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

**Memorandum**

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

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

**DATE:** March 16, 2026

**SUBJECT:** Next Meeting's Agenda

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

**AGENDA**

**I. CALL TO ORDER**

**II. PUBLIC COMMENTARY**

**III. APPROVAL OF MINUTES:** From February 20, 2026, Curriculum & General Education meeting

**IV. NEW BUSINESS**

**A. Allied Health/Applies Tech Division – New Courses**
1. PHED 1622 Advanced Yoga
2. PHED 1642 Elite Yoga

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

**A. Allied Health/Applied Tech Division – Course Revision**
1. PETC 0602 Basic Drilling and Workover Surface
2. PETC 0603 Basic Drilling Surface Stack
3. PETC 0604 Basic Drilling and Workover Sub-sea
4. PETC 0605 Coiled Tubing for Supervisors

**B. Sciences and Mathematics Division – Course Revision**

1. BIOL 2265 Human Pathophysiology

**C. Distance Learning Approvals**

1. ESL 9100 Intermediate Reading
2. ESL 9110 Advanced Reading
3. ESL 9300 Intermediate Listening and Speaking Skills
4. ESL 9310 Advanced Listening and Speaking Skills

**VI. DISCUSSION/ACTION ITEMS**

**A.** Proposed Title 5 Changes – Associate Degree Requirements
**B.** Courses not Offered in 3 Years – Inactivations
**C.** IDEAA in the COR
**D.** CCN Guide
**E.** Title II: ADA Requirements
**F.** OER/TAR
**G.** Distance Education Application Revisions
**H.** CourseDog Update
**I.** Other

**VII. NEXT MEETING: April 24, 2026, 12:10pm-1:30pm**

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

| Program | Tech Review Approved | C & GE Approved | Board Approved | Status |
|---|---|---|---|---|
| **Elementary Techer Education ADT** | December 9, 2025 | December 12, 2025 | February 11, 2026 | Submitted |
| **Geology ADT *** | November 25, 2025 | December 12, 2025 | February 11, 2026 | Submitted |
| **Environmental Health and Safety – A.S. Degree *** | March 18, 2025 | November 21, 2025 | December 10, 2025 | Submitted |
| **Speech Language Pathology Assistant – A.S. Degree *** | October 28, 2025 | November 21, 2025 | December 10, 2025 | Submitted |
| **Speech Language Pathology Aide - Certificate of Achievement *** | October 28, 2025 | November 21, 2025 | December 10, 2025 | Submitted |
| **Associate Degree of Science in Nursing *** | November 25, 2025 | February 20, 2026 | March 11, 2026 | Submitted |
| **Liberal Arts Area of Emphasis: Pre-Nursing/Pre-Dental Hygiene *** | January 20, 2026 | February 20, 2026 | March 11, 2026 | Submitted |
| **Associate Degree of Science in Modern Policing *** | October 28, 2025 | February 20, 2026 | March 11, 2026 | Submitted |

*** New Program**

**IX. ADJOURNMENT**

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

**Memorandum**

**PRESENT:** C. Duron, T. Payne, B. Devine, D. Rodenhauser, K. Webster, J. Lopez, S. Rowland, M. Oja, K. Richards, C. Velas, J. Norris, V. Jacobi

**ABSENT:** G. Bormann, K. Bandy, T. Mendoza, D. Garza, A. Bledsoe, J. Rangel-Escobedo

**DATE:** February 20, 2026

The **Curriculum and General Education Committee** was held **Friday, February 20, 2026, from 12:10 p.m. to 1:30 p.m. in S-11**

**MINUTES**

**I. CALL TO ORDER** at 12:11pm

**II. PUBLIC COMMENTARY**

C. Velas was introduced as the Nursing Consultant for Taft College. She was present via Zoom as a consultant.

**III. APPROVAL OF MINUTES:** From January 12, 2026, Curriculum & General Education meeting

After review, the Minutes from January 12, 2026, were unanimously approved on a motion by M. Oja and seconded by B. Devine.

**IV. NEW BUSINESS**

**A. Allied Health/Applied Tech Division – New Courses**

1. NURS 1400 Fundamentals of Nursing Care
2. NURS 1410 Health Assessment
3. NURS 1415 Pharmacology
4. NURS 1416 Introduction to Medical Administration
5. NURS 1420 Nursing Care of Patients with Common Conditions
6. NURS 1430 Nursing Care of Patients with Mental Health Disorders
7. NURS 2400 Nursing Care of Patients with Acute Conditions
8. NURS 2500 Nursing Care of Growing Families
9. NURS 2600 Nursing Care of the Pediatric Patient
10. NURS 2700 Nursing Care of Patients with Complex Conditions
11. NURS 2800 Nursing Leadership and Patient Management
12. NURS 2900 Transition to Practice

After an introduction of the courses by C. Velas where the content, core requirements, and syllabi were discussed, the Nursing courses were approved as a group. After the addition of the “extensive lab” portion on the lab courses there was a motion set forth by B. Devine and seconded by K. Webster and unanimously approved by all.

**B. Allied Health/Applied Tech Division – New Programs**

1. Liberal Arts Area of Emphasis: Pre-Nursing/Pre-Dental Hygiene
   This degree was amended to include BIOL 2265 Human Pathophysiology as a required course. On a motion by D. Rodenhauser and seconded by B. Devine, the program was unanimously approved.
2. Associate Degree of Science in Nursing
   There were several questions about this program that C. Velas addressed. B. Devine asked if students could pick and choose courses, and C. Velas replies no because they will be offered as a cohort. C. Velas also discussed Credit for Prior Learning (CPL) for Military members, how many units per semester, and that there should be little trouble finding instructors. C. Velas is also in the process of documenting clinical partnerships.

   The program was amended to include an arts and humanities course under prerequisites and to remove NURS 1415 Pharmacology.

   On a motion by C. Duron and seconded by B. Devine the program was approved with revisions. M. Oja abstained from the vote.

**C. Social Sciences Division – New Program**

1. Associate Degree of Science in Modern Policing
   T. Payne requested the language regarding CPL be amended. After this revision the program was approved unanimously on a motion by M. Oja and seconded by D. Rodenhauser.

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

**A. Allied Health/Applied Tech Division – Course Revision**

1. PHED 1605 Beginning Social Dance
2. PHED 1615 Intermediate Social Dance

These items were pulled to discuss the Discipline. After discussion and research, it was decided the disciplines will remain. These courses were approved as a group on a motion by C. Duron and seconded by D. Rodenhauser and unanimously approved by all.

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

1. COMM 1530 (C1004) Interpersonal Communication

**C. Sciences and Mathematics Division – Course Revision**

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

**D. Social Sciences Division – Course Revision**

1. SOC 1510 (C1000) Introduction to Sociology

This course was pulled from consent to make a revision to the "Examples of Assignments" section of the COR. The "CLOs" will be replaced with "Objectives." This course was approved with revisions on a motion by D. Rodenhauser and seconded by B. Devine. And unanimously approved by all.

**E. <u>Distance Learning Approvals</u>**

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

All remaining consent items were approved on a motion by B. Devine and seconded by D. Rodenhauser and unanimously approved by all.

