Feed Welding- applications, process, and safety
    G.   Flame Cutting- applications, process, and safety
    H.   Carbon Arc- applications, process, and safety

Unit XVI   Related Skills for Operating and Maintenance Technicians
    A.   Operating and Maintenance Philosophies
    B.   Reading Engineering Drawings
    C.   Locating Technical Information
    D.   Identifying, finding, and ordering spare parts
    E.   Preventative Maintenance Programs
    F.   Maintaining equipment operating history
    G.   Regulatory Permit Compliance- IC engines, steam generators, tanks, and vessels
    H.   Minimizing the environmental footprint of machinery
    I.   Optimizing Machinery Performance

J.   Avoiding and Preventing Major Failures
K.   Clean-up Operations
L.   Incident Investigation and Follow-up
M. Root Cause Failure Analysis
N.   Continuous Improvement following an incident

Course Scope and Content (Laboratory):

Unit I   Basic Tools and Measurements
   A.   Introduction to Lab Safety
   B.   Demonstrate safe tool handling with various hand tools
   C.   Use various systems and tools for measuring
   D.   Reading blueprints and mechanical blueprints

Unit II   Basic Hydraulics
   A.   Examine typical components in hydraulic systems
   B.   Construct basic hydraulic systems
   C.   Explore basic circuits to control basic hydraulic systems
   D.   Troubleshoot typical problems occurring in hydraulic systems
Unit III   Basic Pneumatics
   A.   Examine pneumatic components
   B.   Construct pneumatic systems
   C.   Explore basic circuits to control basic pneumatic systems
   D. Troubleshoot typical problems occurring in basic systems

Unit IV   Advanced Pneumatics
   A. Design and create advanced pneumatic systems
   B. Design and create circuits to control advanced pneumatic systems
   C. Troubleshoot problems in advanced pneumatic systems

Unit V   Materials and Applications
   A. Examine specialty metals: springs, valves, steam fittings, corrosive service
   B. Examine polymers: power belts, seals, packings, gaskets, o-rings, ropes
   C. Examine ceramics: electrical insulation, heat control, instruments, hi-tech fibers
   D. Examine composite materials: housings, wind turbines, and solar panels
   E. Examine tanks and vessels
   F. Cutting, bending, and shaping materials for specific field applications

Unit VI   Specialty Systems
   A. Align motor and shaft assemblies
   B. Develop systems to reduce and control vibrations
   C. Perform hydrostatic tests on various systems

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 4 hours per week outside regular class time doing the
following:
   1. Studying class notes
   2. Answering questions
   3. Completing required reading

4. Performing problem solving activities or exercises
5. Doing written work
6. Visiting locations relevant to the course content

Methods of Instruction:

1. Case Studies and Scenarios
2. Demonstrations
3. Discussion
4. Laboratory
5. Lecture
6. Troubleshooting
7. Problem Solving
8. Research and Reporting
9. Multi-media Presentations
10. Field Trips

Methods of Evaluation:

1. Writing assignments, including
   a. reports
   b. topic paper written under American Psychological Association (APA) style guide
   c. chapter critical analysis reflections
   d. case studies
   e. scenarios
   f. simulations

2. Problem-solving demonstrations, including:
   a. exams
   b. homework problems
   c. troubleshooting
   d. scenarios
   e. case study recommendations and solutions

3. Other summative examinations using combinations of:
   a. multiple choice questions
   b. matching items
   c. true/false questions
   d. short answer questions
   e. fill in the blank responses

4. Participation including:
   a. group activities
   b. oral presentations and demonstrations
   c. discussion responses
   d. scenario reflections

5. Projects including:
   a. multimedia presentations
   b. scenario responses
   c. action plans
   d. formal written reports

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  e. building new case studies

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:

T.O.P. Code:	0935.00 Electro-Mechanical Tech
Sam Priority Code:	C: Clearly Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable

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Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: is not part of a cooperative work experience education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	Yes
Discipline:	Mechanical Engineering or Electro-Mechanical Tech. or Mining and Metallurgy (Oil Field Operations)

To:	Greg Bormann, Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Kanoe Bandy
Division:	Applied Technologies
Date:	3/17/2025
Re:	Dental Hygiene COR updates

Type of Curriculum Change:

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

For Course Changes, why is this course being updated?

☐ For C-ID

☐ As part of the 5 year review cycle

☒ Other (please explain):___UDGE 3005 There are current updates to the COR and to the SLO's._____

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

Click here to enter text.

Programs Affected/Stand Alone:
Please list all degrees and certificates affected:

Dental Hygiene Bachelors Degree

SLOASC review date: _____4/21/2025_____

Distance Learning and Education Committee review date: __8/23/2024___ if requesting DLE.

*SLOs are required   Page | 1

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

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition

☐ Humanities ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

TAFTCOLLEGE

Upper Division General Education (UDGE) 3005 Research Methodology <mark>and Composition</mark> for Health Professionals (4 Units)

Prerequisites: Admission to the Dental Hygiene Completion Program and college level statistics course. STAT C1000 or PSYC 2200 or equivalent with a grade of "C" or better.

Hours and Unit Calculations:
64 hours lecture. 128 Outside of class hours. (192 Total Student Learning Hours) 4 Units

Catalog Description: This course is designed to introduce students to the research process and how it applies to evidence-based patient care and health education. The course will discuss qualitative and quantitative ~~Emphasis on~~ research designs as a way to support patient care or health education. A variety of ways to measure outcome variables and their operational definitions will be covered. Students will have experience finding and summarizing research articles from library ~~and methods, scientific~~ databases to demonstrate understanding of ~~, and evidence-based resources. Application of~~ research methods and statistical techniques to the critical evaluation of current scientific literature through technical writing.

Type of Class/Course: Degree Credit

Example Textbooks:

Eyler, A. A. (2021). *Research methods for public health*. New York, NY: Springer Publishing Company.

~~Eyler, Amy. *Research Methods for Public Health.* Springer Publishing, 2020.~~

~~Forrest, Jane L., et al. *Evidence-Based Decision Making: A Translational Guide for Dental Professionals,* 9th ed. Lippincott, Williams & Wilkins, 2012.~~

~~Patten, Mildred L., and Michelle Newhart. *Understanding Research Methods: An Overview of the Essentials,* 10th ed., Routledge, 2017.~~

~~Chiappelli, Francesco & Brant, Xenia & Oluwadara, Oluwadayo & Neagos, Negoita & Ramchandani, Manisha. 2005.~~

~~Introduction: Research Synthesis in Evidence-Based Clinical Decision-Making. Evidence-Based Practice: Toward Optimizing Clinical Outcomes. 3-16. 10.1007/978-3-642-05025-1_1.~~

Additional Required Materials: ~~Dental Hygiene Journal~~ None

Course Objectives:

By the end of the course, a successful student will be able to:
  1. ~~Compile a list of scientific articles for a literature review/research paper.~~

2. Critically analyze scientific journal articles.
3. Differentiate between components of research design.
4. Apply the principles of scientific writing.
1. Find empirical research articles in a literature review/research paper.
2. Critically analyze empirical research articles.
3. Differentiate between qualitative and quantitative of design.
4. Apply operational definitions of variables in proposed research topics.
5. Demonstration knowledge through technical (scientific) writing.

Course Student Learning Outcomes:

#1 - Develop a well-defined research question and methodology using scientific databases.
#2 - Evaluate local public oral health needs and design services to address identified needs.

1. Create a research proposal with operational definitions of variables based on empirical research articles on topic.
2. Create proposals for services to address community oral health needs.

Course Scope and Content:

Unit I   Literature Review
            A. Purpose of the literature review
            B. Development of Conducting a literature review
                    a. identifying the problem
                    b. searching databases
                            i. sources for literature review
                                    1. scientific empirical peer-reviewed journals
                                    2. conference proceedings
                                    3. government reports
                            ii. citing references
                            iii. evaluating sources
                                    1. scientific peer-reviewed journals
                                    2. conference proceedings
                                    3. government reports
            C. Evaluating data
                    a. summarizing information
                    b. determine importance of information to topic
            D. Analyzing and drawing conclusions
                    a. finding similarities and differences between articles
            C. Author's qualifications

Unit II   Critical aAnalysis
            A. Parts of a scientific journal article
                    a. abstract
                    b. introduction
                    c. methods and materials
                    d. results
                    e. discussion
                    f. conclusion
                    g. references
            B. Purpose of critical Critically analysisze
                    a. evaluate strengths and weaknesses
                    b. determine if research is valid

a. methods and materials
   i. validity and reliability
   ii. sampling methods
   iii. statistical analysis
   iv. research design
b. results
c. discussion
   v. conclusions supported by findings
   vi. recommendations for future research
d. references
   vii. comprehensive list
   viii. combination of historical and current sources
~~C. Criteria~~
   ~~a. type of publications~~
      ~~i. textbooks~~
      ~~ii. peer-reviewed journals~~
      ~~iii. current vs historical resources~~
   ~~b. authors' qualifications~~
   ~~c. purpose of research~~
   ~~d. methods and materials~~
      ~~i. validity and reliability~~
      ~~ii. sampling methods~~
      ~~iii. statistical analysis~~
      ~~iv. research design~~
   ~~e. results~~
   ~~f. discussion~~
      ~~i. conclusions supported by findings~~
      ~~ii. recommendations for future research~~
   ~~g. references~~
      ~~i. comprehensive list~~
      ~~ii. combination of historical and current sources~~
C. Find similarities and differences between articles

Unit III Research Design
   A. Quantitative s~~Study~~ design~~s~~
      ~~a. prospective cohort~~
      ~~b. retrospective case control~~
      ~~c. cross-sectional~~
      ~~d. clinical trials~~
         ~~i. double blind and single blind studies~~
         ~~ii. parallel design~~
         ~~iii. crossover design~~
   B. ~~Sampling methods~~ Qualitative study designs
      ~~a. convenience~~
      ~~b. judgmental~~
      ~~c. stratified~~
      ~~d. randomized~~
      ~~e. systematic~~
   C. ~~Controlling~~ bias Hypothesis testing
      ~~a. sample size~~
      ~~b. examiner calibration~~
         ~~i. intrarater reliability~~
         ~~ii. interrater reliability~~
      ~~c. validity~~

          d. ~~sampling method~~

D. ~~Hypothesis~~ testing <u>Variables</u>
    a. ~~alternate hypothesis~~
    b. ~~null hypothesis~~
    c. ~~Type 1 error~~
    d. ~~Type 2 error~~
    e. ~~variables~~
        i. ~~independent~~
        ii. ~~dependent~~
        iii. ~~confounding~~
        i. operational definitions
        ii. independent
        iii. dependent
        iv. confounding

E. Research ethics
    a. informed consent
    b. Institutional Review Board

Unit IV   <u>Technical s</u>Scientific writing
A. Organization of information
    a. ~~Outlines~~
    b. ~~paragraph order~~
        i. ~~topic sentences~~
        ii. ~~supporting information~~

B. Style
    a. ~~Scientific terminology~~
    b. ~~use of abbreviations~~
    c. ~~sentence structure~~
        i. ~~past or present tense~~
        ii. ~~first or third person~~
        iii. ~~basic grammar guidelines~~
~~C. Bibliography~~
    a. ~~NLM format (National Library of Medicine)~~
    b. ~~how to cite references within paper~~
~~D. Reference sources~~
    a. ~~Library catalog~~
    b. ~~CREDO Reference~~
        i. ~~Books~~
    c. ~~Library catalog~~
    d. ~~eBook Academic Collection (EBSCOhost)~~
        i. ~~Periodicals (journals, magazines, and newspapers)~~
    e. ~~Electronic databases, including PubMed, MEDLINE, and Dentistry & Oral Sciences Source~~
    f. ~~Internet sources (.gov, .edu, .org, .com, etc)~~
        i. ~~Search engines~~

    a. <u>scientific terminology</u>
    b. <u>technical writing</u>
    c. <u>purpose of report</u>
    d. <u>how to cite within paper</u>
    e. <u>formatting references</u>

Learning Activities Required Outside of Class
The students in the class will spend a minimum of 8 hours per week outside of the regular class time doing the following:

1. ~~Read a 10-page scientific journal article on a contemporary topic in health care and identify the purpose of the study, hypothesis and independent and dependent variables.~~
2. ~~Conduct a literature search on a health related topic and compile a list of 10-15 articles from current, peer-reviewed journals.~~
3. ~~Write a review of the literature using 10-15 articles from current, peer-reviewed journals.~~
1. Completing required reading of the textbook and other resources
2. Review videos and other provided resources
3. Finding, reading, and summarizing empirical research articles
4. Writing assignments to analyze readings
5. Writing research reports based on empirical research articles identified during a literature review
6. Project to apply research findings to a community oral health need

Methods of Instruction

1. Lecture presentation, online discussions and ~~case study analysis~~ substantial instructor-student interaction.
2. Presentations of major projects followed by discussion and evaluation.

Methods of Evaluation

1. Written Critical Evaluation of a current scientific research.
2. Literature Search based on research problem.
3. Exams (multiple choice, short answer, essay questions).
4. Problem solving exercises.
5. Oral presentation on research.
6. ~~Small group work~~

Supplemental Data:

TOP Code:	499900: Other Interdisciplinary Studies
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course

Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	Meets General Education requirement for Bachelors Degree
Discipline:	~~Dental Technology~~ or Interdisciplinary Studies or Psychology or Sociology or Health

To:	Greg Bormann, Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Tabitha L. Raber
Division:	Social Science
Date:	3/24/2025
	ADMJ 2134 Correctional Interviewing &
Re:	Counseling

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): Review of Course in connection to Modern Policing/Criminal Justice
Program

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

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

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

This revision will only impact the Local Degree. It will not affect the program in any significant manner.

SLOASC review date: _____

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

*SLOs are required

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

      ☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

           ☐ Humanities   ☐ Communication & Critical Thinking

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

Click here to enter text.

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Administration of Justice (ADMJ) 2134 Correctional Interviewing and Counseling (3 Units) CSU
[formerly Criminal Justice Administration 34, CJA 2134]

Advisory: Successful completion of English 1500 or 1501 and ADMJ 1508 Introduction to Corrections with a grade of 'C' or better is strongly recommended.

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

Catalog Description: ~~This course is an overview of the techniques in counseling available to practitioners in corrections. Appropriate techniques and theories in confidence building which may be used by the correctional employee in client interviews and counseling will be covered. This is a basic course for students planning to enter, or already employed within, the correctional science field.~~

This course explores contemporary approaches to correctional interviewing and counseling, emphasizing evidence-based rehabilitation strategies. Students will learn motivational interviewing techniques, assessment of criminogenic needs, and effective case management practices for justice-involved individuals. The course also examines the role of culture and the importance of cultural competence in the treatment and rehabilitation of offenders. With a focus on both institutional settings and community corrections, students will develop essential skills to support behavioral change, promote reintegration, and reduce recidivism in diverse populations. Designed for those entering or advancing in the field of correctional sciences, this course prepares students to work effectively with individuals from various backgrounds.

Type of Class/Course: Degree Credit

Textbook: ~~Van Voorhis, Patricia, and Emily Salisbury. *Correctional Counseling and Rehabilitation,* 9th ed., Routledge, 2016.~~
Hanser, Robert. (2025). Correctional Counseling, Treatment and Rehabilitation. SAGE Publishing, 1st Edition.

Course Objectives:

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

1. ~~Demonstrate skills in individual and group communication dynamics *(KSA 29,44,48,58,61,68),~~
2. ~~Demonstrate the ability to conduct an interview *(KSA 29,58,68),~~
3. ~~Demonstrate various kinds of intervention/counseling techniques *(KSA 29,48,53,54,61,100),~~
4. ~~Demonstrate and explain the development of roles and responsibilities of clients and staff *(KSA 53,54,60,65), and~~

5. ~~Identify obstacles that complicate the task of conducting objective interviews and counseling *(KSA 29,58,59,65).~~

~~*KSA refers to the "Knowledge, Skills & Abilities" identified as being a part of the entry level skills within the California Department of Corrections and Rehabilitation, (CDCR), and the California Youth Authority (CYA).~~

1. Explain the role of correctional counseling and treatment in both institutional and community-based settings.
2. Demonstrate an understanding of motivational interviewing techniques and their application in offender rehabilitation.
3. Assess criminogenic needs and risk factors to inform appropriate intervention and treatment strategies.
4. Apply principles of case management to develop effective rehabilitation and reintegration plans for justice-involved individuals.
5. Analyze evidence-based correctional treatment approaches and their effectiveness in reducing recidivism.
6. Examine the role of culture and cultural competence in the treatment and rehabilitation of diverse offender populations.
7. Identify ethical and legal considerations in correctional counseling and offender treatment.
8. Evaluate contemporary correctional rehabilitation models and their impact on offender behavioral change.
9. Develop professional communication and interviewing skills necessary for working with justice-involved individuals.
10. Apply correctional counseling techniques through practical, real-world scenarios that reflect modern rehabilitation practices.

Student Learning Outcomes:

~~Demonstrate and apply understanding of the concept and process of correctional interviewing, recording, counseling theories/modalities, and inmate special needs, gender, culture, adults, juveniles, and other protected/special classes.~~

~~Distinguish and evaluate applicable course knowledge to compare strategies for developing rapport, providing mental health support, coping with stress, and violence, and maintaining legal and proper employee/inmate relationships.~~

Apply quantitative reasoning and critical thinking skills to assess criminogenic needs, evaluate risk assessment tools, and develop evidence-based case management plans for justice-involved individuals in both institutional and community settings.