## VI. DISCUSSION ITEMS

**A.** Title 5 Changes
V. Jacobi asked the committee to read the changes.

**B.** IDEAA in the COR
V. Jacobi provided the committee with an institutional SLO regarding IDEAA requirements.

**C.** Title 2: ADA Requirements
Similar to the Title 5 changes, the committee was asked to read the changes and requirements.

**D.** OER/TAR
It was suggested to possibly create a taskforce, and V. Jacobi shared rubrics.

**E.** Credit for Prior Learning Procedures
The AP was shared for potential revisions.

**F.** Course Sunsetting Policy
V. Jacobi shared a potential new policy regarding sunsetting courses that have not been successfully offered in 2 years. A list was shared of courses not offered in the last 3 years.

## VII. INFORMATION ITEMS

**A.** CourseDog
An update regarding CourseDog was shared. Taft College is working closely with CourseDog to implement and integrate the new Curriculum Management Software.

**B.** Common Course Numbering Phase III Memo
In summary, the memo tells that Phase III Common Course Numbering is on hold. There is a Webinar on March 2, 2026 to provide more information.

**C.** CCN Guide
V. Jacobi shared a guide made my T. Smith and herself. This guide is to help make an existing course adhere to a Common Course Number template.

## VIII. NEXT MEETING: March 20, 2026, 12:10pm-1:30pm

## IX. PROGRAM STATUS: See the table below

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

*** New Program**

**X.** **ADJOURNMENT** at 1:34pm

TAFTCOLLEGE

# Course Development Memo

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 1/22/2026

Re: Advance and Elite Yoga COR's

**Type of Curriculum Change:**

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

**For Course Changes, why is this course being updated?**

☐ For C-ID

☐ As part of the 5 year review cycle

☒ Other (please explain):____New fitness courses_____

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

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

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

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

The Yoga courses are taking off and students are looking to continue learning more about yoga and the benefits that it creates for the body and the mind. We are also requesting distance education approval. Our hope is to at some point do a synchronous online yoga course.

**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

Liberal Arts in Physical Education, Kinesiology, Kinesiology ADT, Sport Management

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

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition

☐ Humanities ☐ Communication & Critical Thinking

**Justification for Addition to Taft College General Education:**

*Please list the General Education SLOs this course meets:*

Click here to enter text.

*SLOs are required

TAFTCOLLEGE

Prepared by: V. Maiocco
Reviewed by: A. Clark
Reviewed by: K. Bandy
Reviewed by: M. Rossi
Date Prepared: Spring 2026
Textbook update: Spring 2025
C & GE approved: TBD
Board approved:TBD

Physical Education (PHED) 1622 Advanced Yoga (1 Unit) transferability CSU/UC

Prerequisite: Successful completion of PHED 1612 with a grade of 'C' or better

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

1. Analyze the five principles of yoga.
2. Demonstrate various postures (asanas).
3. Contrast various postures(asanas).
4. Differentiate the following terms: flexion, extension, hyperextension, abduction, adduction, rotation, and circumduction.
5. Improve sensory, integrative, and motor functioning of the nervous system.
6. Develop balance, flexibility, coordination, and strength.
7. Differentiate between the upper and lower body muscles and muscle groups.
8. Improve circulation and oxygen flow throughout the body.
9. Demonstrate control over breathing (pranayama) increasing focus and concentration.
10. Develop a positive mental state

Hours and Unit Calculations:
48 lab hours (48 total Student Learning Hours) 1 unit

Catalog Description: This course continues to teach students the fundamentals of yoga at the intermediate level. Students will practice various poses (asanas) to increase balance, flexibility, and strength. Students will explore controlled breathing techniques to increase focus and concentration. Yoga will enable students to challenge both their body and mind.

Type of Class/Course: Degree Applicable

Suggested text:

Miller, Noah. *Yoga for Beginners: 100 Yoga Poses to Calm the Mind, Relieve Stress, Strengthen the Body and Increase Flexibility*. 1st ed. CreateSpace Independent Publishing, 2018.

Shaw, Beth Beth Shaw's Yogafit, 3rd ed., Human Kinetics, 2016.

Course Objectives:

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

1. Analyze the five principles of yoga.
2. Demonstrate various intermediate postures (asanas).
3. Contrast various intermediate postures(asanas).
4. Differentiate the following terms: flexion, extension, hyperextension, abduction, adduction, rotation, and circumduction.

5. Improve sensory, integrative, and motor functioning of the nervous system.
6. Increase balance, flexibility, coordination, and strength.
7. Differentiate between the upper and lower body muscles and muscle groups.
8. Improve circulation and oxygen flow throughout the body.
9. Demonstrate control over breathing (pranayama) increasing focus and concentration.
10. Develop a positive mental state

**Student Learning Outcomes (SLO's):**

| PHED1622 Advanced Yoga Student Learning Outcomes (SLO's) |
|---|
| 1. Differentiate the difference between various yoga poses at an advanced level<br>2. Incorporating their mind along with their body as they perform a yoga poses and flow at an advanced level<br>3. Understanding that proper nutrition and fitness are key components of establishing and maintaining good physical health at an advanced level. |

Course Scope and Content: Laboratory

Unit I Introduction to intermediate yoga

A. Guidelines for practicing yoga
B. Applicable modifications of yoga poses based on individual needs
C. Introduction to more advanced stretches
D. Relaxation techniques for all aspects of life
E. Breath awareness and its benefit in yoga

Unit II Review 5 Principles of Yoga

A. Proper Relaxation
B. Proper Exercise
C. Proper Breathing
D. Proper Diet
E. Positive Thinking & Meditation

Unit III Muscular Development and Strength

A. Standing poses – Increase lower body strength
B. Floor poses – Increase upper body strength

Unit IV Intermediate Flexibility

A. primary muscles
B. Flexibility and strength building

Unit V Intermediate Asanas (poses)

A. Warm-up
B. Standing
C. Seated
D. Twisting
E. Supine & Prone
F. Backbends
G. Inverted & Balancing
H. Finishing
I. Salutations

Methods of Instruction

1. Activity and practice of yoga techniques
2. Critique, Instructor and self-observation
3. Group Discussion
4. Individualized Instruction
5. Lecture
6. Mediated Learning, instructional verbal cues
7. Observation and Demonstration

Methods of Evaluation

1. Class Participation
2. Class Work
3. Projects
4. Quizzes
5. Assignments

Supplemental Data:

| | |
|---|---|
| T.O.P. Code: | 0835.00- Physical Education |
| Sam Priority Code: | E- Non- Occupational |
| Funding Agency: | Y- Not Applicable (funds not used) |
| Distance Learning: | Not Applicable |
| Program Status: | Program Applicable |

| | |
|---|---|
| Noncredit Category: | Y- 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 a part of a cooperative work experience education program |
| Eligible for Credit by Exam: | No |
| Eligible for Pass/No Pass: | Yes |
| Discipline: | Physical Education or Kinesiology or Health Education |

TAFTCOLLEGE

Prepared by: V. Maiocco
Reviewed by: A. Clark
Reviewed by: K. Bandy
Reviewed by: M. Rossi
Date Prepared: Spring 2026
Textbook update: Spring 2025
C & GE approved: TBD
Board approved: TBD

Physical Education (PHED) 1632 Elite Yoga (1 Unit) transferability CSU/UC

Prerequisite: Successful completion of PHED 1622 with a grade of 'C' or better

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

1. Analyze the five principles of yoga.
2. Demonstrate various postures (asanas).
3. Contrast various postures(asanas).
4. Differentiate the following terms: flexion, extension, hyperextension, abduction, adduction, rotation, and circumduction.
5. Improve sensory, integrative, and motor functioning of the nervous system.
6. Develop balance, flexibility, coordination, and strength.
7. Differentiate between the upper and lower body muscles and muscle groups.
8. Improve circulation and oxygen flow throughout the body.
9. Demonstrate control over breathing (pranayama) increasing focus and concentration.
10. Develop a positive mental state

Hours and Unit Calculations:
48 lab hours (48 total Student Learning Hours) 1 unit

Catalog Description: This course continues to teach students the fundamentals of yoga at the intermediate level. Students will practice various poses (asanas) to increase balance, flexibility, and strength. Students will explore controlled breathing techniques to increase focus and concentration. Yoga will enable students to challenge both their body and mind.

Type of Class/Course: Degree Applicable

Suggested text:

Miller, Noah. *Yoga for Beginners: 100 Yoga Poses to Calm the Mind, Relieve Stress, Strengthen the Body and Increase Flexibility*. 1st ed. CreateSpace Independent Publishing, 2018.

Shaw, Beth Beth Shaw's Yogafit, 3rd ed., Human Kinetics, 2016.

Course Objectives:

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

1. Analyze the five principles of yoga.
2. Demonstrate various intermediate postures (asanas).
3. Contrast various intermediate postures(asanas).
4. Differentiate the following terms: flexion, extension, hyperextension, abduction, adduction, rotation, and circumduction.

5. Improve sensory, integrative, and motor functioning of the nervous system.
6. Increase balance, flexibility, coordination, and strength.
7. Differentiate between the upper and lower body muscles and muscle groups.
8. Improve circulation and oxygen flow throughout the body.
9. Demonstrate control over breathing (pranayama) increasing focus and concentration.
10. Develop a positive mental state

**Student Learning Outcomes (SLO's):**

| PHED1632 Elite Yoga Student Learning Outcomes (SLO's) |
|---|
| 1. Differentiate the difference between various yoga poses at an elite level<br>2. Incorporating their mind along with their body as they perform a yoga poses and flow at an elite level<br>3. Understanding that proper nutrition and fitness are key components of establishing and maintaining good physical health at an elite level |

Course Scope and Content: Laboratory

Unit I Introduction to intermediate yoga

A. Guidelines for practicing yoga
B. Applicable modifications of yoga poses based on individual needs
C. Introduction to more advanced stretches
D. Relaxation techniques for all aspects of life
E. Breath awareness and its benefit in yoga

Unit II Review 5 Principles of Yoga

A. Proper Relaxation
B. Proper Exercise
C. Proper Breathing
D. Proper Diet
E. Positive Thinking & Meditation

Unit III Muscular Development and Strength

A. Standing poses – Increase lower body strength
B. Floor poses – Increase upper body strength

Unit IV Intermediate Flexibility

A. primary muscles

B. Flexibility and strength building

Unit V Intermediate Asanas (poses)

A. Warm-up
B. Standing
C. Seated
D. Twisting
E. Supine & Prone
F. Backbends
G. Inverted & Balancing
H. Finishing
I. Salutations

Methods of Instruction

1. Activity and practice of yoga techniques
2. Critique, Instructor and self-observation
3. Group Discussion
4. Individualized Instruction
5. Lecture
6. Mediated Learning, instructional verbal cues
7. Observation and Demonstration

Methods of Evaluation

1. Class Participation
2. Class Work
3. Projects
4. Quizzes
5. Assignments

Supplemental Data:

| | |
|---|---|
| T.O.P. Code: | 0835.00- Physical Education |
| Sam Priority Code: | E- Non- Occupational |
| Funding Agency: | Y- Not Applicable (funds not used) |
| Distance Learning: | Not Applicable |
| Program Status: | Program Applicable |

| | |
|---|---|
| Noncredit Category: | Y- 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 a part of a cooperative work experience education program |
| Eligible for Credit by Exam: | No |
| Eligible for Pass/No Pass: | Yes |
| Discipline: | Physical Education or Kinesiology or Health Education |

TAFTCOLLEGE

# Course Development Memo

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

From: Kanoe Bandy

Division: Applied Technologies

Date: 2/1/2026

Re: PETC 1102, 1103, 1104, 1105

**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):_____5 year review_____

**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 _____2/9/2026_____

Date COR went to Distance Learning Education Committee ___n/a_____

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

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

Click here to enter text.

**Programs Affected/Stand Alone:**

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

Petroleum Technology

*SLOs are required

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

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition

☐ Humanities ☐ Communication & Critical Thinking

**Justification for Addition to Taft College General Education:**

*Please list the General Education SLOs this course meets:*

Click here to enter text.

*SLOs are required

Prepared by: L Qubain
Reviewed by: K. Bandy
Reviewed by:
Date Prepared:

Petroleum Technology (PETC) 0602 Basic Drilling and Workover Surface (1.25 Units)
[formerly Petroleum Technology 94Z, Formerly PETC 1102]

Prerequisite: None

Advisory:

Hours and Unit Calculations:

16 lecture hours. (32 Outside-of-class Hours); 16 lab hours. (64 Total Student Learning Hours) [Total units] Units

Catalog Description: This course introduces students to modern surface drilling and workover well-control principles used in today's oil and gas operations. Students learn how to identify kick indicators, perform pressure calculations, apply shut-in procedures, and operate blowout prevention (BOP) equipment in accordance with current American Petroleum Institute (API), International Association of Drilling Contractors (IADC), Bureau of Safety and Environmental Safety (BSEE), and California Geologic Energy Management Division (CalGEM) safety standards. Hands-on practice using a digital drilling simulator reinforces decision-making, communication, and situational awareness during pressure-control events.
This course is offered on a **Pass/No Pass** basis only.

Type of Class/Course: Degree Credit

Textbook: WESTEC. *Well Control Workbook*. WESTEC Energy Publications.

Unpublished.

Additional Required Instructional Materials: None

Course Objectives:

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

1. Calculate hydrostatic pressure, formation pressure, and basic well-control parameters.
2. Identify surface drilling rig components related to pressure control.
3. Recognize early kick warning signs using analog and digital monitoring systems.
4. Perform shut-in procedures for drilling and workover operations.
5. Explain the function, operation, and testing requirements of surface BOP equipment.
6. Apply basic kill-sheet calculations to plan and execute a kill operation.
7. Demonstrate safe and effective communication during simulator-based well-control scenarios.
8. Describe relevant regulatory requirements from BSEE, CalGEM, and API for surface drilling and workover operations.