Demonstrate effective communication, cultural awareness, and ethical responsibility by utilizing motivational interviewing techniques, active listening, and professional writing to engage with diverse offender populations, promote rehabilitation and contribute to social justice in the correctional system.

Course Scope and Content:

~~Unit I   A professional framework for correctional counseling~~

A. ~~The process of correctional counseling and treatment~~
B. ~~Understanding the special challenges faced by the correctional counselor in the prison setting~~

~~Unit II~~ ~~Historical foundations of correctional counseling and treatment~~
A. ~~Psychoanalytic therapy~~
B. ~~Radical behavioral interventions~~
C. ~~Early approaches to group and milieu therapy~~

~~Unit III~~ ~~Offender assessment, diagnosis, and classification~~
A. ~~Diagnosis and assessment of criminal offenders~~
B. ~~An overview of offender classification systems~~

~~Unit IV~~ ~~Contemporary approaches to correctional counseling and treatment~~
A. ~~Social learning models~~
B. ~~Cognitive therapies~~
C. ~~Family therapy~~

~~Unit V~~ ~~Effective correctional intervention: What works?~~
A. ~~Treating sexual offenders~~
B. ~~Treating substance abuse in offender populations~~
C. ~~Treating antisocial offenders~~
D. ~~Correctional treatment: Accomplishments and realities~~

Unit 1: Foundations of Correctional Counseling and Ethical Considerations
A. Introduction to correctional counseling and the role of the correctional counselor
B. Differences between custodial staff and treatment staff
C. Facility-based vs. community-based correctional counseling
D. Counselor skills, credentialing, and professional collaboration
E. Burnout prevention and counselor supervision
F. Social justice issues in corrections and disparities in incarceration
G. Ethical and legal considerations in correctional counseling
H. Confidentiality, HIPAA, and duty to warn
I. Informed consent, case notes, and professional boundaries
J. Cultural competence in correctional counseling

Unit 2: Assessment, Case Management, and Therapeutic Techniques
A. Methods of data gathering for assessment and case management
B. Psychological evaluation and DSM-5 diagnoses relevant to corrections
C. Risk-Needs-Responsivity (RNR) model and classification processes
D. Effective case management in institutional and community settings
E. Basic rapport-building and effective communication strategies
F. Motivational interviewing techniques and therapeutic alliance
G. Goal-setting strategies, SMART goals, and treatment planning
H. Overview of major counseling theories (behavioral, cognitive, CBT, reality therapy, Gestalt therapy)

Unit 3: Specialized Approaches in Correctional Counseling

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> **Formatted:** Line spacing: Multiple 1.15 li, Outline numbered + Level: 1 + Numbering Style: A, B, C, … + Start at: 1 + Alignment: Left + Aligned at: 1" + Indent at: 1.25", Tab stops: Not at 0.5"

A. Family systems therapy and its role in correctional treatment
B. Group therapy techniques, stages, and facilitator skills
C. Trauma-informed care and evidence-based trauma interventions
D. Substance use counseling and co-occurring disorders in corrections
E. Juvenile counseling approaches and risk factors for youth offenders
F. Anger management and domestic violence interventions
G. Counseling considerations for women and LGBTQ+ populations in correctional settings

Unit 4: Advanced Topics in Correctional Treatment and Program Evaluation

A. Treatment strategies for individuals convicted of sex offenses
B. Geriatric populations in corrections: grief, loss, and suicide prevention
C. Evaluating the effectiveness of correctional treatment programs
D. Evidence-based practices for reducing recidivism
E. Using assessment tools for continuous quality improvement in treatment
F. Teletherapy and the evolving role of technology in correctional counseling

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 including legal briefs, case law, administrative code, and regulations
3. Completing required written assignments
4. Individual projects

Methods of Instruction:

1. Lectures
2. Class discussions
3. Audio/Visual presentations
4. Scenarios
5. Discussion
6. Research and study of materials

Methods of Evaluation:

1. Substantial writing assignments including:
   a. essay exams
   b. research paper using APA format
2. Objective and subjective examinations/quizzes
3. Case analysis
4. Projects
5. Homework assignments
6. In In-class exercises/presentations

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7. Forum responses and interaction with other students based on assigned readings from criminal justice literature/or internet research

Supplemental Data:

TOP Code:	210510: Corrections
SAM Priority Code:	B: Advanced Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Administration Of Justice

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

From: Michelle A. Beasley

Division: Social Science

Date: 2/10/2025

Re: ECEF 1561 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):

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:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

ECEF

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

☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

☐ Humanities   ☐ Communication & Critical Thinking

*SLOs are required

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

N/A

Reviewed by: M. Beasley
Reviewed by: R. Roth
Reviewed by: ~~S. Eveland~~
Date Revised: ~~August 19, 2015~~ Spring 2025
Text Update: ~~April 5, 2013~~ Spring 2026
C&GE approved: ~~September 14, 2015~~
Board approved: ~~October 9, 2015~~
Semester effective: ~~Fall 2016~~

Early Care, Education, and Family Studies (ECEF) 1561 Literature and Storytelling in the Early Childhood Environment (3 Units) (DS 3) CSU
[formerly Early Childhood Education 1561; Early Childhood Education 10]

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

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

Catalog Description: This is an introduction to children's literature, storytelling and book selection for children from two to ten years. The major emphasis will center on the works of contemporary authors whose books are chosen for many collections. Techniques of storytelling and story reading will be presented along with various methods used to interest children in literature. Children's poetry will be introduced as well as dramatic readings.

Type of Class/Course: Degree Credit

Text~~: Giorgis, Cyndi and Joan I. Glazer. *Literature for the Young Children: Supporting Emergent Literacy; Ages 0-8.* 7th ed. Upper Saddle River: Pearson, 2013. Print.~~

Short, Kathy G., and Cueto, Desireé W. *Essentials of Children's Literature.* 10th ed., Pearson,

2023.

Schneider, Dr. Jenifer. *The Inside, Outside, and Upside Downs of Children's Literature: From

Poets and Pop-ups to Princesses and Porridge.* U of South Florida, 2016.

~~Short, Kathy G. and Cueto, Desireé W. *Essentials of Children's Literature.* 10th ed. Pearson, 2023. Print~~

~~Or~~

~~Schneider, Dr. Jenifer. *The Inside, Outside, and Upside Downs of Children's Literature: From Poets and Pop-ups to Princesses and Porridge.* DOI: http://dx.doi.org/10.5038/9780977674411~~

Additional Required Materials: Instructor related materials and puppetry

Course Objectives:

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

1

![Taft College logo - West Kern Community College District]

1. recognize and know some contemporary children's authors as presented by the instructor,
2. describe at least six different techniques used in presenting literature to children,
3. recall reference works available to assist in the selection of good books for children,
4. successfully demonstrate at least three of the techniques used in presenting stories to children,
5. plan and incorporate monthly curriculum in literature to coincide with the regular scheduled themes,
6. adapt a story to meet different age levels,
7. understand the importance of incorporating and presenting multicultural literature to children,
8. identify various literature and materials appropriate for children with special needs,
9. demonstrate competency in writing,
10. apply critical thinking skills, and
11. examine and give examples that support the idea that the knowledge of children's literature is an important vocational skill for early childhood educators.

Student Learning Outcomes:

1. Research, recognize, and compare and contrast classic and contemporary children's authors.
2. Assess and evaluate the role children's literature plays in the lives of young children.
3. Demonstrate reading and storytelling skills.

Course Scope and Content:

I.   Literacy Development
     A. Research and Brain Development
     B. Written and Spoken Language
     C. Stages of Reading and Writing
     D. Building passion for reading

II. Choosing Literature
     A. Infants and Toddlers
     B. Preschool Children
     C. School Age
     D. Elementary

III. Genres and Authors
     A. Fiction
     B. Non-Fiction
     C. Diversity and Culture
     D. Ability
     E. Age and Gender
     F. Developmentally Appropriate
     G. Life and Death, and Self Help

IV. Curriculum
     A. Including literature in specific areas of the classroom
     B. Enhancing curriculum topics
     C. Meeting the needs and interests of children
     D. Addressing issues that may arise

2

Learning Activities Required Outside of Class:

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

1. Studying
2. Answering questions
3. Skill practice
4. Completing required reading
5. Written work
6. Journal
7. Observation of or participation in an activity related to course content

Methods of instruction:

1. Lecture
2. American Library Association Films
3. Reading of standard references for books selection and biographical material.
4. Individual presentations of storytelling and story readings.
5. Written assignments involving storytelling techniques and book reviews.
6. Special guest speakers from the Kern County Library in Taft and Bakersfield.
7. Library time for book reviews of certain authors.

Methods of evaluation:

1. Substantial writing assignments, including:
   a. essay exams
   b. reading reports
   c. term or other papers
   d. demonstrations of books
2. Computational or non-computational problem-solving demonstrations, including:
   a. exams
   b. field work
   c. demonstrations of books
3. Skill demonstrations, including:
   a. class performance
   b. performance exams
   c. field work
4. Other examinations, including:
   a. multiple choice
   b. matching items
   c. true/false items
   d. completion

Supplemental Data:

TOP Code:	130500: Child Development/Early Care a

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SAM Priority Code:	C: Clearly Occupational
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline	Early Childcare Education and Family Studies / Child Development

4

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Michelle A. Beasley
Division:	Social Science
Date:	2/10/2025
Re:	ECEF 1581 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):

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:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

Early Care, Education, and Family Studies: Certificate of Achievement, Early Intervention Assistant I: Certificate of Achievement, Early Intervention Assistant II: Certificate of Achievement, and Master Teacher: Certificate of Achievement

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

☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

*SLOs are required

TAFTCOLLEGE

☐ Humanities   ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

N/A

TAFTCOLLEGE

Reviewed by: ~~B. Roth~~ M. Beasley
Reviewed by: ~~M. Beasley~~ T. Mendoza
~~Reviewed by: S. Eveland~~
Date Revised: ~~Spring 2018~~ Spring 2025
Textbook update: ~~Spring 2020~~ Spring 2026
C & GE Approved: ~~February 2, 2018~~
 Board approved: ~~March 14, 2018~~
Semester effective: ~~Spring 2019~~

Early Care, Education and Family Studies (ECEF) 1581 Introduction to Infant **and Toddler** Development ~~, Infant, Family, and Society~~ (3 Units) (DS 4) CSU
[formerly Early Childhood Education 1581; Early Childhood Education 11A; Early Childhood Education 11]

Advisory: Eligibility for English ~~1500~~ C1000 strongly recommended

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

Catalog Description: This is an introduction to the study of infant behavior and development from conception to 36 months. This course is designed to prepare students to work effectively with infants, toddlers, and their families. It addresses theories of infant development, primary care and continuity of care, social, emotional, cognitive, linguistic and physical development; how to create healthful physical and social environments, and how to work respectfully with children, staff, and families with various cultures, beliefs, backgrounds, and abilities. The role of family and relationships in development is emphasized.

Type of Class/Course: Degree Credit

Textbook:
~~Gonzalez-Mena, Janet, and Dianne Widmeyer Eyer. *Infants Toddlers & Caregivers: Curriculum Relationship. 11th Edition*. McGraw-Hill Education, 2017.~~

Swim, Terri. *Infants and Toddlers: Caregiving and Responsive Curriculum Development*. 10th Edition. Cengage Learning, Inc, 2023.   Or

Infant and Toddler Care and Development (Taintor and LaMarr).
https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Infant_and_Toddler_Care_and_Development_(Taintor_and_LaMarr)

~~Additional Required Instructional Materials:~~

~~Mooney, Carol Garhart. *Theories of Attachment: An Introduction to Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus*. Redleaf Press, 2010.~~

Course Objectives:

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

1.   ~~identify the periods of infant development,~~ Summarize developmental milestones,

1

characteristics, and growth patterns of children from conception through 36 months,

2. ~~recognize and demonstrate the need for primary care and continuity of care in infant/toddler programs.~~ Use current research to evaluate the impact of various birth practices on the newborn and family,

3. ~~explain the domains of development: cognitive, physical, linguistic, social, and emotional,~~ Describe the primary role of the family in the development of the child,

4. ~~assess each of the domains of development as it relates to individual infants,~~ Link neurobiological processes to infant and toddler development,

5. ~~describe the components of a quality physical and social environment,~~ Relate developmental theory to infant and toddler development, interactions, and relationships.

6. ~~identify and define curriculum as it relates to infants and toddlers,~~ Compare and contrast caregiving practices and environments that support optimal development.

7. ~~describe the effects of early intervention on children identified with special needs,~~

8. ~~demonstrate the ability to work with children, staff and families from diverse linguistic and cultural backgrounds,~~

~~9~~ 7. demonstrate competency in writing,

~~10~~ 8. apply critical thinking skills, and

~~11~~ 9. describe appropriate vocational skills needed in infant/toddler care and education.

Course Student Learning Outcomes
1. Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.
2. Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.
3. Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments.

Course Scope and Content:

Unit I   Overview of Developmental Theory and Processes
        A.   Cognitive Development Theory – Jean Piaget
        B.   Cognitive Development Theory – Lev Vygotsky
        C.   Attachment – Mary Ainsworth
        D.   Emotional Development – Erik Erikson
        E.   Infant Care Theorists – Emmi Pikler, Madga Gerber and T. Berry Brazelton
        F.   Additional Theories as Presented

Unit II   ~~Principles and Practices in Infant/Toddler Care~~
        ~~A.   Primary Caregiving and Attachment~~
        ~~B.   Continuity of Care~~
        B.   Current Research
            1. Brain development
            2. Social development
            3. Influences on growth patterns
            4. Early intervention

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Unit III   ~~Developmental Periods~~
            ~~A.   Young Infants~~
            ~~B.   Mobile Infants~~
            ~~C.   Older Infants~~
            C. Developmental Domains and Processes
                    1.Prenatal development and birth
                            a. Preconception influences
                            b. Conception
                            c. Prenatal development
                    d. Birth
            2. Physical development
                    a. Brain development
                    b. Health and nutrition
                    c. Growth patterns
            3. Cognitive development
                    a. Sensorimotor stages
                    b. Information processing
                    c. Language development
                    d. Theories of language development
                    e. Multi-language learning
                    f. Critical periods
            4. Social and emotional development
                    a. Attachment
                    b. Reciprocal relationships
                    c. Psychosocial theory
                    d. Temperament
            5. Variations in Development
            6. Influences on Development
                    a. Family
                    b. Cultural perspectives
                    c. Care settings
                    d. Routines and schedules

~~Unit IV   Developmental Domains~~
            ~~A.   Physical~~
            ~~B.   Cognitive~~
            ~~C.   Linguistic~~
            ~~D.   Social~~
            ~~E.   Emotional~~

~~Unit V   Curriculum~~
            ~~A.   Caregiving~~
            ~~B.   Play~~
            ~~C.   Adaptations for children with special needs~~

~~Unit VI   Creating Environments~~
            ~~A.   Physical Environment~~
            ~~B.   Social and Cultural Environment~~

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~~C.   Accessibility and Planning for Children with Special Needs~~
~~D.   Creating environments that are culturally respectful and inclusive~~

~~Unit VII   Health and Safety~~
~~A.   Establishing a Healthy Environment~~
~~B.   Teaching and Modeling Healthy Behaviors~~
~~C.   Assessing and Establishing a Safe Indoor/Outdoor Environment~~

~~Unit VIII   Relationships with Staff and Families~~
~~A.   Building Relationships with Staff and Families~~
~~B.   Supporting Culture and Home Language~~
~~C.   Resolving Conflict~~
~~D.   Staff Development and Parent Education~~

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Learning Activities Required Outside of Class:

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

1.   Studying
2.   Answering questions
3.   Skill practice
4.   Completing required reading
5.   Problem solving activity or exercise
6.   Written work
7.   Journal
8.   Observation of or participation in an activity related to course content

Methods of Instruction:

1.   Lecture
2.   Observations
3.   Special guest speakers
4.   Written assignments involving practicum reports
5.   Films

Methods of Evaluation:

1.   Writing assignments, including:
    a.   essay exams
    b.   laboratory reports
    c.   term or other papers
    d.   written homework
    e.   observations
2.   Computational or non-computational problem-solving demonstrations, including:
    a.   exams
    b.   homework problems
    c.   laboratory reports
    d.   observations

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3.   Skill demonstrations, including:
    a.   class performance
    b.   performance exams
    c.   field work
4.   Other examinations, including:
    a.   multiple choice
    b.   matching items
    c.   true/false items
    d.   completion

Supplemental Data:

TOP Code:	130590: Infants & Toddlers
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass

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Taft College General Education:	NONE
Discipline	Early Childcare Education and Family Studies / Child Development

6

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Dr. Becky Roth
Division:	Social Science
Date:	3/17/2025
Re:	ECEFS 1582

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):_____

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:

ECEFS Program Early Interventionist II Certificate – Required Specialization Course

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

☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

☐ Humanities   ☐ Communication & Critical Thinking

*SLOs are required

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

TAFTCOLLEGE

Early Care, Education and Family Studies (ECEF) 1582 Infant Massage (1 Unit) (DS4) CSU
[formerly Early Childhood Education 1582; Early Childhood Education11C]

Advisory: Eligibility for English C1000 strongly recommended. Completion of or concurrent enrollment in Early Care, Education and Family Studies 1581 and 1583 recommended.