**Student Learning Outcome:**

**Perform necessary procedures and steps to safely control down-hole conditions for drilling and workover of wells subject to pressure for the prevention of blow-outs.**

Course Scope and Content:

Unit 1 Regulatory Framework for Surface Drilling and Workovers
- A. Recordkeeping requirements
- B. Certification and training pathways (IADC, Well Ops Management Plans, CalGEM permits)
- C. Overview of BSEE, CalGEM, Bureau of Ocean Energy Management (BOEM) roles
- D. API RP 53 and API RP 54 well-control and safety expectations

Unit 2 Pressure Fundamentals
- A. Hydrostatic pressures calculations
- B. Pressure gradient concepts
- C. Formation pressures and overbalance/underbalance
- D. Causes and indicators of abnormal pressure

Unit 3 Surface BOP Equipment, Design, and Controls
- A. Surface stack components: rams, annulars, chokes, manifolds
- B. Accumulator systems and control panels (hydraulic/electric)
- C. Function testing and pressure-testing requirements Chokes
- D. Safety valves and drill-string protection

Unit 4 Kick and Blowout Definitions
- A. Kick definition and warning signs (pit gain, flow increase, pump pressure changes)
- B. Conditions necessary for a kick
- C. Causes of kick while drilling and tripping
- D. Blowout definition – Reasons for occurrence

Unit 5 Shut-in Procedures
- A. Shut-in procedures during drilling, tripping, and workover operations
- B. Shut-in drill pipe and casing pressure interpretations
- C. Diverter use on surface operations

Unit 6 Volume and Pressure Calculations
- A. Pipe capacity and displacement
- B. Annular Volumes
- C. Effect of tripping on hydrostatic pressure
- D. Initial circulating pressure (ICP), final circulating pressure (FCP), and maximum allowable annular surface pressure (MAASP) concepts at an introductory level

Unit 7 Kill Procedures
- A. Driller's method and introduction to other kill methods
- B. Workover-specific kicks (tubing leaks, packer failure, wellbore influx origins)
- C. Kill-sheet use and preparation

D. Practical kill-sheet problem sets

Unit 8 Drilling, Completion, and Workover Fluids
- A. Functions of drilling fluids
- B. Properties affecting well control (density, viscosity, etc.)
- C. Completions/workover fluid types and selection
- D. Environmental and regulatory considerations in California

Unit 9 Well Control Problems and Special Situations
- A. Excessive casing pressure
- B. Out-of-hole kicks
- C. Shallow gas concerns
- D. Mechanical failures affecting well control (washouts, plugged bit)

Unit 10 Simulator-Based Well-Control Exercises
- A. Orientation to digital simulator
- B. Group execution of shut0in procedure
- C. Kick detection scenarios
- D. Pressure monitoring and communication practice
- E. Multi-problem scenarios requiring teamwork and decision-making

Unit 11 Workbook Session: Calculations
- A. Workbook exercises for covered subjects

Unit 12 Well Completion and Well Control Problems
- A. Multiple completions
- B. Running a drill string test
- C. Other completion operations

Unit 13 Workbook Review Session
- A. Review workbooks

Unit 14 Training for Drilling
- A. Testing on material covered

Unit 15 Reasons for Workover Operations
- A. Repair mechanical failure
- B. Stimulation to increase production
- C. Completing into more than one reservoir

Unit 16 Small Tubing Operations
- A. Applications
- B. Equipment descriptions
- C. BOP equipment
- D. Flow string systems

Unit 17 Well Equipment – Workover Surface
- A. Surface equipment
- B. Downhole tools and tubulars
- C. Packers

Lab Content:

Unit 1 – Simulator Orientation and Basic Pressure Control
- A. Introduction to user interface, gauges, and controls

B. Practicing hydrostatic and pressure formation calculations
C. Simple shut-in exercise

Unit 2 – Surface BOP Operations and Shut-In
A. BOP function test (virtual)
B. Correct positioning and sequence of BOP activation
C. Student-run shut-in operations on simulator

Unit 3 – Kill Operations
A. Kill-sheet preparation during live scenarios
B. Execution of simple kill procedures
C. Evaluation of pit gain, pressure, and fluid movements
D. Communication roles and responsibilities during kill operations

Learning Activities Required Outside of Class
Students in the class will spend a minimum of 32 hours for this course outside of the regular class time doing the following:
• assigned reading
• pressure-calculation problem sets
• kill-sheet exercises
• preparation for simulator sessions
• online safety modules (API/CalGEM overview)

Examples of Reading Assignments:

•

Examples of Writing Assignments:

•

1. Methods of Instruction:Lecture and guided discussion
2. Demonstration of equipment and digital systems
3. Hands-on practice using drilling simulators
4. Group problem-solving and scenario-based exercises
5. Short video modules of real-world operations
6. Instructor-led feedback sessions after simulations

Methods of Evaluation:
1. Written examinations on pressure calculations and safety standards
2. Kill-sheet problem sets
3. Performance-based assessment during simulator scenarios
4. Participation in group decision-making exercises
5. Final demonstration of shut-in and kill procedures on simulator

Supplemental Data: *See Supplemental Data Key for options*

| | |
|---|---|
| T.O.P. Code:<br>CIP Code: | 0954.30<br>15.0903 |
| Sam Priority Code: | C: Clearly Occupational |
| Funding Agency: | Not applicable |
| Distance Learning: | Not applicable |
| Program Status: | Program applicable |
| Noncredit Category: | Credit Course |
| Special Class Status: | Course is not a special class |
| Basic Skills Status: | Course is not a basic skills course |
| Prior to College Level: | Not applicable |
| Cooperative Work Experience: | No, is not a part of a cooperative work experience education program. |
| Eligible for Credit by Exam: | Yes |
| Eligible for Pass/No Pass: | Yes |
| Discipline: | Mining and Metallurgy (Oilfield operations) |

TAFTCOLLEGE

Revised by: L Qubain
Reviewed by: K. Bandy
Reviewed by:
Date Prepared: December 14, 2025

Petroleum Technology (PETC) 0603 Basic Drilling Surface Stack (1 Unit)
[formerly Petroleum Technology 94X, PETC 1106]

Prerequisite: None

Total Hours: 12 hours lecture (24 Outside of Class hours); 16 hours lab (52 hours total)

Catalog Description:
This course provides focused instruction on surface blowout prevention (BOP) stack systems used in modern drilling operations. Students learn the function, operation, testing, and well-control role of surface BOP equipment, including rams, annular preventers, chokes, and control systems. Emphasis is placed on pressure control, shut-in procedures, regulatory requirements, and safe operation in accordance with American Petroleum Institute (API), International Association of Drilling Contractors (IADC), Bureau of Safety and Environmental Safety (BSEE), and California Geologic Energy Management Division (CalGEM) standards. Hands-on laboratory exercises using a digital drilling simulator reinforce correct decision-making and equipment operation.

Type of Class/Course: Degree Credit

Textbook: WESTEC. *Well Control Workbook*. WESTEC Energy Publications. Unpublished.

Additional Required Instructional Materials: None

Course Objectives:

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

1. Explain the purpose and function of surface BOP stack components.
2. Identify different types of rams, annular preventers, chokes, and safety valves.
3. Describe surface stack design considerations and pressure ratings.
4. Perform basic hydrostatic and surface pressure calculations related to well control.
5. Execute correct shut-in procedures using surface BOP equipment.
6. Explain surface BOP testing requirements and acceptance criteria.
7. Recognize abnormal pressure indicators and kick warning signs.
8. Demonstrate safe and effective operation of surface well-control equipment using a simulator.

**Student Learning Outcome:**

Perform necessary procedures and steps to safely control down-hole conditions for drilling and workover of wells subject to pressure for the prevention of blow-outs applicable to surface stack.