Hours and Unit Calculations: 16 hours lecture + 32 outside of class hours (48 total student learning hours)

Catalog Description: This course provides instruction on positive touch, infant massage, and relaxation techniques to support the development of the infant, **with special attention to meeting their unique cultural and developmental needs**. The impact of positive touch is discussed in terms of child growth and development, bonding and attachment, human anatomy and physiology, stress management, self-esteem, and overall health and well-being. The course also covers **the** facilitation of positive interactions between infant and caregiver through instruction on the recognition of infant cues, sensitivity to cultural issues and special needs infants, and **the** development and maintenance of safe and appropriate environments during **the** use of these techniques. Emphasis is on the interaction between the caregiver and the infant in reading and understanding cues, relaxation techniques**,** and the importance of preparing for massage and massage techniques. Additionally, the benefit of positive touch, massage, communication**,** and mindfulness for all ages is explored.

Type of Class/Course: Degree Credit

Discipline Specific Texts Such as:
McClure, Vimala. *Infant Massage - A Handbook for Loving Parents.* 4th ed., Bantam, 2017.

Additional Instructional Materials: None

Course Objectives:

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

1. Explain the impact of positive touch with infants on growth and development, bonding and attachment, human anatomy and physiology, stress management, self-esteem, and overall health and well-being,
2. examine and recognize that external pressures create challenges and stress on infants and caregivers,
3. demonstrate appropriate infant massage techniques,
4. facilitate positive interactions between caregivers and infants,
5. demonstrate sensitivity to diversity in caregivers and infants, maintain a safe, developmentally appropriate environment for infants conducive to positive touch and massage, deep relaxation, and supportive of the clear beliefs and values of families,
6. demonstrate a sensitivity to the **cultural needs and** special needs of infants and their families in a childcare setting,

7.   demonstrate critical thinking and college-level writing skills, and
8.   cite vocational opportunities in early care and education.

Student Course Learning Outcomes:

1. **Analyze and identify the benefits of positive touch/massage on the infant, child, and adolescents.**
2. **Explain the necessary steps in preparing for massage and demonstrate the massage cycle.**
3. **Identify massage as a form of communication and examine the role of positive touch in building relationships between child and caregiver.**

Course Scope and Content:

Unit I   The Benefits of Infant Massage and Positive Touch
                   A. A vehicle **for** building relationships
                   B. Positive impact on health, growth**,** and development
                   C. Reduces **st**ress
                   D. Builds positive self-esteem
                   E. Improves **g**eneral **h**ealth and well**-**being
                   F. Supports **b**onding and **at**tachment
                   G. Positive impact on anatomy and physiology
                   H. Introduces mindfulness and mind/body awareness

Unit II   Preparing for Massage
                   A.   Relaxing environment
                   B.   Lighting and music
                   C.   Caregiver relaxation techniques
                   D.   Cues from the infants: engagement and disengagement
                   E.   Timing and infant states of arousal
                   F.   Oil and lotion

Unit III   Bonding and Infant Massage
                   A.   Reading infant cues
                   B.   Establishing trust
                   C.   Communication through skin-to-skin contact
                   D.   Learning about your infant and child

Unit IV   Who benefits from using infant massage and positive touch?
                   A.   Parents
                   B.   Caregivers
                   C.   Foster parents and kinship caregivers
                   D.   Siblings
                   E.   Teachers
                   F.   Infants, children, and adolescents
                   G.   Foster children
                   H.   Children with special needs
                   I.   Communities

Unit V   Using Massage in Special Circumstances
                A.   Gas and colic
                B.   Medically fragile and premature infants
                C.   Special Needs children
                D.   Children and adolescents
                E.   Foster children
                F.   Abused children

Unit VI   Massage Techniques and Approaches
                A.   Swedish and Indian massage techniques
                B.   Gas and colic massage
                C.   Massage for children and adolescents
                D.   Gentle movements and exercises
                E.   Relaxation techniques

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 3 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.   Skills practice

Methods of Instruction:

1.   Films when available
2.   Workshops
3.   Visiting specialists
4.   Class presentations
5.   Reading and evaluations
6.   Peer interactions

Methods of Evaluation:

1.   Written assignments, including:
     a.   journal entries
     b.   self-assessment inventory
     c.   reading reflections and book reviews
2.   Skill demonstrations, including:
     a.   presentations
     b.   demonstrations
     c.   observations
     d.   fieldwork

Examples of Assignments:
    1. **Massage demonstration**
    2. **Weekly reading reflections and assignments**
    3. **Communication Analysis**

Supplemental Data:

TOP Code:	130590: Infants & Toddlers
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline	Early Childcare Education and Family Studies/ Child Development

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Dr. Becky Roth
Division:	Social Science
Date:	3/17/2025
Re:	ECEFS 1583 Course Revision

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):_____

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:

ECEFS Program Early Interventionist II Certificate – Required Specialization Course

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

☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

☐ Humanities   ☐ Communication & Critical Thinking

*SLOs are required

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Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

TAFTCOLLEGE

Early Care, Education and Family Studies (ECEF) 1583 ~~Using~~ **Reading** Infant/**Toddler** Cues (1Unit) (DS4) CSU
[formerly Early Childhood Education 1583; Early Childhood Education 11D]

Advisory: Eligibility for English C1000 is strongly recommended. Completion of or concurrent enrollment in Early Care, Education, and Family Studies 1581 is recommended.

Hours and Unit Calculations: 16 hours of lecture + 32 outside-of-class hours (48 total student learning hours)

Catalog Description: This course is a study of the **unique** verbal and non-verbal forms of communication in infants and toddlers that ~~enhance~~ the relationships between primary caregivers and the children in their care. Emphasis is on the role of the caregiver in reading the **diverse** infant/toddler's gestures, body language, facial expressions, and verbal cues to establish a nurturing relationship. Strategies for working with children with special needs, **dual language learners, and those experiencing trauma** ~~and~~ ~~ESL learners~~ will be explored. **The importance of supporting and engaging diverse families will also be addressed.**

Type of Class/Course: Degree Credit

Discipline Specific Texts Such as:

Mangione, Peter L., and Deborah Greenwald, editors. *Infant/Toddler Care Giving: A Guide to Language Development and Communication*. 2nd ed., California Department of Education, 2011. https://www.pitc.org/resources/infanttoddler-caregiving-guide-language-development-and-communication-second-edition

Mangione, Peter L., and Jennifer Marcella-Burdett, editors. *Infant/Toddler Caregiving: A Guide to Social-Emotional Growth and Development,* 3rd ed., WestEd for the California Department of Social Services, 2023. https://wested.ent.box.com/s/yiw2o6kpc7n3aiggj3ji2ivj1gurggjy

*This is the most recent version and comes from the State Department of Education as a training resource for the Program for Infant/Toddler Caregivers.

Additional Resources:

https://www.pitc.org/featured-resources

https://www.naeyc.org/

Course Objectives:

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

1. ~~identify and use appropriate models of temperament assessments,~~
   identify the stages of language development of infants/toddlers
2. ~~recognize~~ identify the ~~developmental~~ stages of social-emotional development and differing abilities of infants,
3. ~~recognize~~ **analyze and describe the** ~~communicative messages~~ **verbal and nonverbal cues** and needs ~~in~~ **of** infants**/toddlers,**
4. facilitate positive interactions between primary caregivers and infants/toddlers,
5. demonstrate **a** sensitivity to the responsive process with **an** awareness of diversity **and the cultural needs** ~~in~~ **of** both children, families, and caregivers,
6. explain the effects of temperament, parental stress, depression, and violence on **communication and the** relationships between the caregiver and the child, **and**
7. **Explain the relationship between reading and responding to infant cues and the development of healthy attachment relationships.**
8. ~~maintain a safe, developmentally appropriate environment for children and families while fostering the growth of caregivers,~~
9. ~~demonstrate critical thinking and college-level writing skills, and~~
10. ~~cite vocational opportunities in early care and education.~~

Student Course Learning Outcomes:
   1. **Describe the stages of social-emotional and language development in infants and toddlers.**
   2. **Examine and identify the effect temperament, ability, and culture can have on early communication.**
   3. **Examine and identify the various verbal and non-verbal cues presented by infants and toddlers and strategies for building respectful relationships.**

Course Scope and Content:

Unit I   The Young Infant
        A.   Emergence of communication: earliest signs
        B.   Perceptual abilities and communicative messages
        C.   Developmental milestones
        D.   Warning signs
        E.   Caregiver's practices

Unit II   The Mobile Infant
        A.   Emergence of communication: give and take between adult and child
        B.   Suggestions to support language development at various developmental levels
        C.   Developmental milestones
        D.   Warning signs
        E.   Caregiver's practices

Unit III   The Older Infant
        A.   Emergence of communication: words, grammar, and first conversations
        B.   Stages of language communication
        C.   Encouraging language and communication
        D.   Warning signs
        E.   Caregiver's talk and practices

Unit IV   The ~~Bilingual~~ Multilingual Child Care Setting
        A.   Caring for infants/toddlers ~~in a bilingual childcare setting~~ **that are dual language learners**
        B.   Supporting the dual language learner
        C.   The importance of the child's home language
        D.   ~~Challenge of diversity~~ **The benefit of diverse cultures, languages, and experiences**
        E.   ~~Caregiver's practices~~

Unit V   Communication in a Culturally Diverse Setting
        A.   Culture, communication, and the care of infants/toddlers
        B.   Cultural differences in adult-infant communication
        C.   Care and communication outside the home culture
        D.   **Warning signs**
        E.   ~~Caregiver's practices~~

Unit VI   The Developing Self
        A.   Temperaments of infants and toddlers
        B.   Emotional development in infants and toddlers
        C.   Caregiver's role in the child's development of self
        D.   Parental stress and depression
        E.   Inconsolable child
        F.   Self-esteem do's and don'ts

Unit VII   The Development of Social Skills
        A.   Creating nurturing relationships with infants and toddlers
        B.   Responsive process
        C.   Adaptation and age
        D.   Getting in tune
        E.   Self-esteem, security, and social competence
        F.   Over stimulating babies, focus on special needs
        G.   Fostering toddler relationships
        H.   Understanding gestures and fears

Unit VIII   Guidance
        A.   Socialization, guidance and discipline with infants and toddlers
        B.   Roots of socialization and techniques
        C.   Physical punishment and violence
        D.   Dealing with aggressive behavior
        E.   Considering the quality of care
        F.   Caregiver's practices - guiding acceptable behavior

Unit IX   Appropriate and Inappropriate Practices
        A.   Using appropriate practices when working with infants and toddlers
        B.   Identifying inappropriate practices when working with infants and toddlers
        C.   Using the Developmentally Appropriate Practice handbook as a guide to providing quality care

Learning Activities Required Outside of Class:

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

2. Answering questions
3. Completing required reading
4. Completing written work

Methods of Instruction:
1. Films
2. Workshops
3. Visiting specialists
4. Class presentations
5. Reading and evaluations

Methods of Evaluation:
1. Written assignments, including:
    a. journal entries
    b. self-assessment inventory
    c. essay or other substantial paper

2. Skill demonstrations, including:
    a. presentations
    b. observations
    c. field work
    d. quizzes

Examples of Assignments:
1. **Writing assignments that require students to explain the stages of emotional and social development, and language development.**
2. **Writing assignments or presentations that require students to describe the importance of reading infant cues and communication strategies that support the development of healthy relationships.**
3. **Reading assigned materials and completing written assignments**

Supplemental Data:

TOP Code:	130590: Infants & Toddlers
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course

Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Early Childcare Education and Family Studies / Child Development

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Course Development Memo

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

From: Dr. Becky Roth

Division: Social Science

Date: 3/17/2025

Re: ECEFS 1584 Revision

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):_____

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:

ECEFS Program – Master Teacher Specialization Option 1: Infant Development

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

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition

☐ Humanities ☐ Communication & Critical Thinking

*SLOs are required

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Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

Reviewed by: R. Roth
Reviewed by: M. Beasley
Reviewed by: ~~S. Eveland~~ **T. Mendoza**
Date revised: ~~Spring 2018~~**August 2024**
Text update: ~~Fall 2018~~
C & GE approval: ~~February 2, 2018~~
Board approval: ~~March 14, 2018~~

Early Care, Education and Family Studies (ECEF) 1584 Field Experience: Infant and Toddler Care and ~~Education~~ **Curriculum** (2 Units) CSU
[Formerly Early Childhood Education 11E]

Corequisite /Prerequisite: Successful completion of ECEFS 1581 with a grade of 'C' or higher, or~~,~~ concurrent enrollment.

Advisory: Eligibility for English ~~1500~~ C1000 strongly recommended

Prerequisite knowledge and skills: Before entering the course, the student should be able to:
1.   identify the periods of infant development,
2.   recognize and demonstrate the need for primary care and continuity of care in infant/toddler programs,
3.   explain the domains of development: cognitive, physical, linguistic, social, and emotional,
4.   assess each of the domains of development as it relates to individual infants,
5.   describe the components of a quality physical and social environment,
6.   identify and define curriculum as it relates to infants and toddlers,
7.   describe the effects of early intervention on children identified with special needs, and
8.   demonstrate the ability to work with children, staff, and families from diverse linguistic and cultural backgrounds.

Hours and Units Calculations: 16 hours lecture. 32 Outside-of-class-hours; ~~48~~ **50**~~48~~ hours lab (9~~8~~**6** Total Student Learning Hours) 2 Units

Catalog Description: ~~This course is designed to support and guide the student in working directly with infants and toddlers in a group setting, while under the supervision of a qualified infant/toddler teacher. Information learned in ECEFS 1581 will be analyzed and applied: Students will examine essential policies, principles, and practices that lead to quality care and a~~ **a** ~~developmentally appropriate curriculum for children birth to 36 months. A TB clearance and proof of the MMR and Tdap immunizations are required.~~
A study of research-based approaches related to the care and education of infants and toddlers in group settings. Examines theories of learning and development, regulations, and essential practices that lead to quality care and developmentally appropriate curriculum and environments for children birth to 36 months. Emphasizes strategies to promote healthy relationships in the care and education of infants and toddlers.

Type of Class/Course: Degree Credit

1

Discipline Discipline Specific Texts Such as:

Text: California Department of Education. *California Infant/Toddler Learning & Development Foundations*. Sacramento: California Department of Education, 2009.

Barbre, Jean. *Responsive Caregiving Set*. Redleaf Press, 2013.

Harm, Thelma, et al. *Infant/Toddler Environment Rating Scale (ITERS-3)*. 3rd ed., Teachers College Press, 2017.

Taintor, Amanda, et al. *Infant and Toddler Care and Development (Taintor and LaMarr)*. 2nd ed., ASCCC Open Education Resources, LibreTexts Social Sciences, 2024. https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Infant_and_Toddler_Care_and_Development_(Taintor_and_LaMarr)

Harm, Thelma, et al. Clifford. *Infant/Toddler Environment Rating Scale (ITERS 3)*. 3rd ed., Teachers College Press, 2017.

Herr, Judy, and Terri Jo Swim. *Creative Resources for Infants and Toddlers*. 2nd ed., Delmar Publishing, 2001.

Additional Materials: None

Suggested Open Education Resources/Text:

Taintor, A. & Lamar, T. *Infant and Toddler Care and Development. 2nd Ed.* ASCCC Open Educational Resources Initiative. 2024.

https://www.pitc.org/featured-resources

Course Objectives:

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

1. explain and apply primary, **care giving** and continuity of care techniques in the classroom,
2. observe, document, and reflect on infant and toddler play and interactions to plan for care and learning,
3. evaluate curriculum and environments for infants and toddlers,
4. design appropriate play spaces and care routines that that support infant toddler care and learning,
5. describe and facilitate positive interactions and reciprocal communication techniques between children 0-3, parents, and other adults working with infants and toddlers to promote brain development and healthy relationships,
6. exhibit culturally sensitive behaviors while working with children, caregivers, and families,
7. exhibit appropriate behaviors while working with caregivers, families, and children with special needs, and

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8.   identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.

1. Describe program types, licensing regulations, and quality assessment tools for infant and toddler care.
2. Discuss the care, development, and learning needs specific to infants and toddlers.
3. Explain the benefits of primary care, continuity of care, culturally responsive care, and small group size in infant and toddler group settings.
4. Identify inclusive practices that support and respect the diverse cultures, values, and beliefs of families and caregivers.
5. Describe ways to support dual language learners, birth to 3, in building language and literacy skills in home language(s) as well as in English.
6. Observe, document, and assess infant and toddler play and interactions to plan individualized care and curriculum.
7. Design appropriate play spaces and care routines that invite infant and toddler participation and learning.
8. Describe teaching strategies that promote relationships, learning, and development.

Student Course Learning Outcomes:

1. Summarize the essential policies and practices of quality infant and toddler programs.
2. Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.
3. Evaluate infant and toddler curriculum and environments based on observation, documentation, and reflection.

Course Scope and Content:

Unit I   Observation and Assessment of Infants and Toddlers
        A. Observation and Documentation
        B. Assessment Techniques

Unit II   Building Relationships with Children and Families
        A. Supporting Relationships among Children
        B. Relationships with Families
        C. Respecting and Supporting Culture and Home Language

Unit III   Creating Environments for Infants and Toddlers
        A. Creating Appropriate Physical Environments for Infants and Toddlers
        B. Creating Appropriate and Supportive Emotional Environments for Infants and Toddlers
        C. Using the ITERS (Infant/Toddler Environmental Rating Scale

Unit IV   Developing Curriculum for Infants and Toddlers
        A. Using Assessment to Develop Curriculum
        B. Developmentally Appropriate Curriculum for Infants and Toddlers

Unit V   Awareness of Primary Care-giving and Continuity of Care
        A. Primary Care Giving
        B. Continuity of Care

Unit VI   Application of Health and Safety Practices in Group Care

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    A. Healthy Environments and Practices
    B. Establishing Safe Environments and Practices

Unit VII Working with Infants and Toddlers with Special Needs
    A. Modifying Curriculum
    B. Assessing and Adapting Environments
    C. Understanding Legislation
    D. Inclusion and Mainstreaming

Course Scope and Content: Laboratory

Unit I   Regulations for Infant and Toddler Programs
    A. Delivery systems
    B. Licensing regulations
    C. Teacher qualifications
    D. Quality indicators

Unit II   Introduction to the Early Care Environment
    A. Entering the environment and meeting the mentor teacher
    B. Using respectful interaction to get to know infants and toddlers
    C. Learning about the environment, curriculum and schedules

Unit III   Caregiving Routines
    A. Feeding
    B. Diapering and Toileting
    C. Napping and Dressing

Unit IV Primary Caregiving and Continuity of Care
    A. Building relationships with children and their families
    B. Learning about the primary caregiver's role
    C. Supporting continuity of care

Unit V Communicating with Families
    A. Completing daily communication forms, needs plans and journals
    B. Creating newsletters, bulletin boards and personal notes
    C. Using technology to communicate

Unit VI Curriculum
    A. Recognizing play as curriculum
    B. Providing curriculum that supports social, emotional, physical , cognitive, and linguistic development
    C. Developing art, music, movement, literacy, and dramatic play activities
    D. Learning to communicate with families about curriculum and appropriate practice
    E. Developing curriculum that is inclusive of all children

Unit VII Health and Safety
    A. Learning about health and safety codes and licensing standards
    B. Analyzing the environment for meeting health and safety standards

Unit VIII Diversity and Cultural Awareness
    A. Learning to develop culturally appropriate activities

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  B. Evaluating curriculum for cultural and linguistic sensitivity
  C. ~~Learning to communicate with children and families in their home language~~ **Supporting infants and toddlers who are dual language learners**
  D. **Engaging and supporting diverse families**
   ~~C.~~

Unit IX Observation and Assessment
  A. Using the Infant/Toddler Environmental Rating Scale (ITERS) to assess the environment
  B. Using the DRDP to assess children
  C. Using anecdotal records and portfolios to assess children and develop curriculum
  D. Using behavior logs to guide children and plan for a child-centered environment

Unit X Leaving the Environment
  A. Transitioning out of the lab environment and separating from infants and toddlers

Learning Activities Required Outside of Class:

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

1. Designing and using activities from the workbooks
2. Complete required reading
3. Studying handouts

Methods of Instruction:

1. Field Experience
2. Workshops when appropriate/available
3. Visiting specialists
4. Class presentations
5. Readings and evaluations
6. Peer interactions/role playing
7. Videos when available

Methods of ~~evaluations m~~Evaluation: May include but are not limited to:

1. Lab/Field Experience Evaluations
2. Oral Question and Answer
3. Written Explanation/Report
4. Demonstration
5. Observation
6. Opportunities (tests)

Examples of Assignments:
    1. Demonstration of appropriate and respectful infant/toddler care and education in a caregiving setting.
    2. Demonstration of the skills necessary for developing healthy attachment relationships with infants and toddlers.
    3. Written assignment or presentation demonstrating the importance of primary caregiving and continuity of care in developing healthy attachment relationships.

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4. **Reading assignments that require analysis of the policies and procedures indicative of a quality infant/toddler program.**
5. **A written analysis of observations and assessments of infants/toddlers that support the design and development of environments and curriculum.**

Supplemental Data:

TOP Code:	130590: Infants & Toddlers
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline	Early Childcare Education and Family Studies / Child Development

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To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Michelle A. Beasley
Division:	Social Science
Date:	2/10/2025
Re:	ECEF 1611 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):

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:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

Early Care, Education, and Family Studies: Certificate of Achievement, Early Intervention Assistant I: Certificate of Achievement, Early Intervention Assistant II: Certificate of Achievement, and Master Teacher: Certificate of Achievement

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

☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

*SLOs are required

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☐ Humanities ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

N/A

Revised by: ~~R. Roth~~ M. Beasley

Reviewed by: ~~S. Eveland~~
Date revised: ~~February 2016~~ January 2025,
Text update: ~~April 27, 2009~~ January 20
C&GE approved: ~~March 14, 2016~~
Board approved: ~~April 13, 2016~~

Early Care, Education and Family Studies (ECEF) 1611 Introduction to Children With Special Needs Birth to Age Eight (3 Units) (DS9) CSU
[formerly Early Childhood Education 1611; Early Childhood Education 16A; Early Childhood Education 16]

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

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

~~Catalog Description: This course is an introduction to the variations in development of children with special needs and the resulting impact on families. It will include an overview of historical and societal influences, laws relating to children with special needs and the identification and referral process.~~
An introduction to the variations in the development of children with disabilities or delays ages birth through eight. Includes an overview of historical and societal influences, laws relating to children with disabilities or delays, and the assessment and referral process. Emphasizes the importance of working in partnership with families and specialists to support children's development.

Type of Class/Course: Degree Credit

Text:
Allen, K. Eileen, and Glynnis Cowdery. *The Exceptional Child: Inclusion in Early Childhood Education*. 9th ed., Cengage Learning, 2021.
~~Allen, K. Eileen and G. E. Cowdery. *The Exceptional Child: Inclusion in Early Childhood Education*. 6~~ 9th ed. ~~Albany: Thompson, 2009~~ 22. ~~Print~~

Additional Instructional Materials:

~~Gould, Patti and Joyce Sullivan. *The Inclusive Early Childhood Education Classroom*. Beltsville: Gryphon, 1999. Print.~~

Course Objectives:

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

1. ~~describe the sequence of development and the relationship among developmental areas,~~
2. ~~examine major developmental theories, advocates and legal decisions influencing best practices in early childhood special education~~
3. ~~identify community resources available to children with special needs and their families.~~
4. ~~explain various strategies that support collaboration among families and community in promoting optimal development of children,~~
5. ~~describe the referral process including observation, documentation, screening and assessment, and~~
6. ~~identify the benefit of using a strength based approach in working with children with special needs and their families, emphasizing "ability".~~

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1. Describe the progression of children's development across developmental domains.

2. Discuss the different characteristics of disabilities and delays.

3. Review the key contributions of developmental theorists, advocates, and legal decisions in influencing best practices in early childhood inclusion and special education.

4. Identify resources, agencies, and specialists that support the needs of children with disabilities or delays and their families.

5. Explain family-centered practices that support the optimal development of children within the context of their family and community.

6. Summarize the steps for the assessment and referral process.

Course Student Learning Outcomes

1. Identify types of disabilities effecting young children.
2. Explain and locate resources available to children and families with special needs
3. Describe theories and viewpoints of teaching children with special needs.
4. Compare programs that serve children with special needs.

Course Scope and Content:

Unit I   Historical Overview of Early Intervention /Special Education

          A.   Theory and Educational Foundations
          B.   Laws and regulations
                    1. Individuals with Disabilities Act (IDEA)
                    2. Individualized Family Service Plan
                    3. Individualized Education Plan
                    4. Inclusion vs. Mainstreaming
                    5. Least restrictive environments (LREs)
          C.   People First Language
          D.   Advocacy and Public Policy
          E.   Ethics and Professional Behavior

Unit II   Development and Variations in Development

          A.   Prenatal development and risk factors
          B.   Genetically inherited conditions
          C.   Environmental Factors
          D.   Cognitive
          E.   Communication and Language
          F.   Social and emotional
          G.   Mental Health
          H.   Physical

Unit III   Impact on Families

          A.   Grief, stress and coping strategies
          B.   Family Support and Resources
          C.   Diversity

Unit IV   Developmental Screening and assessments

~~A. The referral process~~
~~B. Community agencies and resources~~
1. Historical Overview of Early Intervention/Special Education
      a. Theory and educational foundations
      b. Laws and regulations
          i. Individuals with Disabilities Education Act (IDEA)
             1. Individualized Family Service Plan (IFSP)
             2. Individualized Education Program (IEP)
             3. Free and Appropriate Education (FAPE)
          ii. Inclusion iii. Least restrictive and natural environments
      c. Representative and respectful language
          i. People-first language
          ii. Identity-first language
      d. Advocacy and public policy
      e. Ethics and professional behaviors

2. Developmental progression
      a. Sequence of development and interrelationship between domains
      b. Variations in development
      c. Prenatal development and risk factors
      d. Genetically inherited conditions
      e. Environmental factors
      f. Cognitive
      g. Communication/language
      h. Social and emotional
      i. Mental health
      j. Physical Development

3. Supporting families
      a. Grief, stress, and coping strategies
      b. Family-centered approach

4. Developmental screening and assessments
      a. Collaborative assessment process
          i. Observation
          ii. Documentation
          iii. Screening
          iv. Assessment
          v. Input from families
          vi. Coordinating assessments
      b. Referral
          i. Partnering with families
          ii. Access to resources and agencies
          iii. Collaboration with early interventionists and therapist

> **Formatted:** Strikethrough

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 doing the

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following:

1. Studying
2. Answering questions
3. Completing required reading
4. Completing written work

Methods of Instruction:

1. Critical thinking written and oral assignments
2. Textbook and outside readings
3. Lectures and group discussions
4. Student and instructor reviews
5. Films when available
6. Guest speakers

Methods of Evaluation:

1. Written Assignments
2. Project Presentations
3. Tests
4. Instructor/Student Reviews
5. Cultural Sharing

Supplemental Data:

TOP Code:	130520: Children with Special Needs
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course

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Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Early Childcare Education and Family Studies/ Child Development

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To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Michelle A. Beasley
Division:	Social Science
Date:	3/3/2025
Re:	ECEF 1612 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):

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:

N/A

Programs Affected/Stand Alone:
Please list all degrees and certificates affected:

Early Intervention Assistant II: Certificate of Achievement
Master Teacher: Certificate of Achievement

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

☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

☐ Humanities   ☐ Communication & Critical Thinking

*SLOs are required

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Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

N/A

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Revised by: ~~R. Roth~~ Michelle A. Beasley

Reviewed by: ~~S. Eveland~~
Date Revised: ~~February 2016~~
Text update: ~~Spring 2020~~
C&GE approved: ~~March 14, 2016~~
Board approved: ~~April 13, 2016~~

Early Care, Education and Family Studies (ECEF) 1612 Curriculum and Intervention for Children with Special Needs (3 Units) (DS9) CSU
[formerly Early Childhood Education 1612; Early Childhood Education 16B]

Advisory: ~~Eligibility for English 1000 and Reading 1005 strongly recommended.~~ Completion of or concurrent enrollment in Early Care, Education and Family Studies 1611 recommended

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

Catalog Description: This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Emphasis is on the use of observation and assessment in meeting individual needs, adapting curriculum strategies to facilitate all domains of development, and providing inclusive and natural environments. It also addresses the role of the teacher as the professional working with families, collaboration with interdisciplinary teams, and cultural competence. This course will satisfy one of the requirements for the Early Intervention Certificate.

Type of Class/Course: Degree Credit

Text: ~~Cook, Ruth, et all. *Strategies for Including Children with Special Needs in Early Childhood Settings. 2nd Ed.* Cengage Learning, 2017.~~

Cook, Ruth E., et al. *Adapting Early Childhood Curricula for Children with Disabilities and Special Needs,* 10th ed., Pearson, 2019.
~~Cook, Ruth E., Klein, M Diane, and Chen, Deborah. *Adapting Early Childhood Curricula for Children with Disabilities and Special Needs, 10th edition.* Pearson, 2020.~~

Additional Instructional Materials: None

Course Objectives:

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

1. Explain current special education laws and the impact on early care and education,
2. Describe strategies that support the role of the family and their partnership with team member and community professionals,
3. Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practice,
4. Describe and practice various formal and informal observation and assessment procedures used to support identification and guide intervention practices,
5. Identify curriculum, environment and natural learning opportunities to meet individual needs, outcomes and goals of young children and families, and
6. Design modifications and accommodations based on observation, evidence-based practices and

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legal requirements to support children's development.

~~6.~~

Course Student Learning Outcomes

1. Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
2. Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.
3. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.

Course Scope and Content:

~~Unit I   Policies and Procedures for Early Intervention and Education~~
~~A. Individuals with Disabilities Education Act (IDEA)~~
~~B. Individualized Family Service Plan/Individualized Education Program (IFSP/IEP)~~
~~C. Intervention~~
~~D. Least Restrictive Environment~~
~~E. Family Rights~~
~~F. Working with Public/Private School Districts~~
~~G. People First Language~~
~~H. Advocacy and Public Policy~~
~~I. Community Resources and Agencies~~

~~Unit II   Teacher's Role~~
~~A. Ethics and Professional Behavior~~
~~B. Collaborating with family and early interventionists~~
~~C. Communication~~
~~D. Respecting Diversity and Cultural Perspectives~~
~~E. Working with IFSP and IEP Teams~~
~~F. Implementation of IFSP and IEP goals~~
~~G. Adaptations: curriculum and environments~~
~~1. Adaptive equipment and materials~~
~~2. Routines and schedules~~
~~3. Guidance and interactions~~
~~4. Challenging behaviors~~

~~Unit III   Developmental Screening and Assessment Tools~~
~~A. Purpose, value and use of various tools~~
~~B. Role of observation and assessment~~
~~C. Referral and placements~~

Unit I   Introduction to Special Education Laws and Their Impact on Early Childhood Education
A. Overview of special education laws (Individuals with Disabilities Education Act~~IDEA~~, American Disabilities Act, Section 504, etc.)
B. Understanding the legal framework for providing services to children with special needs
C. Implications for early care and education settings
D. Rights of children with special needs and their families
E. Role of early childhood educators in advocating for children with special needs

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Unit II The Role of the Family in Special Education and Intervention
   A. The importance of family engagement in the development of intervention strategies
   B. Family-centered practices and strategies for collaboration with families
   C. Building effective partnerships with families to support the child's learning and development
   D. Working with families from diverse cultural and socioeconomic backgrounds
   E. Ethical considerations and confidentiality in working with families

Unit III Cultural Competence and Reflective Practice in Special Education
   A. Understanding and applying cultural competence in early childhood education
   B. Reflective practices in teaching children with special needs
   C. The role of self-awareness and personal biases in shaping educational practices
   D. Incorporating diversity into curriculum and teaching strategies
   E. Professional standards and the ethics of working with children and families in diverse settings

Unit IV Observation and Assessment for Individualized Intervention Planning
   A. Types of formal and informal assessment tools used to assess children's development
   B. Using observation to identify children's strengths, needs, and interests
   C. The role of assessment in designing individualized education plans (IEPs)
   D. Analyzing assessment data to inform instructional practices
   E. Differentiating between assessment and evaluation in early childhood education
   F. Best practices for documenting and interpreting observational data

Unit V Curriculum Development and Environmental Modifications for Inclusive Learning
   A. Designing curriculum that supports all areas of development (cognitive, social, emotional, physical)
   B. Adapting learning materials and activities for children with special needs
   C. Creating inclusive and natural learning environments that facilitate development
   D. Strategies for supporting children in various developmental domains
   E. Understanding the importance of natural learning opportunities and play-based learning
   F. Modifications and accommodations in both indoor and outdoor learning environments

Unit VI Designing Individualized Interventions and Accommodations
   A. Developing individualized goals for children based on assessment data
   B. Designing interventions and curriculum modifications to support children's unique needs
   C. Evidence-based strategies for intervention across developmental domains
   D. Incorporating assistive technologies and adaptive equipment in early childhood settings
   E. Legal considerations and guidelines in making curriculum adaptations
   F. Supporting the transition process for children with special needs into mainstream classrooms

Unit VII Interdisciplinary Collaboration and Community Partnerships
   A. The importance of interdisciplinary teams in supporting children with special needs
   B. Roles of various professionals (e.g., speech therapists, occupational therapists, social workers) in early intervention
   C. Strategies for effective team collaboration and communication
   D. Building partnerships with community resources and specialists

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E.   Advocacy for resources and services for children and families in need
F.   Navigating referral processes and service delivery systems

C.