Course Scope and Content:

Unit 1 Regulatory Framework for Surface BOP Operations
- A. Overview of CalGEM and BSEE roles
- B. API RP 53 and API RP 54 requirements
- C. Recordkeeping and certification expectations
- D. Field-specific rules and how they modify general standards

Unit 2 Pressure Fundamentals for Surface Well Control
- A. Hydrostatic pressure
- B. Pressure gradients
- C. Formation pressure
- D. Relationship between surface pressure and downhole conditions

Unit 3 Surface Blowout Prevention Equipment
- A. Surface stack configurations and design criteria
- B. Annular preventers
- C. Ram preventers (pipe, blind, shear)
- D. Chokes and choke manifolds
- E. Safety valves and drill-string protection

it 4 Kick and Blowout Definitions
- A. Kick definition and causes
- B. Conditions required for a kick
- C. Blowout definition and consequences
- D. Surface indications of well-control loss

Unit 5 Shut-In Procedures Using Surface BOP Equipment
- A. Diverter systems and use cases
- B. Shut-in while drilling and tripping
- C. Interpretation of shut-in drill-pipe and casing pressures

Unit 6 Volume and Pressure Calculations
- A. Pipe Capacity
- B. Annular capacity
- C. Displacement concepts
- D. Effect of tripping on hydrostatic pressure

Unit 7 Kill Procedures and Kill Sheet (surface focus)
- A. Introduction to surface kill methods
- B. Kill-sheet purpose and structure
- C. Practice kill-sheet calculations
- D. Role of surface equipment during kill operations

Unit 8 BOP Testing and Control Systems
- A. Properties Function testing vs. pressure testing
- B. Accumulator systems
- C. Control panels (hydraulic and electric)
- D. Testing frequency and documentation requirements

Unit 9 Abnormal Pressure and Special Situations
- A. Causes of abnormal pressure
- B. Detection using surface indicators and real-time monitoring
- C. Excessive casing pressure
- D. Out-of-hole kicks
- E. Mechanical failures affecting surface control

Unit 10 Simulator Exercise: Work Through Multiple Well and Pressure Problems
- A. Orientation to simulator interface
- B. Surface shut-in exercises
- C. BOP activation sequencing
- D. Resolution of multi-problem pressure scenarios

Lab Content:

Unit 1 Simulator Orientation and Surface Stack Familiarization
- A. Identification of surface BOP components
- B. Control panel operation
- C. Pressure monitoring

Unit 2 Surface BOP Operations and Shut-In
- A. Executing shut-in procedures
- B. Correct use of annulars and rams
- C. Pressure stabilization and monitoring

Unit 3 Kill Operations and Problem Scenarios
- A. Kill-sheet calculations
- B. Simulated surface kill operations
- C. Troubleshooting abnormal pressure events

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 24 hours for the class outside of the regular class time doing the following:

1. Identifying regulations and procedures

Examples of Reading Assignments:

Examples of Writing Assignments:

Methods of Instruction:
1. Lecture/discussion
2. Exercises
3. Demonstration on WESTEC Drilling Rig Computer Simulator
4. Application on WESTEC Drilling Rig Computer Simulator

Methods of Evaluation:
1. Written exam
2. Performance observation of student operation

Supplemental Data: *See Supplemental Data Key for options*

| | |
|---|---|
| T.O.P. Code:<br>CIP Code: | 0954.30<br>15.0903 |
| Sam Priority Code: | C: Clearly Occupational |
| Funding Agency: | Not applicable |
| Distance Learning: | Not applicable |
| Program Status: | Program applicable |
| Noncredit Category: | Credit Course |
| Special Class Status: | Course is not a special class |
| Basic Skills Status: | Course is not a basic skills course |
| Prior to College Level: | Not applicable |
| Cooperative Work Experience: | No, is not a part of a cooperative work experience education program. |
| Eligible for Credit by Exam: | Yes |
| Eligible for Pass/No Pass: | Yes |
| Discipline: | Mining and Metallurgy (Oil field operations) |

TAFTCOLLEGE

Revised by: G. Clarke
Reviewed by: K. Linde
Reviewed by: K. Bandy
Date Revised: Spring
2026Textbook update:
C & G Ed approval: Board approval:
Semester effective:

Petroleum Technology (PETC) 0604 Basic Drilling and Workover Sub-sea (1.5 Units)
[formerly Petroleum Technology 94Y]

Prerequisite: None

Hours and Unit Calculations:
Total Contact Hours: 16 hours lecture (32 Outside of class hours); 24 hours lab (72 Total Student Learning Hours) 1.5 Units

Catalog Description: This course is designed to provide a working understanding of well control and common pressure-control problems related to basic sub-sea drilling and workover operations. The course is offered on a pass/no pass basis, with an option to challenge a proctored online knowledge assessment for an International Association of Drilling Contractors (IADC) certificate of completion with a score of 70% or better.

Type of Class/Course: Degree Credit

Textbook: WESTEC *Well Control Workbook.*

WESTEC Energy Publications. Unpublished.

Additional Required Materials: None. Course Objectives:

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

1. Perform hydrostatic and pressure-gradient calculations for sub-sea wells.
2. Explain formation pressure behavior and abnormal pressure conditions.
3. Identify and describe sub-sea BOP components and control systems.
4. Perform sub-sea shut-in procedures while drilling and tripping.
5. Interpret shut-in pressures and circulating pressures during sub-sea operations.
6. Apply kill-sheet calculations for sub-sea well-control scenarios.
7. Recognize sub-sea-specific well-control risks and operational constraints.
8. Demonstrate safe well-control decision-making using a digital simulator.

Student Learning Outcome:

Perform necessary procedures and steps to safely control down-hole conditions for drilling and workover of wells subject to pressure for the prevention of blow-outs applicable to offshore sub-sea

Course Scope and Content:

Unit 1 Regulatory Framework for Sub-sea Operations

a. Overview Bureau of Safety and Environmental Enforcement (BSEE) regulatory oversight
b. Training and certification requirements
c. Recordkeeping expectations
d. Relationship between regulations and operational procedures

Unit 2 Pressure Fundamentals for Sub-sea Wells
- a. Hydrostatic pressure
- b. Formation pressure
- c. Pressure gradients
- d. Effects of water depth and riser on pressure behavior pressure

Unit 3 Sub-sea Blowout Prevention Equipment
- a. Sub-sea BOP stack design criteria
- b. Annular and ram preventers
- c. Shear rams
- d. Choke and kill lines
- e. Sub-sea control systems

Unit 4 Kick and Blowout Fundamentals
- a. Kick definition and causes
- b. Conditions required for a kick
- c. Blowout definition and consequences
- d. Sub-sea kick indicators

Unit 5 Sub-sea Shut-In Procedures
- a. Diverter considerations
- b. Shut-in procedures while drilling
- c. Shut-in procedures while tripping
- d. Interpretation of shut-in drill-pipe and casing

Unit 6 Volume and Pressure Calculations
- a. Pipe and annular capacities
- b. Displacement calculations
- c. Effect of pulling pipe on hydrostatic pressure
- d. Application to sub-sea wells

Unit 7 Fracture Gradient and Pressure Limits
- a. Fracture gradient definition
- b. Methods of determination
- c. Maximum Allowable Annular Surface Pressure (MAASP)

Sub-sea pressure limitations

Unit 8 Kill Procedures and Kill Sheets
- a. Driller's Method
- b. Wait and Weight Method
- c. Concurrent method (conceptual)

Kill-sheet preparation and use

Unit 9 BOP Testing and Control Systems
- a. Function testing vs. pressure testing
- b. Accumulator systems
- c. Control pods and redundancy