Learning Activities Required Outside of Class:

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

1.   Studying
2.   Answering questions
3.   Completing required reading
4.   Completing written work

Methods of Instruction:

1.   Films
2.   Workshops
3.   Visiting specialists
4.   Class presentations
5.   Reading and evaluations
6.   Peer interactions

Methods of Evaluation:

1.   Written assignments, including:
      a.   journal entries
      b.   self assessment inventory
2.   Skill demonstrations, including:
      a.   presentations
      b.   computational or non-computational problem solving and conflict resolution
      c.   observations
      d.   field work
3.   Reading assignments, including:
      a.   clinical studies
      b.   developmental profiles
      c.   issues, rationales, challenges and strategies
4.   Other examinations, including:
      a.   multiple choice
      b.   matching items
      c.   true/false
      d.   essay
      e.   group

Supplemental Data:

TOP Code:	130520: Children with Special Needs

4

SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Early Childcare Education and Family Studies / Child Development

5

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Michelle A. Beasley
Division:	Social Science
Date:	3/3/2025
Re:	ECEF 1621 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):

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:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

Stand Alone

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

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition

☐ Humanities ☐ Communication & Critical Thinking

*SLOs are required

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

N/A

TAFTCOLLEGE

Revised by: ~~B. Roth~~ Michelle A. Beasley

Reviewed by: ~~S. Eveland~~
Date Revised: ~~February 2016~~
C&GE Approved: ~~March 14, 2016~~

Board Approved: ~~April 13, 2016~~

Early Care, Education and Family Studies (ECEF) 1621 Administration I: Planning and Administering an Early Care, and Education Program (3 Units) (DS6) CSU
[formerly Early Childhood Education 1621; Early Childhood Education 4]

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

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

Catalog Description: This course is an introduction to administration and management of a program in early care, and education. It covers program types, budgets, regulations and laws, development and implementation of policies and procedures, and examines administrative tools, philosophies, and techniques for opening and operating an early care and education program.

Type of Class/Course: Degree Credit

Text:
~~Sciarra, Dorothy June, and Anne G. Lynch. *Developing and Administering a Child Care Center*. 5th ed. Boston: Cengage, 2003. Print.~~

~~Elkind, David. *The Hurried Child. Growing Up Too Fast Too Soon*. 3rd ed. Cambridge: Perseus, 2001. Print~~
Hearron, Patricia F., and Verna Hildebrand. *Management of Child Development Centers*. 8th ed., Pearson, 2015.
~~Hearron, Patricia F. and Verna Hildebrand. *Management of Child Development Centers*. 6 8th ed. Upper Saddle River: Pearson, 2007 2015. Print.~~

~~Gartrell, Daniel. *A Guidance Approach to Discipline*. Albany: Delmar, 1994. Print.~~

Additional Instructional Materials: None

Course Objectives:

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

1. Compare and contrast various program structures, philosophies and curriculum models,
2. identify the responsibilities involved in the planning and administration of an ECEF program,
3. identify strategies to ensure equity and respect for children, families, staff and colleagues,
4. demonstrate knowledge of compliance with licensing and regulatory systems,
5. assess various methods and tools of evaluation,
6. examine effective policies and procedures for staffing and scheduling, and
7. analyze systems and methods to support sound fiscal operations in a variety of ECE settings.

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TAFTCOLLEGE

Course Student Learning Outcomes

1. Apply administration skills in various types of early care and education programs.

2. Demonstrate knowledge of strategic and fiscal planning.

3. Evaluate components of quality programs, facilities and operations.

Course Scope and Content:

Unit I   Overview of Existing ECEF Programs
    A.   Private and Public Programs
    B.   State and Federally Funded
    C.   Religious based and family child care
    D.   Before and after school programs

Unit II   Responsibility of Administrator
    A.   Policies, procedures and handbooks
    B.   Staffing and scheduling
    C.   Hiring, review and evaluation
    D.   Use of technology
    E.   Working with boards, families and the community
    F.   Advocacy and public policy
    G.   Strategic planning
    H.   Training and Professional Development
    I.   Finances
        1.   Budget
        2.   Record Keeping
        3.   Fundraising and Grant Writing

Unit III   Regulations
    A.   Title 22, Title V and Education Code
    B.   Health and safety codes
    C.   Abuse and mandated reporting
    D.   Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA) – specific to children with special needs
    E.   Emergency preparedness
    F.   Accreditation
    G.   Food Services

Unit IV   Program Development
    A.   Mission, philosophy, values
    B.   Culture and program climate
    C.   Program models
    D.   Diversity and inclusion
    E.   Managing the environment
    F.   Facilities
    G.   Curriculum
    H.   Routines and Schedules
    I.   Program Evaluation Tools
    J.   Training Opportunities

2

TAFTCOLLEGE

I.

Learning Activities Required Outside of Class:

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

1. Skill practice
2. Completing required reading
3. Written work
4. Problem solving
5. Observing in an administrative environment

Methods of Instruction:

1. Films or videos when available
2. Workshops and visitations to child care sites
3. Visiting specialists
4. Class presentation

Methods of Evaluation:

1. Substantial writing assignments, including:
   a. reports
   b. term papers
   c. essay examinations
2. Computational or non-computational problem-solving demonstrations, including:
   a. homework problems
   b. field work studies
   c. examinations
3. Skill demonstrations, including:
   a. class performances
   b. performance examinations
   c. field work observations
4. Other examinations, including:
   a. multiple choice
   b. matching items
   c. true/false items
   d. completion or problem-solving

Supplemental Data:

TOP Code:	130580: Child Dvlpmnt Admin & Manage
SAM Priority Code:	C: Clearly Occupational

3

Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	2: Stand-alone
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline:	Early Childcare Education and Family Studies / Child Development

4

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Michelle A. Beasley
Division:	Social Science
Date:	3/3/2025
Re:	ECEF 1653 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):

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:

N/A

Programs Affected/Stand Alone:
Please list all degrees and certificates affected:

Stand Alone

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

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition

☐ Humanities   ☐ Communication & Critical Thinking

*SLOs are required   Page | 1

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

N/A

TAFTCOLLEGE

Prepared by B. Roth Michelle A. Beasley
Reviewed by S. Eveland Tina Mendoza
Date Reviewed: Spring 2016 Spring 2025
C&GE approved: May 9, 2016

Early Care, Education and Family Studies (ECEF) 1653 Discipline Techniques for Preschool Children (1Unit) CSU
[formerly Early Childhood Education 1653; Early Childhood Education18C]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommendedNone

Total Hours: 16 hours lecture, 32 Outside of Class hours (48 Total Student Learning hours)

Catalog Description: This course is designed to assist early care and education teachers in addressing challenging behavior in the classroom. This course teaches strategies for fostering empathy and respect among children effective and appropriate responses to conflict, and how to assess and develop classroom environments that are sensitive to both culture and diverse abilities. Emphasis will be placed on teaching problem solving skills, conflict resolution strategies, positive reinforcement, and guidance and discipline techniques that are respectful of the child and family.

Type of Class/Course: Degree Credit

Textbook:

Marian C. Marion. *Guidance of Young Children* 9ᵗʰ ed. New York: Pearson, 2015.

Wahman, Charis L., and Lee, Janice K., editors. *Spotlight on Young Children: Challenging Behavior.* National Association for the Education of Young Children, 2024.

Smith, Connie Jo. *Behavioral Challenges in Early Childhood Settings.* Revised ed., Redleaf Press, 2017.

Wahman, Charis L., and Lee, Janice K. *Spotlight on Young Children: Challenging Behavior.* National Association for the Education of Young Children (NAEYC), 2024.

Smith, Connie Jo. *Behavioral Challenges in Early Childhood Settings Quick Guide, Revised Edition.* Readleaf Press, 2017.

Course Objectives:

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

1. address conflicts among young children,
2. assist children in developing respect and empathy toward each other,
3. identify and develop skills for assessing relationships, social skills and behavior,
4. understand and explain why conflicts are learning opportunities,
5. demonstrate appropriate responses, and techniques for guiding

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young children,

6. explain the importance of teaching children problem solving and conflict resolution skills,
7. analyze and describe the role environment, curriculum and teachers have on behavior, and
8 demonstrate awareness and sensitivity to diverse abilities and cultures.

Course Student Learning Outcomes

1. Apply effective discipline techniques to address conflicts and promote positive social interactions among preschool children.
2. Design strategies to teach and foster empathy, respect, and problem-solving skills in young children.
3. Assess and create a classroom environment that is sensitive to diverse abilities and cultural backgrounds while guiding appropriate behavior.

Course Scope and Content

Unit I Developmental and Theoretical Foundation
  A. Child Development
  B. Behaviorism
  C. Psychoanalytic Theory
  D. Maslow Hierarchy of Needs

Unit II Behavior is a Message
  A. , Unmet Need
  B. Lack of fit with the Environment, Schedule, and People
  C. Lack of Skill/Ability
  D. Emotional Immaturity or Instability
  E. Temperament/Personality
  F. Special Need

Unit III Strategies for Pro-social Behavior
  A. Guidance Techniques
  B. Redirection
  C. Problem Solving with the Child
  D. Emotional Break or Time Away
  E. Emotional Self-Regulation
  F. Conflict Resolution Skills
  G. Communication

Unit IV Working with the Family
  A. Family Meetings and Teamwork
  B. The Importance of Consistency
  C. Respecting Culture

Unit V Tools for Assessment
  A. Running Record
  B. Anecdotals
  C. Behavior Log
  D. Other

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~~Unit VI Environments and Curriculum~~
 ~~A.~~ ~~Developmentally Appropriate Environments~~
 ~~B.~~ ~~Developmentally Appropriate Practice~~
 ~~C.~~ ~~The impact environment and curriculum have on behavior~~

Unit I Understanding Discipline in Early Childhood Education
 A. The role of discipline in promoting social-emotional development and distinguishing it from punishment.
 B. Creating a positive and supportive classroom environment.

Unit II Conflict as a Learning Opportunity
 A. Viewing conflicts as opportunities for teaching problem-solving, empathy, and respect.
 B. Strategies for helping children resolve conflicts constructively.

Unit III Positive Reinforcement and Behavior Guidance
 A. Effective reinforcement strategies for shaping desirable behaviors.
 B. Techniques for guiding children toward cooperation and appropriate social behavior.

Unit IV Teaching Empathy, Respect, and Social Skills
 A. Approaches to foster empathy, mutual respect, and kindness among preschool children.
 B. Role-playing and activities to enhance children's social and emotional development.

Unit V Cultural and Ability Sensitivity in Discipline
 A. Understanding and respecting cultural differences in behavior and discipline.
 B. Implementing inclusive practices that support diverse abilities and backgrounds in the classroom.

Learning Activities Required Outside of Class:

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

1. Completing required assignments
2. Completing required reading
3. Writing in their journals

Methods of Instruction:

1. Films or videos when available
2. Workshops
3. Visiting specialists
4. Class presentations
5. Readings and evaluations
6. Peer interactions and problem solving

Methods of Evaluation:

3

1. Written assignments, including
   a. journal entries
   b. self-assessment inventory on class presentations
2. Skill demonstrations, including
   a. presentations
3. Other examinations, including
   a. essay
   b. oral

Supplemental Data:

TOP Code:	130540: Preschool Age Children
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE

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TAFTCOLLEGE

Discipline:	Early Childcare Education and Family Studies/ Childhood Development

5

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Michelle A. Beasley
Division:	Social Science
Date:	3/3/2025
Re:	ECEF 2021 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):

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:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

Master Teacher: Certificate of Achievement

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

☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

☐ Humanities   ☐ Communication & Critical Thinking

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*SLOs are required

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

N/A

TAFTCOLLEGE

Early Care, Education and Family Studies (ECEF) 2021 Introduction to the Primary Grade Classroom (3 units) CSU
[formerly Early Childhood Education 2021; Early Childhood Education 48D]

Prerequisite: Successful completion in Psychology 2003 with a grade of 'C' or higher

Advisory: Eligibility for English C1000~~1500~~ strongly recommended

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

1. understand ways in which prenatal development influences later growth and development,
2. describe growth and development characteristics from birth,
3. discuss major theories and principles of human development as it relates to behavior in children,
4. understand principal scientific methods used in the study of child development,
5. understand significant research which has contributed to the establishment of developmental principles,
6. relate learning in child development to personal life experience,
7. demonstrate a sensitivity to the special needs of children at developmental levels, and
8. understand the issue of diversity in children and families.

Hours and Unit Calculations:
32 hours lecture (64 Outside of class Hours); 50 hours lab (146 Total Student Learning hours)

Catalog Description: An introduction to elementary education through exploration of curriculum used in various transitional kindergartens through third grade classrooms. Weekly interaction with children and teachers throughout the semester while researching various educational theories and developing appropriate activities and lesson plans is a part of this course. Students may choose to conduct lab work with children with varying abilities which includes early intervention and special education programs.

Type of Class/Course: Degree Credit

Text:

~~Guillaume, Andrea M. *K-12 Classroom Teaching: A Primer for New Professionals*. Pearson. 5th ed. 2016.~~

Powell, Sara Davis. *Your Introduction to Education: Explorations in Teaching.* 5th ed., Pearson. 2024.

Kauchak, Don, and Paul Eggen. *Introduction to Teaching: Becoming a Professional.* 7th ed., Pearson. 2020.

Sadker, David M. et al. *Teachers, Schools, and Society: A Brief Introduction to Education.* 6th ed., McGraw Hill, 2021.

Powell, Sara D. *Your Introduction to Education: Explorations in Teaching.* 4th ed. Pearson. 2019.

or

Kauchak, Don, and Eggen, Paul. *Introduction to Teaching: Becoming a Professional.* 7th ed. Pearson. 2021.

or

Sadker, David M. and Zittleman, Karen. *Teachers, Schools, and Society: A Brief Introduction to Education.* 6th ed. McGraw Hill. 2022.

Additional Required Materials: None

Course Objectives:

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

1. work in a classroom setting with children from age 5 to 8-years-old,
2. develop a weekly lesson plan for school-age children,
3. identify and apply various child development theories,
4. utilize curriculum materials designed for use in primary grade classrooms,
5. access resources available to student teachers/teachers,
6. understand the importance of observation and assessment,
7. understand the various assessment tools used in primary grade classrooms,
8. clearly understand and explain the stages of development in children age 5 to 8-years-old,
9. evaluate behavioral modification strategies and discipline techniques used in primary grade classrooms,
10. appreciate and celebrate the uniqueness of individual children and their families (including: culture, special need, socioeconomic status, religion, and language),
11. demonstrate critical thinking and college level writing skills, and
12. evaluate and discuss the vocational skills needed in order to successfully care for children in a primary grade setting.

Course Student Learning Outcomes

1. Identify and illustrate child development theories and developmentally appropriate practices as it applies to the primary grade classroom.

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2. Practice the teachers' role in the primary grade classroom; including planning, implementing, and evaluating activities and environments.
3. Prepare and apply classroom management strategies in the primary grade classroom.

Course Scope and Content:

Unit I   Working with the Primary Grade Teachers
        A.   Understanding California Common Core State Standards
              Teaching Strategies

Unit II   Curriculum and Planning
        A.   Literacy
        B.   Math
        C.   Social Studies, Science and Health
        D.   Music and Movement
        E.   Assessment and Evaluation

Unit III   Classroom Management
        A.   Guidance Techniques
        B.   Discipline
        C.   Positive Reinforcement

Unit IV   Observation and Assessment
        A.   Tools and Strategies
        B.   Smarter Balance (testing tool – Common Core)

Unit V   Theory and Development
        A.   Historical and Theoretical Foundations
        B.   Understanding Developmental Levels

Unit VI   Diversity in the Classroom
        A.   Culture
        B.   Working with Families
        C.   Special Needs
        D.   Learning Styles and Needs

Unit VII   Transitional Kindergarten
        A.   Understanding Legislation
        B.   Teacher Requirements
        C.   Model Programs

Unit I   Introduction to the Primary Grade Classroom
            A. Overview of the primary grade classroom structure (transitional kindergarten through third grade).
            B. Roles and responsibilities of a teacher in the primary grade classroom.
            C. Importance of creating an inclusive environment that respects diversity and caters to individual needs.
            D. Introduction to the unique educational needs of children from ages 5 to 8.
            E. Discussion on the developmental milestones and challenges in early education.

Unit II Child Development Theories and Developmentally Appropriate Practices

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    A. Examination of major child development theories (e.g., Piaget, Vygotsky, Erikson) and their application to the classroom.
    B. Understanding the connection between developmental theories and classroom practices.
    C. Exploration of developmentally appropriate practices (DAP) in the primary grade classroom.
    D. Application of these theories to planning lessons, activities, and learning environments that support developmental needs.

Unit III Curriculum Design and Lesson Planning

    A. Development of weekly lesson plans that cater to children's developmental stages and learning needs.
    B. Overview of curriculum materials designed for use in primary grade classrooms (e.g., literacy, math, social studies, and science resources).
    C. Techniques for differentiating instruction to meet the diverse needs of students, including those with special needs and varying abilities.
    D. Exploration of interdisciplinary curriculum that fosters holistic learning experiences for young children.

Unit IV Classroom Management and Behavioral Strategies

    A. Understanding and implementing effective classroom management strategies in the primary grade classroom.
    B. Exploration of behavioral modification strategies and their application to young children.
    C. The importance of establishing routines, expectations, and consistent reinforcement.
    D. Techniques for promoting positive behavior, conflict resolution, and creating a safe, respectful learning environment.
    E. Analysis of discipline techniques used in primary grade classrooms and evaluation of their effectiveness.

Unit V Assessment and Observation in the Primary Grade Classroom

    A. The role of observation in understanding and supporting children's development.
    B. Overview of various assessment tools used in primary grade classrooms, such as formative assessments, standardized testing, and observational methods.
    C. Techniques for assessing student progress, identifying areas for intervention, and adapting instruction.
    D. The importance of documenting and reflecting on children's learning and behavior.
    E. Understanding how assessment data informs instructional decisions and supports individualized learning.

Unit VI Diversity, Special Needs, and Inclusion

    A. Emphasizing the importance of cultural competence and sensitivity in the classroom.
    B. Understanding and respecting the unique needs of children from diverse backgrounds, including culture, socioeconomic status, language, religion, and family structure.
    C. Best practices for creating an inclusive classroom that accommodates children with varying abilities and special needs, including early intervention and special education strategies.
    D. Techniques for fostering an appreciation for diversity and promoting empathy among young learners.

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Unit VII The Teacher's Role: Planning, Implementing, and Evaluating
      A. A comprehensive look at the teacher's role in planning, implementing, and evaluating effective lessons and activities.
      B. Strategies for creating a positive classroom environment that promotes engagement, curiosity, and learning.
      C. Collaborative approaches to planning with colleagues, administrators, and families.
      D. Evaluating the effectiveness of lessons and making necessary adjustments to meet students' needs.

Unit VIII Professional Development and Vocational Skills for Primary Grade Educators
      A. Exploration of the vocational skills and knowledge necessary to be an effective primary grade educator.
      B. Development of critical thinking, problem-solving, and communication skills for working with children, families, and colleagues.
      C. Understanding the importance of continuous professional growth and staying current with educational trends and research.
      D. Reflection on the demands and rewards of teaching in primary grade classrooms.
~~C.~~

Course Scope and Content: (Laboratory)

~~Unit I~~   ~~Observation:~~

      ~~A.~~   ~~Class Room Management~~
      ~~B.~~   ~~Planning and Instruction~~
      ~~C.~~   ~~Collaboration Among Peers~~

~~Unit II~~   ~~Assist:~~

      ~~A.~~   ~~Daily Classroom Routines~~
      ~~B.~~   ~~Lesson Planning~~
      ~~C.~~   ~~Reading and Language Development~~

Unit 1   Classroom Observation and Child Development in Action
      A. Classroom Observation
      B. Child Development in Action
      C. Reflection and Reporting

Unit II   Lesson Planning and Implementation
      A. Creating a Lesson Plan
      B. Implementing the Lesson
      C. Classroom Management
      D. Feedback and Self-Reflection

Unit III Assessment and Individualized Support for Diverse Learners
      A. Observing and Assessing Children's Learning
      B. Adapting Lessons for Diverse Learners
      C. Collaboration with Teachers and Support Staff
      D. Feedback and Reflection

Learning Activities Required Outside of Class:

TAFTCOLLEGE

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

1. Studying
2. Skill practice
3. Completing required reading
4. Problem solving activities
5. Written assignments

Methods of Instruction:

1. Lab activities as assigned
2. Group discussions and problem solving
3. Theoretical Analysis
4. Lecture-demonstration

Methods of Evaluation:

1. Journal writing
2. Students will demonstrate knowledge through group discussion
3. Observation of lab activities
4. Written assignments

Supplemental Data:

TOP Code:	130500: Child Development/Early Care a
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course

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TAFTCOLLEGE

Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Disciplines:	[Early Care, Education, and Family Studies or Education]

7

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Dr. Becky Roth
Division:	Social Science
Date:	3/17/2025
Re:	ECEFS 2041Revision

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):_____

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:

   ECEFS Stand Alone Course and is part of the Child Development Permit Matrix, required for the Site Supervisor Permit – See attached

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

*SLOs are required

☐ 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.

Revised by: B. Roth
Reviewed by: ~~S. Eveland~~ **T. Mendoza**
Date revised: ~~February 2016~~
Spring 2025
Textbook Update: Spring 2020
C&GE approved: ~~March 14, 2016~~
Board approved: ~~April 13, 2016~~

Early Care, Education and Family Studies (ECEF) 2041 Administration II: Personnel and Leadership in Early Care and Education Programs (3 Units) (DS 6) CSU
[formerly Early Childhood Education 2041; Early Childhood Education 14]

Prerequisite: Successful completion in Early Care, Education and Family Studies 1621 with a grade of 'C' or better

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

1. Compare and contrast various program structures, philosophies and curriculum models,
2. identify the responsibilities involved in the planning and administration of an ECEF program,
3. identify strategies to ensure equity and respect for children, families, staff and colleagues,
4. demonstrate knowledge of compliance with licensing and regulatory systems,
5. assess various methods and tools of evaluation,
6. examine effective policies and procedures for staffing and scheduling, and
7. analyze systems and methods to support sound fiscal operations in a variety of ECE settings.

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

Catalog Description: ~~This course is designed to meet an educational need for administrators and directors that is not covered in the introduction administration course, Early Care, Education and Family Studies 1621. This course will focus on effective strategies for personnel management and leadership in early care and education settings, as well as legal and ethical responsibilities, supervision techniques, professional development and developing the skill of reflective practice to ensure a diverse and inclusive program.~~

Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

Type of Class/Course: Degree Credit

Discipline Specific Texts Such as:
Sciarra, Dorothy J., et al. *Developing and Administering a Child Care and Education Program.* 9th ed., Cengage Learning, 2015.
~~Sciarra, Dorothy J., et al. *Developing and Administering a Child Care and Education Program (9th Ninth Edition).* Cengage Learning, 2014~~ **2016.**
~~Kagan, Sharon, and Barbara T. Bowman. *Leadership in Early Care and Education.* Washington, D.C.: NAEYC, 1997. Print.~~
~~Bloom, Paula Jorde, Marilyn Sheerer, and Joan Britz. *Blueprint for Action.* Beltsville: Bloom, 1991. Print.~~

1

Harris, Ben, and Kenneth McIntyre. *Personnel Administration in Education.* Newton: Allyn,
1985. Print.
Taylor, Barbara. *Early Childhood Program Management, People and Procedures.* Columbus:
Merrill, 1989. Print.

Additional Required Materials: Alexander Hamilton Institute, *The Employee Problem Solver.* Ramsey:
1995. Presented by instructor.

Freeman, N.K., Decker, C.A., & Decker, J.R. (2017). *Pearson eText for Planning and Administering
Early Childhood Programs.* **Pearson.**

Suggested Online Educational Resources/Text:Additional Resources:

CAP MOEs for Administration and Supervision

NAEYC.org

Course Objectives:

By the end of the course, a successful student will be able to:
1. analyze the factors needed to create a divers and inclusive environment,
2. identify components of hiring practices, observation and evaluation of staff,
3. explain the legal requirements and responsibilities of administering an early care and education
program,
4. formulate strategies for compensation and professional growth opportunities,
5. identify staff needs and provide professional development opportunities and training,
6. describe practices for successful collaboration with families, staff and the community, and
7. articulate the importance of professional integrity, confidentiality and ethical practices.

1. **Review a variety of program structures, philosophies, and leadership characteristics and styles in early childhood education programs.**
2. **Explore approaches to interactions, team building, reflective practice, and conflict resolution that reflect an awareness of various cultural, linguistic, and other unique characteristics and needs of program staff.**
3. **Discuss responsive leadership strategies and program policies to assure the immediate and long-term goals for staffing the early childhood program with qualified, effective personnel.**
4. **Describe effective coordination of and collaboration with staff in determining program goals, policies, and operations, where applicable and appropriate.**
5. **Research processes for recruiting, hiring, compensating, and evaluating program personnel consistent with applicable personnel laws, regulations, and policies for early childhood programs.**
6. **Identify essential components of personnel handbooks.**
7. **Determine appropriate formal and informal observation or other evaluation methods to assess the quality of instruction and interactions, recognize the effectiveness of staff efforts, and identify and address areas in need of improvement.**
8. **Demonstrate appropriate techniques for providing feedback and setting goals for teaching performance and supervision of others.**
9. **Develop and present professional learning opportunities to enhance staff competencies.**
10. **Model ethically responsible, culturally and linguistically sensitive conduct and interactions with**

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children, staff, families, and the community.

Student Learning Outcomes:

1. **Describe effective practices for managing and leading staff in early care and education programs.**
2. **Explain how to use ongoing program and staff evaluations to determine professional development goals.**
3. **Evaluate methods for building and maintaining programs that are responsive to and inclusive of the various cultural, linguistic, and other unique characteristics of the children, families, staff, and community.**

Course Scope and Content:

Unit I Administrator Responsibilities

      A.   Legal requirements and responsibilities
      B.   Ethics and professional behaviors
      C.   Reflective Practice
      D.   Time Management
      E.   Working with colleagues and families
        1.   Creating a diverse and inclusive environment
        2.   Team building strategies
        3.   Establishing professional relationships and boundaries
        4.   Communication Strategies
        5.   Dealing with Conflict
      F.   Working with Stakeholders
        1.   Boards (Parents, Governing, Advisory, etc.)
        2.   Community Agencies
        3.   Other professionals/networking

Unit II Hiring, Evaluation and Termination

      A.   Job descriptions
      B.   Hiring and termination procedures
      C.   Observations and evaluations
      D.   Compensation and benefits
      E.   Payroll procedures
      F.   Personnel handbook

Unit III Leadership and Professional Development

      A.   Development of staff and administrators
      B.   Modeling, coaching and mentoring
      C.   Cultivating leaders
      D.   Leadership styles
      E.   Confidentiality
      F.   Prioritizing (personal needs and work)
      G.   Professional membership and advocacy

Learning Activities Required Outside of Class:

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

1.   Skill practice
2.   Completing required work
3.   Written work
4.   Journal writing
5.   Observations of or participation in an activity related to course content
6.   Hands-on projects

Methods of Instruction:

1.   Films or videos when available
2.   Workshops and visitations to job sites
3.   Class presentations
4.   Lectures and seminars with Early Childhood Administrators

Methods of Evaluation:

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

2.   Computational or non-computational problem-solving demonstrations, including:
        a.   examinations
        b.   homework problems
        c.   laboratory reports
        d.   observations

3.   Skill demonstrations, including:
        a.   class performance
        b.   performance examinations
        c.   fieldwork

4.   Other examinations, including:
        a.   multiple choice
        b.   matching items
        c.   true/false items
        d.   completion

Examples of Assignments:
1.Written assignments that identify practices that support leading and managing early care and education programs.
2. Reading and analyzing the ways that program assessment and evaluation drive program improvement and design.

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TAFT COLLEGE

Supplemental Data:

TOP Code:	130580: Child Dvlpmnt Admin & Manage
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	2: Stand-alone
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline	Early Childcare Education and Family Studies / Child Development

5

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	Dr. Becky Roth
Division:	Social Science
Date:	3/17/2025
Re:	ECEFS 2051 Revision

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):_____

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:

Master Teacher Certificate -ECEFS 2051 is required for the Master Teacher Permit and above (Site Supervisor, Director) – See attached

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

☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition

*SLOs are required

☐ 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.

Revised by: B. Roth
Reviewed by: ~~S. Eveland~~ **T. Mendoza**
Date reviewed: ~~February 2016~~ **Spring 2025**
Text Update: May 6, 2013
C&GE approved: March 14, 2016
Board approved: April 13, 2016

Early Care, Education and Family Studies (ECEF) 2051 Adult Supervision: Mentoring in a**n Early Care and Education Setting** ~~Collaborative Learning Setting~~   (3 Units) CSU
[formerly Early Childhood Education 2051; Early Childhood Education 47]

Advisory: None

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

Catalog Description~~: This course is a study of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in Early Care, Education and Family Studies classrooms. Emphasis is on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the diverse and special needs of children, parents, and other staff.~~ **Methods and principles of supervising, mentoring, and coaching student teachers and other adults in early care and education settings. Presents the strategies and skills necessary to support the development of adult learners as effective mentors, coaches, and teachers. Emphasis is on individualized, relationship- and strengths-based approaches, reflective practices, and constructive communication skills. Covers characteristics and roles, career requirements and pathways, and use of evaluation in setting professional learning goals.**

Type of Class/Course: Degree Credit

Discipline Specific Texts Such as:

Chu, Marilyn. *Developing Mentoring and Coaching Relationships in Early Care and Education: A Reflective Approach.* Pearson, 2012.
~~Chu, Marilyn. *Developing Mentoring and Coaching Relationships in Early Care and Education: A Reflective Approach.* Boston: Pearson, 2014. Print.~~
~~Harms, Thelma, Debie Cryer, and Richard M. Clifford. *Infant/Toddler Environment Rating Scale.* New York: Teachers College P, 1990. Print.~~
~~Harms, Thelma, Ellen Vineberg Jacobs, and Donna Romano White. *School-Age Care Environment Rating Scale.* New York: Teachers College P, 1996. Print.~~
~~Harms, Thelma, Richard M. Clifford, and Debby Cryer. *Early Childhood Environment Rating Scale.* Revised Edition. New York: Teachers College P, 1998. Print.~~
~~Rosenow, Nancy. *Heart-Centered Teaching Inspired by Nature.* 1st ed. Lincoln: Dimensions, 2012. Print.~~

~~Additional Instructional Materials: None~~

~~Suggested Online Educational Resources/Text:~~Additional Resources:

CAP MOEs for Administration and Supervision

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TAFTCOLLEGE

NAEYC.org

Course Objectives:

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

1. ~~provide appropriate models, guidance, and evaluation for adults working in ECE/CD environments and classrooms,~~
2. ~~examine and recognize the developmental learning stages and cultural differences of student teachers and other adults,~~
3. ~~facilitate positive interactions between student teachers, children, parents, and other staff,~~
4. ~~demonstrate sensitivity to and awareness of diversity in student teachers and other adults, and~~
5. ~~maintain a safe, developmentally appropriate environment for children while fostering the growth of student teachers.~~

1. **Identify characteristics of effective supervising teachers, mentors and coaches.**
2. **Explain the career requirements and pathways for supervisors of teachers, mentors, and coaches in the ECE classroom.**
3. **Describe the various methods and skills for adult supervision, mentoring, and coaching to support teachers and other adults in early childhood settings.**
4. **Model strategies to support teachers and other adults in their teaching of young children.**
5. **Demonstrate the skills necessary to coordinate, supervise, mentor, and/or coach the work of other adults in the early childhood setting.**
6. **Model reflective practice, cultural competency, and ethical conduct.**
7. **Individualize supervision and mentoring strategies based on the roles and developmental stages of teachers in early childhood settings.**
8. **Explain how to support adult learners' effective interactions and communication techniques with children, families, staff being supervised and with one's own supervisors.**
9. **Use various personnel, program, and environmental assessment tools relevant to supervising, mentoring, and coaching roles.**
10. **Demonstrate the skills necessary to identify and plan professional development to meet the individual needs of the mentee.**

Student Learning Outcomes:

1. **Explain the roles, responsibilities, and career pathways of a supervising teacher, a mentor, and a coach in early care and education settings.**
2. **Describe effective strategies and skills for supervising, mentoring, and coaching student teachers, and other adults in early care and education settings.**
3. **Demonstrate competency in communication and reflective practices when working with diverse adult populations.**

Course Scope and Content:

Unit I   Leadership and Development
             A. Time Management
             B. Characteristics of effective mentors/~~leaders~~ supervisors

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      C.   Respecting diverse perspectives
      D. ~~Ethics~~ **Ethical and** professional behaviors
      E. **Interpersonal Skills**
      F. **Critical Thinking Skills**
      G. **Interpersonal Skills**
      H. **Leadership Skills**
      I.   **Teamwork**
      J. Professional Development
         1. ~~Career Ladder~~
         2. Professional resources and organizations
         3. Advocacy
         4. Developing a Philosophy

Unit II   Adult Mentoring and Supervision Strategies
      A. Coaching
      B. Modeling
      C. Shadowing
      D. Reflective supervision and feedback
      E. Mentor/Mentee relationship
      F. **Confidentiality**

Unit III   Adults in Early Care and Education Settings
      A. Adult Learners
      B. Teacher Stages
      C. Positive interactions and communication
      D. Conflict resolution

Unit IV   Evaluation and Assessment
      A. Tools
      B. Methods
      C. **Ethical Approaches**

Unit V   **Career pathways and roles of supervisors, mentors, and coaches**
      A. **Pathways to becoming a supervising teacher/mentor**
      B. **Child Development Permit**
      C. **Ca. Mentor Program**
      D. **Coaching**
      E. **Roles and Responsibilities**

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.   skill practice and **critical thinking**
3.   completing required reading
4.   written work
5. practicing mentoring
6. reflection of supervising/mentoring activities
7. co-teaching and co-planning

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8. observing and modeling

Methods of Instruction:

1.   films when available
2.   workshops
3.   visiting specialists
4.   class presentations
5.   readings and evaluations
6.   peer interactions

Methods of Evaluation:

1.   written assignments, including:
        a.   journal entries
        b.   self-assessment inventory

2.   skill demonstrations, including:
        a.   presentation

3.   other examinations **may** including:
        a.   multiple choice
        b.   matching items
        c.   true/false
        d.   essay

Examples of Assignments:
1. Practicing mentoring and writing weekly reflections
2. Writing an analysis of the strategies needed to build effective mentoring and supervisory relationships

Supplemental Data:

TOP Code:	130500: Child Development/Early Care a
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable

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

5

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

From: Tina Mendoza

Division: Social Science

Date: 3/24/2025

Re: HIST2000 – Critical Thinking and Historian's Craft

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):_____Update to meet Critical Thinking Requirement for Transfer
_____

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:

Course will meet the Critical Thinking Requirement for Transfer

AA and AAT History

SLOASC review date: _____

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

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*SLOs are required

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

        ☐ Natural Science   ☒ Social & Behavioral Science   ☐ English Composition

                ☐ Humanities   ☒ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

TAFTCOLLEGE

History (HIST) 2000 Critical Thinking and the Historian's Craft (3 Units) CSU; UC

Prerequisite: Successful completion of English C1000 with a 'C' or better.