Documentation requirements

Unit 10 Abnormal Pressure and Special Situations

a. Causes of abnormal pressure
b. Detection using real-time monitoring
c. Kick tolerance
d. Excessive casing pressure
e. Out-of-hole kicks

Unit 11 Sub-sea Equipment and Well-Control Considerations
- a. Risers and riser collapse
- b. Sub-sea stack arrangement
- c. Lower fracture gradients offshore
- d. Choke-line pressure limitations

Unit 12 Live Well and Workover Operations
- a. Workover well-control considerations
- b. Volumetric kill
- c. Lubricate and bleed
- d. Small-tubing operations (conceptual)

Unit 13 Simulator-Based Sub-sea Well-Control Scenarios
- a. Kick detection
- b. Sub-sea shut-in execution
- c. Kill operations
- d. Multi-problem scenarios

Lab Content:

Unit 1 Simulator Orientation
- A. Sub-sea system familiarization
- B. Pressure and flow monitoring

Unit 2 Sub-sea Shut-In Operations
- A. Execution of shut-in procedures
- B. Pressure stabilization

Unit 3 Kill Operations and Skills Assessment
- A. Kill-sheet calculations
- B. Simulator-based kill operations
- C. Performance evaluation

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 32 hours for the class outside of the regular class time doing the following:

Examples of Reading Assignments:

Selected chapters from the WESTEC *Well Control Workbook* covering:
- Sub-sea BOP systems
- Kick detection and shut-in procedures
- Kill methods and kill sheets

Selected sections of **API Recommended Practice 53** (BOP systems) relevant to sub-sea operations.

Selected excerpts from **BSEE well-control regulations** related to sub-sea drilling and workover operations.

Technical case studies of offshore well-control incidents for analysis of pressure-control decisions.

Instructor-provided handouts on:

- MAASP calculations
- Fracture gradient interpretation
- Riser effects on hydrostatic pressure

Examples of Writing Assignments:

**Well-Control Scenario Analysis**

- Written explanation of kick indicators observed in a simulated sub-sea scenario.
- Identification of proper shut-in sequence and justification.

**Pressure Calculation Summary**

- Written explanation of hydrostatic, formation, and circulating pressures from assigned calculation exercises.

**Kill Sheet Reflection**

- Short written explanation of selected kill method (Driller's vs. Wait and Weight) and operational considerations.

**Regulatory Summary Brief**

- One-page summary explaining the role of BSEE in sub-sea well-control oversight.

**Post-Simulator Debrief Report**

- Brief written reflection describing:
    - Actions taken
    - Pressures observed
    - Errors identified
    - Corrective measures

Methods of Instruction:

1. Lecture and guided discussion
2. Calculation exercises
3. Demonstration on drilling-rig computer simulator
4. Hands-on simulator application

Methods of Evaluation:

1. Performance observation of student operation (skills assessment)
2. Written exam for credit
3. Proctored online knowledge assessment for IADC Certificate of Completion
    a. 70% or better to pass assessment
    b. 50%-69% one re-try within 45 days
    c. 0%-49% must re-take course

Supplemental Data:

| | |
|---|---|
| TOP Code:<br>CIP Code: | 095430: Petroleum Technology<br>15.0903 |
| SAM Priority Code: | C: Clearly Occupational |

| | |
|---|---|
| Distance Education: | Not Applicable |
| Funding Agency: | Y: Not Applicable(funds not used) |
| Program Status: | 2Program Applicable |
| Noncredit Category: | N: Not Applicable, Credit Course |
| Special Class Status: | N: Course is not a special class |
| Basic Skills Status: | N: Course is not a basic skills course |
| Prior to College Level: | Y: Not applicable |
| Cooperative Work Experience: | N: Is not part of a cooperative work experience education program |
| Eligible for Credit by Exam: | Yes |
| Eligible for Pass/No Pass: | C: Pass/No Pass |
| Taft College General Education: | NONE |
| Discipline: | Mining and Metallurgy (Oilfield operations) |

TAFTCOLLEGE

Prepared by: G. Clarke
Reviewed by: K. Linde
Reviewed by: K. Bandy
Reviewed: Spring
2026Textbook update:
C & G Ed approval: Board approval:
Semester effective:

Petroleum Technology (PETC 0605) Coiled Tubing for Supervisors (1.25)
[Formerly Petroleum Technology 94Y, PETC 1105]

Prerequisite: None

Hours and Unit Calculations:
Total Contact Hours: 18 hours lecture (36 outside of class hours); 18 hours lab (72 Total Student Learning hours) 1.25 Units

Catalog Description: This course is designed to provide a working understanding of coiled tubing operations and the problems normally associated with pressure control as related to coiled tubing. The course emphasizes well-control principles, pressure calculations, blowout prevention systems, kill procedures, and supervision of coiled tubing operations. This course is offered on a Pass/No Pass basis only.

Type of Class/Course: Degree Credit

Textbook: WESTEC generated, *Coil Tubing Workbook.* Unpublished.

Additional Required Instructional Materials: None.

Course Objectives:

By the end of the course, a successful student will be able to:
1. Perform hydrostatic, circulating, and pressure-gradient calculations for coiled tubing operations.
2. Explain formation pressure behavior and abnormal pressure conditions.
3. Execute shut-in procedures and accurately record shut-in pressures.
4. Identify and correctly operate coiled tubing blowout prevention (BOP) systems.
5. Recognize and mitigate downhole problems associated with coiled tubing well control.
6. Apply kill procedures and kill sheets to regain pressure control.
7. Supervise coiled tubing operations with attention to safety, pressure control, and regulatory compliance.
8. Student Learning Outcome:

Perform necessary intervention activities using coiled tubing operation while monitoring pressure, depth and weight, and correctly operate coiled tubing blowout prevention (BOP) system.

Course Scope and Content: Lecture

Unit 1 Regulatory Framework for Coiled Tubing Operations

A. Overview Bureau of Safety and Environmental Enforcement (BSEE) regulatory oversight
B. Recordkeeping requirements
C. Training and competency expectations
D. Field rules and operator-specific requirements

Unit 2 Basic Well Control Pressures

A. Hydrostatic pressures
B. Formation pressure
C. Pressure gradient

D. Circulation pressure

Unit 3 Coiled Tubing Blowout Prevention Equipment
- A. Basic stack design criteria
- B. Types of BOP equipment
- C. Quad BOP/coil tubing stack
- D. Chokes
- E. Safety valves

Unit 4 Kick and Blowout Fundamentals
- A. Kick definition
- B. Conditions required for a kick
- C. Causes of kicks during drilling, tripping, and CT operations
- D. Blowout definition and reason for occurrence

Unit 5 Shut-in Procedures for Coiled Tubing
- A. Diverters
- B. Shut-in procedures during drilling, tripping, and CT operations
- C. Shut-in tubing, drill pipe, and coiled tubing pressures
- D. Shut-in casing pressure

Unit 6 Simulator Exercise: Shut-in Procedures
- A. Planning and execution of shut-in procedures
- B. Interpretation of pressure response

Unit 7 Volume Calculations for Coild Tubing
- A. Single string capacity
- B. Pipe-in-pipe calculations
- C. Displacement
- D. Loss of hydrostatic pressure while pulling pipe
- E. Coiled tubing capacity considering wall thickness