Prerequisite knowledge and skills: Before entering the course, the student should be able to:
1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Course Description:

This course presents an overview of historians' methods of research, critical analysis, and written argumentation and introduces historiography and historical theory. Students will apply these methods through a variety of written assignments, including a properly documented academic research paper. This course's research component will further students' information competency skills.

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

Type of Class/Course: Credit

Texts:

~~Rottenberg, Annette. *The Elements of Argument*. Bedford/St, Martins.~~

~~Salmon, Merrilee. *Introduction to Logic and Critical Thinking*. Harcourt~~

~~Paul, Richard, and Linda Elder. *Critical Thinking*. Prentice Hall.~~

~~Chaffee, John. *Thinking Critically*. Wadsworth.~~

~~Barnet, Sylvan. *Current Issues and Enduring Questions*. Bedford/St. Martins.~~

Poimann, Wendy, et al. *Doing History: An Introduction to the Historian's Craft, with Workbook Activities*. Oxford UP, 2015.

Turabian, Kate, *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed., U of Chicago P, 2018.

Gilderhus, Mark T. *History and Historians*, 7th ed., Prentice Hall, 2009.

Popkin, Jeremy D., *From Herodotus to H-Net: The Story of Historiography*, 2nd ed., Oxford UP, 2020.

Spaulding, Roger, and Christopher Parker. *Historiography: An Introduction*, Manchester UP, 2007.

Schneider, Axtel, and Daniel Woolf, eds. *The Oxford History of Historical Writing*, *Volume 5: Historical Writing*, Reprint ed., Oxford UP, 2015.

Storey, William Kelleher, *Writing History: A Guide for Students*, 6th ed., Oxford UP, 2020.

Weston, Anthony. *A Rulebook for Arguments*, 5th ed., Hacket Publishing Company, 2018.

Barnet, Sylvan, et al. *From Critical Thinking to Argument: A Portable Guide*, 7th ed., Bedford/St. Martin's, 2023.

Fischer, David Hackett. *Historians' Fallacies: Toward a Logic of Historical Thought*, Harper & Row Publishers, 1970.

Brundage, Anthony. *Going to the Sources: A Guide to Historical Research and Writing*, 6th ed., Wiley Blackwell, 2017.

Loewen, James W. *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History.* 2nd ed., Teachers College Press, 2018.

Cutter, Martha J., et al. *Redrawing the Historical Past: History, Memory, and Multiethnic Graphic Novels*, U of Georgia P, 2018.

Additional Required Materials: none

Course Objectives:

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

1. Identify forms of logical reasoning and fallacies common in historical analysis to distinguish facts from judgment,, including: Inductive and deductive reasoning and demonstrate their use; issues of causation; over-simplification of complex occurrences; disentangling judgement and interpretation; other general fallacies of reasoning and errors of logical thought; evidentiary limits and resolution of conflicting evidence; shifting use and meaning of language, including the denotative and connotative meaning of terms and labels; and chronological reasoning of sequence, cause and effect, and periodization.

2. Describe, discuss, and apply orally and/or in writing an understanding of history as a discipline characterized by the application of critical analysis to faculty evidence, including its genres, explanatory theories and assumptions; and historiography.

3. Fram a question for historical research and design and implement a research proposal, producing a research paper whose thesis is clearly stated and effectively supported with logically organized, soundly interpreted, and properly documented faculty evidence.

4. Select, critically examine, and evaluate secondary sources attentive to their structural and analytical components including the author's identity and intended audience, thesis, argumentation, methodology and use of sources, and date and context of publication.

5. Locate and critically examine and evaluate the use of primary sources attentive to concepts of historical agency, context, perspective, and multi-causation.

6. Critically evaluate, revise, and strengthen their own argument with attention to organization, clarity of voice, style, grammar and content accuracy.

1. ~~Evaluate primary and secondary sources including the author's thesis, argumentation, methodology, and use of sources recognizing the relationship of language to logic.~~
2. ~~Create an historical argument using primary and secondary sources that distinguishes fact from judgement, and belief from knowledge.~~
3. ~~Distinguish forms of logical reasoning, including inductive and deductive reasoning, and demonstrate their use in historical research.~~
4. ~~Identify and address fallacies in historical analysis, as well as more general fallacies of language and thought.~~
5. ~~Identify and effectively address common problems in the use of evidence, including contradictory and/or incomplete evidence, and identifying the assumptions upon which particular conclusions depend, and~~
6. ~~Compose an argument that analyzes, critiques, and advocates ideas through well-supported research~~

Course Level Student Learning Outcomes:

1.Evaluate forms of logical reasoning and fallacies common in historical analysis.

2. Orally and/or in writing describe, discuss, and apply an understanding of history as a discipline characterized by the application of critical analysis to faculty evidence.

3. Frame an historical question, identify and interpret sources—both primary and secondary—and produce a self-revised research paper

Course Scope and Content:

Unit I   What is the Discipline of History?
- A. Why study History?
- B. How to study History?
- C. Different types of History

Unit II   The Development of the Discipline
- A. Historical Research in Ancient History
- B. Historical Research through the 18th Century
- C. Historical Research from the 18th Century

Unit III   Historiography
- A. Schools of Historical Thought

      B.   Facts, Judgements, Beliefs, and Knowledge
      C.   Historical Context, Bias, and Logical Fallacies

Unit IV   Primary Sources
      A.   Understanding Historical Context
      B.   Evaluating Historical Evidence
      C.   Understanding Historical Language

Unit V   Research
      A.   Gathering Evidence
      B.   Creating an Argument
      C.   Using Inductive and Deductive Thinking in an Argument
      D.   Supporting Conclusions

Unit VI   Writing
      A.   Separating Fact from Judgement
      B.   Distinguishing Belief from Knowledge
      C.   Supporting Conclusions

Learning Activities Required Outside of Class:

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

1. Reading
2. Writing Discussions
3. Conducting research
4. Writing a 6000-word research paper

Methods of Instruction

1. Lecture/Discussion
2. ~~Discussion~~ Collaborative Group Work
3. In-class Writing and Activities
4. ~~Writing~~

Methods of Evaluation

1. 6000 word Research Paper
2. Historiographical Analysis
3. Essays/ Written Work

4. Exams

5. Student Presentations

6. Projects

Supplemental Data:

T.O.P. Code:	2205.00 History

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 part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes
Discipline:	History

Rationale

Submitting this course to seek CSU and US/IGETC GE requirements for Critical Thinking and Advanced Composition. A variety of disciplines may offer critical thinking and advanced composition, and a variety of disciplines do offer such classes statewide. History, as a discipline, is particularly well-equipped to instruct students in both critical thinking and advanced composition.

The CSU and UC systems have already accepted nine such courses within the California Community College system.

Comparable Courses in the community college system and CSU

History 5: Critical Thinking in History, Chabot College

History 5: Introduction to History and Philosophy of Science, College of Columbia

History B9: Historical Methods: Critical Thinking & Writing History, Bakersfield College

History 47: The Practice of History, Santa Monica College

History 47: Critical Thinking in History, Berkely City College

History 122: Critical Reasoning in History, Diablo Valley College

History 125: Research Methods and Term Papers in History, Marine College

History 400: Critical Thinking in History, Sacramento City College

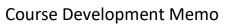History 101: Facts, Evidence and Explanation, CSU Long Beach

History 101: Critical Thinking in History, San Francisco State University

History 050: Historical Process: Understanding Historical Reasoning, San Jose State University

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	
Division:	Social Science
Date:	3/17/2025
Re:	HIST 2231

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):__CCN COR_____

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:

HIST and General Education Patterns

SLOASC review date: _____

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

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

☐ Natural Science   ☒ Social & Behavioral Science   ☐ English Composition

☐ Humanities   ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

*SLOs are required

History (HIST) 2231 C1001 History of the United States to 1877 (3 Units) CSU:UC
[formerly History 17A]

Advisory: Successful completion of English 1500 C1000 or C1000E strongly recommended.

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

Catalog Description: This course is an historical survey of Ancient America, of the European colonization of North America and of the United States through Reconstruction. It meets the 3 unit requirement in American History and Institutions for the Associate degrees. This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills. C-ID: HIST 130

Type of Class/Course: Degree Credit

Text:

Representative Texts, Manuals, OER, and Other Support Materials:

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.

Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Representative Texts:

- Carnes, Mark C. and John A. Garraty. 2021. T*he American Nation*. Pearson.
- Corbett, P. Scott, Janssen Volker, John Lund "U.S. History OpenStax Free Textbooks Online." (OER). 2024.
- Faragher, John Mack, Mari Jo Buhle, et al. 2021. *Out of Many: A History of the American People*. Pearson.
- Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. *Give Me Liberty!* W.W. Norton Company.
- Goldfield, David, Carol Abbott, et al. 2021. *The American Journey*. Pearson.
- Kamensky, Jane, Carol Sheriff, et al. 2017. A People and a Nation: A History of the United States. Cengage.
- Kennedy, David M. and Lizabeth Cohen. 2024. *The American Pageant*. Cengage Learning.
- Locke, John and Ben Wright. American Yawp (OER). Stanford University Press.
- Murrin, John, Pekka Hämäläinen, et al. 2019. *Liberty, Equality, Power*. Cengage Learning.
- Nash, Gary, Julie Roy, et al. 2023. *The American People: Creating a Nation and a Society.* Pearson.
- Roark, James L., Michael P. Johnson , et al. 2022. *The American Promise.* Bedford/St. Martin's.
- Tindall, George Brown and David E. Shi 2022. *America: A Narrative History.* W.W. Norton & Company.

TAFTCOLLEGE

Supplemental Options:

- Calloway, Colin G. 2024. *First Peoples: A Documentary Survey of Native American History*. Bedford/St. Martin's.

- Brown, Leslie, Jacqueline Castledine, et al. 2017. *U.S. Women's History: Untangling the Threads of Sisterhood*. Rutgers University Press.

- DuBois, Ellen and Lynn Dumenil. 2024. *Through Women's Eyes, Combined Volume: An American History with Documents.* Macmillan Learning.

- White, Deborah Gray, Mia Bay, et al. 2020. *Freedom on My Mind: A History of African Americans, with Documents.* Macmillan Learning.

- Kendi, Ibram X. Christopher Dontrell Piper, et al. 2017. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Bold Type Books.

- Choy, Catherine Ceniza, Cindy Kay, et al. 2023. *Asian American Histories of the United States.* Beacon Press.

- Ling, Huping. 2023. *Asian American History*. Rutgers University Press.

- Gonzales, Manuel G. 2019. *Mexicanos, Third Edition: A History of Mexicans in the United States*. Indiana University Press.

Corbett, Scott P., et al. *U.S. History*. OpenStax, 2024, *U.S. History*, https://openstax.org/details/books/us-history.

Type of Class/Course: Degree Credit

Additional Instructional Materials: None

Course Objectives:

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

1. demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support;
2. demonstrate an understanding of U.S. History through current analytical categories of race, class, gender and ethnicity;
3. demonstrate an understanding of America's growth in a global context,
4. explain the major economic, technological and scientific developments and their historical significance;
5. analyze major political trends, attitudes, conflicts and events-including both mainstream and reform efforts-and explain their historical significance;
6. explain the major social and cultural developments, their causes and effects, and their historical significance; and analyze the history of the United States

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.

3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.

4. Analyze the relevance of Early American History to the present day.

Course Level Student Learning Outcomes

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which explains their historical significance in reference to any of the following: race, class, gender, and ethnicity; understanding of America's growth in a global context through major economic, technological and scientific developments and their historical significance; political trends, attitudes, conflicts and events; and, social and cultural developments through 1877.

~~Demonstrate an understanding of America's growth in a global context through major economic, technological, and scientific developments and their historical significance through 1877~~

Local Level General Education Learning Outcomes

1. Demonstrate an understanding of the rights and obligations of individual citizens in the political system established under the U.S. Constitution.

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

3. Apply research methodologies employed in social scientific inquiry.

4. Demonstrate the principles, concepts, models of value systems, and ethics framework employed in social scientific inquiry.

Course Scope and Content:

~~Unit I   The Americas, Europe, and Africa Before 1492~~

~~A. The Americas~~
~~B. Europe on the Brink of Change~~
~~C. West Africa and the Role of Slavery~~

~~Unit II   Early Globalization: The Atlantic World, 1492-1650~~

~~A. Portuguese Exploration and Spanish Conquest~~
~~B. Religious Upheavals in the Developing Atlantic World~~
~~C. Challenges to Spain's Supremacy~~
~~D. New Worlds in the Americas: Labor, Commerce, and the Columbian Exchange~~

~~Unit III   Creating New Social Orders: Colonial Societies, 1500-1700~~

~~A. Spanish Exploration and Colonial Society~~
~~B. Colonial Rivalries: Dutch and French Colonial Ambitions~~
~~C. English Settlements in America~~
~~D. The Impact of Colonization~~

~~Unit IV   Rule Britannia! The English Empire, 1660-1763~~

A. Charles II and the Restoration Colonies
B. The Glorious Revolution and the English Empire
C. An Empire of Slavery and the Consumer Revolution
D. Great Awakening and Enlightenment
E. Wars for Empire

Unit V   Imperial Reforms and Colonial Protests, 1763-1774

A. Confronting the National Debt: The Aftermath of the French and Indian War
B. The Stamp Act and the Sons and Daughters of Liberty
C. The Townshend Acts and Colonial Protest
D. The Destruction of the Tea and the Coercive Acts
E. Disaffection: The First Continental Congress and American Identity

Unit VI   America's War for Independence, 1775-1783

A. Britain's Law-and-Order Strategy and Its Consequences
B. The Early Years of the Revolution
C. War in the South
D. Identity during the American Revolution

Unit VII   Creating Republican Governments, 1776-1790

A. Common Sense: From Monarchy to an American Republic
B. How Much Revolutionary Change?
C. Debating Democracy
D. The Constitutional Convention and Federal Constitution

Unit VIII   Growing Pains: The New Republic, 1790-1820

A. Competing Visions: Federalists and Democratic-Republicans
B. The New American Republic
C. Partisan Politics
D. The United States Goes Back to War

Unit IX   Industrial Transformation in the North, 1800-1850

A. Early Industrialization in the Northeast
B. A Vibrant Capitalist Republic
C. On the Move: The Transportation Revolution
D. A New Social Order: Class Divisions

Unit X   Jacksonian Democracy, 1820-1840

A. A New Political Style: From John Quincy Adams to Andrew Jackson

B. The Rise of American Democracy

C. The Nullification Crisis and the Bank War

D. Indian Removal

E. The Tyranny and Triumph of the Majority

Unit XI   A Nation on the Move: Westward Expansion, 1800-1860

A. Lewis and Clark

B. The Missouri Crisis

C. Independence for Texas

D. The Mexican-American War, 1846-1848

E. Free Soil or Slave? The Dilemma of the West

Unit XII   Cotton is King: The Antebellum South, 1800-1860

A. The Economics of Cotton

B. African Americans in the Antebellum United States

C. Wealth and Culture in the South

D. The Filibuster and the Quest for New Slave States

Unit XIII   Antebellum Idealism and Reform Impulses, 1820-1860

A. An Awakening of Religion and Individualism

B. Antebellum Communal Experiments

C. Reforms to Human Health

D. Addressing Slavery

E. Women's Rights

Unit XIV   Troubled Times: the Tumultuous 1850s

A. The Compromise of 1850

B. The Kansas-Nebraska Act and the Republican Party

C. The Dred Scott Decision and Sectional Strife

D. John Brown and the Election of 1860

Unit XV   The Civil War, 1860-1865

A. The Origins and Outbreak of the Civil War

B. Early Mobilization and War

C. 1863: The Changing Nature of the War

D. The Union Triumphant

Unit XVI   The Era of Reconstruction, 1865-1877

A. Restoring the Union

B. Congress and the Remaking of the South, 1865-1866

~~C. Radical Reconstruction, 1867-1872~~
~~D. The Collapse of Reconstruction~~

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Indigenous peoples, cultures, and lands.
3. European colonization.
4. Indentured servitude, chattel slavery, and the evolution of colonial labor systems.
5. Establishment and maturation of diverse colonial settlements and populations.
6. Colonial policies and imperial rivalries in North America and their implication for settlements.
7. The American Revolution.
8. The formation of the United States government from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights.
9. The Early Republic including the meanings of democracy and; political parties; economic and territorial expansion.
10. Sectionalism, expansion of slavery, and the Market Revolution in Antebellum America.
11. Manifest Destiny, the War with Mexico and its aftermath, and Indigenous policy.
12. Second Great Awakening, Abolitionist Movement, Women's Rights and other Antebellum Revival and Reforms.
13. Crisis of the 1850s and the coming of the Civil War.
14. The Civil War.
15. Reconstruction.
16. Republication in Early Republic and Immigration 1800-1865

Learning Activities Required Outside of Class:

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

1. Studying
2. Answering questions
3. Completing required reading
4. Written work

Methods of Instruction:

1. Assigned readings from text and collateral reading
4. Lectures by instructor
5. In-class activities including essay writing, presentations and/or projects

Methods of Evaluation:

1. ~~Substantial writing assignments, including:~~
   ~~a. research or other paper~~
   ~~b. written essays~~

~~c. research projects~~

~~2.   Other examinations, including:~~
~~a. multiple choice~~
~~b. completion~~
~~c. essay exams~~

~~Can also include:~~

~~1. Classroom discussions that include primary and secondary sources~~
~~2. Objective exams~~
~~3. Classroom projects and presentations~~

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives *must include academic writing and research*.
Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Supplemental Data:

TOP Code:	220500: History
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program

Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSC2: CSU Area C2 IG3B: IGETC Area 3B IG4F: IGETC Area 4F LAHI: Local Course American History LES: Local Ethnic Studies LSBS: Local GE Social/Behavioral Sci CSU Area D6 Cal-GETC Areas 3B, 4
Discipline	History

To:	Dr. Leslie Minor Chief Instructional Officer
	Dr. Vicki Jacobi, Curriculum Co-Chair
From:	
Division:	Social Science
Date:	3/17/2025
Re:	
	HIST 2232

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) CCN COR_____

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:

HIST and General Education Patterns

SLOASC review date: _____

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

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

*SLOs are required

☐ Natural Science   ☒ Social & Behavioral Science   ☐ English Composition

☐ Humanities   ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.

Reviewed By: J. Altenhofel
Reviewed By: K. Smith and T. Mendoza
Date Reviewed: ~~Spring 2024~~
Text Update: ~~Spring 2024~~
C & GE Approved: ~~Spring 2024~~
Semester effective: ~~Fall 2025~~

History (HIST) ~~2232~~ C1002 ~~History of the~~ United States Since ~~1865~~ ~~1877~~ (3 Units) CSU: UC
[formerly History 17B]

Advisory: Successful completion of English 1500 strongly recommended

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

Catalog Description: ~~This course is a survey of the history of the United States from the end of the Civil War to the present. It meets the 3-unit requirement in American History and Institutions for the Associate degrees.~~ This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills C-ID: HIST 140.

Type of Class/Course: Degree Credit

Representative Texts: ~~Corbett, Scott P., et al.~~ *U.S. History*. ~~OpenStax, 2024,~~ *U.S. History*,
~~https://openstax.org/details/books/us-history~~.

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.

Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Representative Texts:

- Carnes, Mark C. and John A. Garraty. 2021. T*he American Nation*. Pearson.

- Corbett, P. Scott, Janssen Volker, John Lund "U.S. History. OpenStax Free Textbooks Online." (OER). 2024.

- Faragher, John Mack, Mari Jo Buhle, et al. 2021. *Out of Many: A History of the American People*. Pearson.

- Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. *Give Me Liberty!* W.W. Norton Company.

- Goldfield, David, Carol Abbott, et al. 2021. *The American Journey*. Pearson.

- Kamensky, Jane, Carol Sheriff, et al. 2017. *A People and a Nation: A History of the United States*. Cengage.

- Kennedy, David M. and Lizabeth Cohen. 2024. *The American Pageant*. Cengage Learning.

- Locke, John and Ben Wright. American Yawp (OER). Stanford University Press.

- Murrin, John, Pekka Hämäläinen, et al. 2019. *Liberty, Equality, Power*. Cengage Learning.

- Nash, Gary, Julie Roy, et al. 2023. *The American People: Creating a Nation and a Society*. Pearson.

- Roark, James L., Michael P. Johnson , et al. 2022. *The American Promise.* Bedford/St. Martin's.

- Tindall, George Brown and David E. Shi 2022. *America: A Narrative History.* W.W. Norton & Company.
- U.S. History Open Stax.

Supplemental Options:

- Calloway, Colin G. 2024. *First Peoples: A Documentary Survey of Native American History*. Bedford/St. Martin's.
- Brown, Leslie, Jacqueline Castledine, et al. 2017. *U.S. Women's History: Untangling the Threads of Sisterhood*. Rutgers University Press.

DuBois, Ellen and Lynn Dumenil. 2024. *Through Women's Eyes, Combined Volume: An American History with Documents*. Macmillan Learning.

- White, Deborah Gray, Mia Bay, et al. 2020. *Freedom on My Mind: A History of African Americans, with Documents.* Macmillan Learning.
- Kendi, Ibram X. Christopher Dontrell Piper, et al. 2017. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Bold Type Books.
- Choy, Catherine Ceniza, Cindy Kay, et al. 2023. *Asian American Histories of the United States.* Beacon Press.
- Ling, Huping. 2023. *Asian American History*. Rutgers University Press.
- Gonzales, Manuel G. 2019. *Mexicanos, Third Edition: A History of Mexicans in the United States*. Indiana University Press.

Additional Instructional Materials: None

Course Objectives:

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

~~1.   demonstrate a general but clear understanding of the genesis and development of our   cultural, social, and economic heritage,~~
~~2.   demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support,~~
~~3.   demonstrate an understanding of U.S. History through multiple analytical categories such as race, class, gender, and ethnicity,~~
~~4.   demonstrate an understanding of America's growth in a global context,~~
~~5.   explain the major political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance,~~
~~6.   explain the major social and cultural developments, their causes and effects, and their historical significance,~~
~~7.   explain the major economic; technological and scientific developments; and their historical significance, and~~
~~8.   analyze the relevancy of history in today's world.~~

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.

3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance

4. Analyze the relevance of Modern American History to the present day.

5.

Course Level Student Learning Outcomes

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which explains their historical significance in reference to any of the following: race, class, gender, and ethnicity; America's growth in a global context; economic, technological and scientific developments; political trends, attitudes, conflicts, and events; and, social and cultural developments from 1865 to the present.

Demonstrate an understanding of America's growth in a global context through major economic, technological, and scientific developments and their historical significance since 1865

Local Level General Education Learning Outcomes
 1. Demonstrate an understanding of the rights and obligations of individual citizens in the political system established under the U.S. Constitution

2. Analyze the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
3. Apply research methodologies employed in social scientific inquiry.
4. Demonstrate the principles, concepts, models of value systems, and ethics framework employed in social scientific inquiry.

Course Scope and Content:

Unit I   The Era of Reconstruction, 1865-1877
          A.   Restoring the Union
          B.   Congress and the Remaking of the South, 1865-1866
          C.   Radical Reconstruction, 1867-1872
          D.   The Collapse of Reconstruction

Unit II   Go West Young Man! Westward Expansion, 1840-1900
          A.   The Westward Spirit
          B.   Homesteading: Dreams and Realities
          C.   Making a Living in Gold and Cattle
          D.   The Loss of American Indian Life and Culture
          E.   The Impact of Expansion on Chinese Immigrants and Hispanic Citizens

Unit III   Industrialization and the Rise of Big Business, 1870-1900
          A.   Inventors of the Age
          B.   From Invention to Industrial Growth

C.   ~~The Second New Deal~~

~~Unit XII~~ ~~Fighting the Good Fight in World War II, 1941-1945~~
        A.   ~~The Origins of War: Europe, Asia, and the United States~~
        B.   ~~The Home Front~~
        C.   ~~Victory in the European Theater~~
        D.   ~~The Pacific Theater and the Atomic Bomb~~

~~Unit XIII   Post-War Prosperity and Cold War Fears, 1945-1960~~
        A.   ~~The Challenges of Peacetime~~
        B.   ~~The Cold War~~
        C.   ~~The American Dream~~
        D.   ~~Popular Culture and Mass Media~~
        E.   ~~The African American Struggle for Civil Rights~~

~~Unit IX   Contesting Futures: America in the 1960s~~
        A.   ~~The Kennedy Promise~~
        B.   ~~Lyndon Johnson and the Great Society~~
        C.   ~~The Civil Rights Movement Marches On~~
        D.   ~~Challenging the Status Quo~~

~~Unit X   Political Storms at Home and Abroad, 1968-1980~~
        A.   ~~Identity Politics in a Fractured Society~~
        B.   ~~Coming Apart, Coming Together~~
        C.   ~~Vietnam: The Downward Spiral~~
        D.   ~~Watergate: Nixon's Domestic Nightmare~~
        E.   ~~Jimmy Carter in the Aftermath of the Storm~~

~~Unit XI   From Cold War to Culture Wars, 1980-2000~~
        A.   ~~The Reagan Revolution~~
        B.   ~~Political and Cultural Fusions~~
        C.   ~~A New World Order~~
        D.   ~~Bill Clinton and the New Economy~~

~~Unit XII~~ ~~The Challenges of the Twenty-First Century~~
        A.   ~~The War on Terror~~
        B.   ~~The Domestic Mission~~
        C.   ~~New Century, Old Disputes~~
        D.   ~~Hope and Change~~

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.

2. Reconstruction and the New South.

3. Immigration, industrialization, and urbanization in the Gilded Age.

4. Closing of the frontier and Resistance of Indigenous Peoples.

5. Progressive Era Reform Movements.

6. Imperialist expansion and emergence of the United States as a world power.
7. World War I.
8. Post-War America and the 1920s.
9. The Great Depression and the New Deal.
10. World War II and Its Aftermath.
11. Cold War Era.
12. Civil Rights Movements.
13. Vietnam, the Great Society, and the Transformation of America.
14. From Nixon to Reagan.
15. Entering the New Millennium.
16. Twenty-first century and the recent past.

17. **The Frontier Movement 1865-1900**
18.

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.   Assigned readings from text and collateral reading
2.   Current reading from news magazines and newspapers
3.   Discussion of current problems
4.   A research paper on a theme suggested by the instructor
5.   Lectures and presentations

Methods of Evaluation will include:

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives *must include academic writing and research*.

Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations

~~1.   Substantial writing assignments, including:~~
~~a. reading reports~~
~~b. written essays and/or research projects~~
~~c. essay exams~~

2.   ~~Other evaluation can include:~~
   ~~a.   multiple choice exams~~
   ~~b. classroom discussions that include primary and secondary sources~~
   ~~c. classroom projects and presentations~~

Supplemental Data:

TOP Code:	220500: History
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online, Offline
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSC2: CSU Area C2 IG3B: IGETC Area 3B IG4F: IGETC Area 4F LAHI: Local Course American History ~~LES: Local Ethnic Studies~~ LSBS: Local GE Social/Behavioral Sci CSU Area D6 Cal-GETC Areas 3B, 4

Discipline	History

TAFTCOLLEGE

Created by: V. Jacobi
                          T. Furman
Updated by: T. Davis
Reviewed by: K. Bandy
Date Created: ~~Spring~~ Spring 2016
Semester effective: ~~Spring 2019~~

Energy Technology (ENER) 1513 Work Experience in Energy Technology (1-4 units per semester-limit 8 units) CSU

Prerequisite: Student must have declared Energy Technology as major and be in good academic standing

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

Note: Units of Work Experience cannot be included as part of a student's study load for Veterans Educational benefits.

Total Hours: 60 hours of unpaid work OR 75 hours of paid work equals one unit of credit; maximum 220-300 hours

Catalog Description: Application and Orientation required prior to enrolling in course. Please contact ~~Cooperative~~the Cooperative Work Experience Coordinator. This work experience course of supervised employment is designed to assist students in work related to Energy Technology. Credit may be accrued at the rate of 1 to 4 units per semester for a maximum of 8 units. Students must work 75 paid hours or 60 non-paid hours per unit earned. This course is offered on a pass/no pass basis.

Type of Class/Course: Degree Credit

Course Student Learning Outcomes

1.   **K – Demonstrate an understanding of Energy related field that can expressed and quantified. (K- Knowledge)**
2.   **S – Display skills related to energy that allow us to better serve people in our in society. (Skill- Psychomotor)**
3.   **A – Demonstrate teamwork and problem-solving skills improve work processes in the energy industry. (A- Affective)**

Course Objectives:

At the conclusion of the course, the student will be able to

1. Demonstrate desirable work habits, attitudes, ~~and vocational~~and vocational skills specific to **Energy** Technology
2. ~~Achieve~~**Achieving** satisfactory progress towards their individual learning objectives
3. Obtain a heightened sense of career awareness within the industry

Course Scope and Content

1. Complete a ~~Cooperative~~ Work Experience Education (~~C~~WEE) Student Form
2. ~~Participate~~**Participating** in a ~~C~~WEE Orientation

1

3. Register for a Work Experience class via Cougar Tracks (SSB)
4. Create in collaboration with TC CWEE Coordinator/Faculty and employer, on-the-job learning objectives outlined in Learning Objective Contract (at least one objective per unit enrolled)
5. Maintain an accurate timesheet, to be verified by employer/supervisor, and kept by CWEE Coordinator/Faculty
6. Meet, in-person, with CWEE Coordinator/Faculty at least once during term to discuss progress towards on-the-job learning objectives
7. Complete a mid-term and end-of-term self-evaluation and evaluation of employer/jobsite.

Methods of Evaluation:

Evaluation is the responsibility of CWEE Coordinator/Faculty. Assistance in determining the correct evaluation is provided by recommendations from supervisor as well as by student self-evaluations. End of term evaluation should be based upon a predetermined learning plan, or a set of objectives, which everyone clearly understands and approves

1. Completion of all forms and appropriateness of meeting assigned appointments and**appointments and** deadlines
2. Completion of learning objectives
3. Job-related appropriateness/responsibility
4. Grade assigned and units granted on total hours worked during semester

Supplemental Data:

TOP Code:	094610 Energy Systems Technology
SAM Priority Code:	C: Clearly Occupational
Funding Agency:	Y: Not Applicable
Program Status:	2: Stand aloneProgram 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

2

[Margin note: Formatted: Font: Bold]

TAFTCOLLEGE

Cooperative Work Experience:	Y: Course is a part of a cooperative education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	YesNo
Discipline:	Environmental Studies or Engineering Technologies or Ecology

3

Allied Health/Applied Tech

CTRP	1015
CTRP	1070
CTRP	1075
CTRP	1090
CTRP	1142
CTRP	1143
CTRP	1144
CTRP	1151
CTRP	1250
CTRP	1513
DNTL	2025
DNTL	2134
DNTL	2240
DNTL	2241
DNTL	2245
ENER	1620
ENER	1630
ENER	2900
HLED	1059
HLED	1060

HLED	1510
HLED	1531
HLED	1535
HLED	1541
HLED	1543
IES	1513
INTC	1100
OSH	1055
OSH	1056
OSH	1065
OSH	1102
OSH	1104
OSH	1106
OSH	1107
OSH	1108
OSH	1109
OSH	1112
OSH	1113
OSH	1114
OSH	1115
OSH	1116
OSH	1119
OSH	1125
OSH	1552
OSH	2000
OSH	2058
OSH	2061
OSH	2065
PETC	1102
PETC	1103
PETC	1104
PETC	1105
PHED	1505
PHED	1506
PHED	1507
PHED	1509
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PHED	1511
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PHED 1643

PHED 1644

PHED 1646

PHED 1721

PHED 1723

PHED 1724

PHED 1728

PHED 1729

PHED 1732

PHED 1734

PHED 1735

PHED 1742

PHED 1823

PHED 2505

PHED 2506

PHED 2507

PHED 2509

PHED 2510

PHED 2511

PHED 2514

PHED 2734

Business, Arts & Humanities

ART	1600
ART	1800
ART	1811
ART	1820
BUSN	1051
BUSN	1053
BUSN	1055
BUSN	1056
BUSN	1510
BUSN	1513
BUSN	1536
BUSN	2001
BUSN	2002
BUSN	2003
BUSN	2280
BUSN	2900
DRAM	1535
ECON	2120
ECON	2210
HUM	2010
JRNL	1510
MGMT	1510
MGMT	1530
MGMT	1535
MGMT	1545
MGMT	1550
MGMT	1555
MGMT	1560
MGMT	1565
MGMT	1570
MGMT	2900
PHOT	1510
SPCH	1507
SPCH	1511

English

EDUC	1520
ENGL	
ENGL	1650
ENGL	1700
ENGL	1725
ENGL	1750
ENGL	1775
ENGL	2100
ENGL	2650
ENGL	2700
ENGL	2750

Learning Support

DS	1501
DS	1502
DS	1505
DS	1506
DS	1507
LRSK	910
LRSK	911

Math/Sci

BIOL	1510
BIOL	2202
BIOL	2203
BIOL	2258
BIOL	2259
BIOL	2265
ENGR	2200
ENGR	2300
GEOG	1510
GEOL	1500
GEOL	1501
MATH	1505
MATH	2120
MATH	2130

Social Science

CJA	2131
CJA	2133
CJA	2134
ECEF	1500
ECEF	1511
ECEF	
ECEF	
ECEF	
ECEF	
ECEF	1590
ECEF	
ECEF	
ECEF	
ECEF	
ECEF	1654
ECEF	
ECEF	
ECEF	
HIST	
POSC	
PSYC	1500
PSYC	2003
RECR	1510