Unit 8 Fracture Gradient and Pressure Limits
- A. Fracture gradient definition
- B. Methods of determination before and during drilling/workover
- C. Maximum Allowable Annular Surface Pressure (MAASP)

Unit 9 Drilling, Completion, Workover and Packer Fluids
- A. Functions of drilling fluids
- B. Functions of completion and work over fluids
- C. Fluid types and applications

Unit 10 Kill Procedures for Coiled Tubing
- A. Methods
  1. Driller's Method
  2. Wait and Weight Method
  3. Concurrent Method (conceptual)

Unit 11 Kill Sheets
- A. Kill-sheet purpose and structure
- B. Explanation and worked examples

C. Practice problems

Unit 12 Simulator Exercise: Kill Operations

A. Practice kill operations using:
   1. Driller's Method
   2. Wait and weight Method

Unit13 Abnormal Pressure and Kick Tolerance

A. Causes of abnormal pressure
B. Detection methods (CT personnel and real-time monitoring)
C. Kick tolerance concepts

Unit 14 Well Completion and Well Control Problems

A. Multiple completions (dual strings)
B. Drill-string testing
C. Completion-related pressure-control challenges

Unit15 Special Well-Control Problems

A. Excessive casing pressure
B. Out-of-hole kicks
C. Plugged bit
D. Drill string washout
E. Coil tubing quality issues

Unit16 BOP Testing and Control Systems

A. BOP control systems
B. Accumulator systems
C. Testing procedures and documentation

Unit17 Workover and Live Well Operations

A. Reasons for workover operations
B. Killing a producing well
C. Volumetric kill
D. Lubricate and bleed
E. Coiled tubing unit considerations

Unit18 Small Tubing and Coiled Tubing Operations

A. BOP Applications
B. Equipment description
C. Pressure-control equipment
D. Flow-string systems

Unit19 Well Equipment

A. Surface equipment

B. Downhole tools and tubulars
C. Packers

UNIT 20Coil Tubing Operations
A. Definition and purpose of coiled tubing
B. Reasons for CT operations
C. CT equipment and string design
D. CT pressures and calculations
E. Pressure-control equipment

UNIT21 Simulator Exercise: Multi-Problem Scenarios
A. Resolution of multiple well-control problems using the simulator

Course Scope and Content: (Laboratory)
1. Practice evaluating well conditions using simulator
2. Simulated kill sheet calculations (skills assessment)
3. Simulator kill well exercises (skills assessment)

Unit I Kill Sheets and Calculations
A. Hydrostatic pressure loss
B. Bottom-hole pressure calculations
C. Barite requirements
D. MAASP calculations
E. Tubing, coiled tubing, and drill-string volumes
F. Pump output and schedules

Unit II Simulator Operations
A. Hydrostatic pressures
B. Pressure gradient
C. Formation pressures
D. Driller's Method
E. Wait and Weight Method

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 36 hours for the class outside of the regular class time doing the following:

**Examples of Reading Assignments:**

Selected chapters from the *WESTEC Coiled Tubing Workbook* covering:

- Coiled tubing well-control fundamentals
- BOP stack configuration and operation
- Kill methods and kill-sheet preparation

Instructor-provided technical handouts on:

- MAASP and fracture gradient calculations
- Coiled tubing capacity and displacement calculations
- Abnormal pressure detection in CT operations

Selected excerpts from:

- API Recommended Practice 53 (BOP systems)
- BSEE regulations relevant to well-control oversight
- Industry case studies involving coiled tubing well-control incidents

Assigned review of sample kill sheets and calculation examples prior to simulator sessions.

**Examples of Writing Assignments:**

**Coiled Tubing Well-Control Scenario Analysis**

- **Written explanation of observed kick indicators.**
- **Identification of correct shut-in procedure and justification.**

**Pressure Calculation Summary**

- **Written explanation of hydrostatic, formation, and circulating pressures based on assigned problem sets.**

**Kill Sheet Explanation**

- **Short written explanation of selected kill**

**method (Driller's Method vs. Wait and Weight).**

- **Identification of supervisor responsibilities during execution.**

**Post-Simulator Debrief Report**

- **Description of:**
  - **Actions taken**
  - **Pressures recorded**
  - **Errors identified**
  - **Corrective actions recommended**

**Regulatory Compliance Brief**

- **One-page summary explaining supervisory responsibilities under BSEE and operator-specific field rules.**

Methods of Instruction:
1. Lecture/discussion
2. Exercises
3. Demonstration on Drilling Rig Computer Simulator
3. Application on Drilling Rig Computer Simulator

Methods of Evaluation:
1. Performance observation of student operation
2. Written examinations

Supplemental Data:

| | |
|---|---|
| TOP Code:<br>CIP Code: | 095430: Petroleum Technology<br>15.0903 |
| SAM Priority Code: | C: Clearly Occupational |
| Distance Education: | Not Applicable |

| | |
|---|---|
| Funding Agency: | N: 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: | Yes |
| Eligible for Pass/No Pass: | C: Pass/No Pass |
| Taft College General Education: | NONE |
| Disciplines: | Mining and Metallurgy (Oilfield Operations) |

TAFTCOLLEGE

# Course Development Memo

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

From: Kyle Webster

Division: Math & Science

Date: 2/10/2026

Re: BIOL 2265 COR Update

**Type of Curriculum Change:**

☐ New Course*
☒ Non-substantial Course Change*
☐ Substantial Course Change*
☐ Course Inactivation

**For Course Changes, why is this course being updated?**

☐ For C-ID

☒ As part of the 5 year review cycle

☐ Other (please explain):_____

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

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

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

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

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

**Programs Affected/Stand Alone:**

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

Click here to enter text.

*SLOs are required

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

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition

☐ Arts &Humanities ☐ Communication & Analytical Thinking

☐ Ethnic Studies ☐ Lifelong Learning

☐ Mathematical Concepts & Quantitative Reasoning ☐ American History & Ideals

**Justification for Addition to Taft College General Education:**

*Please list the General Education SLOs this course meets:*

Click here to enter text.

*SLOs are required

| | |
|---|---|
| **Reviewed by:** | **K. Webster** |
| **Reviewed by:** | **S. Webster** |
| **Reviewed by:** | **A. Jarrahian** |
| **Date reviewed:** | **Spring 2026** |

**Biology (BIOL) 2265 Human Pathophysiology (3 Units) CSU**

**Prerequisite: Successful completion of BIOL 2250 and BIOL 2257 or BIOL 2258 and BIOL 2259**

**Total Hours: 48 hours lecture, 96 outside of class hours (144 total student learning hours)**

**Catalog Description: An introduction to the basic fundamentals of pathophysiology, focusing on essential concepts of physiologic changes and altered functions of the human body resulting from disease processes. Principles from anatomy, physiology, microbiology, and chemistry will provide the foundation for the study of pathophysiology, body systems, etiology, and pathogenesis. Diagnostic procedures, preventative measures, and current therapeutic regimens will also be explored.**

**Type of Class/Course: Degree Credit**

**Text:**
**Van Meter, Karin C., and Robert J. Hubert. *Gould's Pathophysiology for the Health Professions.* 7th ed., Saunders, 2022.**

**Course Objectives:**

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

1. **Define what disease is, and identify common causes of morbidity and mortality in patients.**
2. **Define terminology associated with the study of pathophysiology.**
3. **Identify common disorders of selected body systems in terms of pathogenesis, etiology, clinical manifestations, significant diagnostic tests, common treatment modalities, and potential complications.**
4. **Analyze and interpret typical signs and symptoms of selected disorders.**
5. **Discuss the influence of age, heredity, environment, stress, and immune response in disease processes.**
6. **Apply knowledge of responses of the human body to illness and injury toward more effective patient care.**

7. **Define the basic approach to treatment of various disorders based on current medical science and clinical practice.**

**Course Level Student Learning Outcomes**

**1. Demonstrate an understanding of how alterations in tissues, organs, and organ systems contribute to the development and progression of disease.**

**Course Scope and Content:**

**Unit I Introduction to Pathophysiology**
- **A. Understanding health and disease**
- **B. Cellular changes**

**Unit II Fluid, Electrolyte, and Acid-Base Imbalances**
- **A. Types of imbalances**
- **B. Treatment of imbalances**

**Unit III Pain & Temperature Regulation**
- **A. Characteristics of pain**
- **B. Classification of pain**
- **C. Pain control**
- **D. Temperature Regulation**
- **E. Fever**
- **F. Hypo- and Hyperthermia**

**Unit IV Inflammation and Healing**
- **A. Body defenses**
- **B. Inflammation**
- **C. Healing**

**Unit V Infection**
- **A. Principles of infection**
- **B. Physiology of infection**

**Unit VI Immunity**
- **A. Immune system function**
- **B. Transplant rejection**
- **C. Hypersensitivity reactions**
- **D. Autoimmune disorders**
- **E. Immunodeficiency**

**Unit VII Skin Disorders**

A. Inflammatory disorders
B. Skin infections
C. Skin tumors

Unit VIII Musculoskeletal System Disorders
A. Trauma
B. Bone disorders
C. Disorders of muscle, tendons, and ligaments
D. Joint disorders

Unit IX Blood, Circulatory, and Lymphatic System Disorders
A. Blood dyscrasias
B. Neoplastic blood disorders
C. Lymphatic disorders

Unit X Cardiovascular System Disorders
A. Heart disorders
B. Vascular disorders

Unit XI Respiratory System Disorders
A. Respiratory disease
B. Lung diseases
C. Expansion disorders

Unit XII Nervous System Disorders
A. Neurologic dysfunction
B. Congenital neurologic disorders
C. Degenerative disorders
D. Mental disorders
E. Spinal cord disorder

Unit XIII Endocrine System Disorders
A. Diabetes mellitus – Type 1 & 2
B. Thyroid disorders
C. Pituitary disorders
D. Adrenal disorders

Unit XIV Digestive System Disorders
A. Common digestive system disorders
B. Diagnostic tests
C. Upper GI tract disorders
D. Disorders of liver and pancreas
E. Lower GI tract disorders

Unit XV Urinary System Disorders

A. Incontinence and retention
B. Urinary tract infections
C. Renal failure

Unit XVI Reproductive System Disorders
A. Disorders of the male reproductive system
B. Disorders of the female reproductive system
C. Infertility
D. Sexually transmitted diseases

~~Unit XVII Neoplasms and Cancer~~
~~A. Benign tumors~~
~~B. Malignant tumors~~

~~Unit XVIII Stress and Associated Problems~~
~~A. Stress response~~
~~B. Coping with stress~~

~~Unit XIX Congenital and Genetic Disorders~~
~~A. Congenital Anomalies~~
~~B. Genetic Disorders~~
~~C. Developmental Disorders~~

~~Unit XX Complications Due to Pregnancy~~
~~A. Physiological changes during pregnancy~~
~~B. Potential complications of pregnancy~~

~~Unit XXI Complications Due to Adolescence~~
~~A. Obesity and metabolic syndrome~~
~~B. Musculoskeletal abnormalities~~
~~C. Eating disorders~~
~~D. Skin disorders~~
~~E. Disorders affecting sexual development~~

~~Unit XXII Complications Due to Aging~~
~~A. The aging process~~
~~B. Physiological changes with aging~~

~~Unit XXIII Immobility and Associated Problems~~
~~A. Factors involving immobility~~
~~B. Systemic effects of immobility~~
~~C. Effects of immobility on children~~

~~Unit XXIV Substance Abuse and Associated Problems~~
~~A. Predisposing factors~~

~~B. Potential complications of substance abuse~~
~~C. Treatment for substance abuse~~

**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 course lectures notes, handouts, and textbook reading,**
2. **Answering questions on study assignments,**
3. **Completing required reading as assigned, and**
4. **Completing written work as assigned.**

**Methods of Instruction:**

1. **Lectures,**
2. **Student presentations,**
3. **Pre and Post Class discussions, and**
4. **Multimedia presentations.**

**Methods of Evaluation:**

1. **Proctored, closed book/closed note examinations,**
2. **Collaborative discussions,**
3. **Quizzes, and**
4. **Case studies**

**Reading: Textbook chapter readings correlating to weekly lectures**

**Writing: Short answer and essay questions on exams 1-3 and final**

**Critical Thinking: Case study assignments aimed at application of learned materials and implementation of critical thinking skills to demonstrate properly analysis of real-world clinical scenarios.**

**Supplemental Data:**

| | |
|---|---|
| **TOP Code:CIP Code:** | **410.00: Anatomy and Physiology**<br>**26.0499 Cell/Cellular Biology and Anatomical Sciences, Other** |

| | |
|---|---|
| **SAM Priority Code:** | **E: Non-Occupational** |
| **Distance Education:** | **Not Applicable** |
| **Funding Agency:** | **Y: Not Applicable(funds not used)** |
| **Program Status:** | **1: Program Applicable** |
| **Noncredit Category:** | **Y: Not Applicable, Credit Course** |
| **Special Class Status:** | **N: Course is not a special class** |
| **Basic Skills Status:** | **N: Course is not a basic skills course** |
| **Prior to College Level:** | **Y: Not applicable** |
| **Cooperative Work Experience:** | **N: Is not part of a cooperative work experience education program** |
| **Eligible for Credit by Exam:** | **E: Credit By Exam** |
| **Eligible for Pass/No Pass:** | **C: Pass/No Pass** |
| **Taft College General Education:** | |
| **Discipline:** | **Biological Sciences or Nursing** |

TAFTCOLLEGE

# Taft College Distance Learning Approval Form

## Addendum to the Course Outline of Record

Course #: ESL 9100

Course Title: English as a Second Language Intermediate Reading

Submitted by: Kelly Kulzer-Reyes

Date: 20 February 2025

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

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

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

   ☒ No

   ☐ Other (please explain):

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

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

   ☐ Course is not appropriate for online delivery:

   ☐ Course is not appropriate for offline delivery:

   ☐ Course is not appropriate for hybrid delivery:

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

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

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

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

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

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

Potential challenges to meeting course outcomes:

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

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

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

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

DE Committee Comments:

The committee made one remark or recommendation for the submitted DE forms.

Date forwarded to the Curriculum Committee:
3/9/2026

Curriculum Committee Comments:

Option (3) on the DE form does not need to be marked, or, as previous versions of the DE forms offered an N/A (not applicable) option, should be marked because non-credit courses are not required to report this information to the ACCJC, per the ACCJC requirements handbook.

Course Approved or Disapproved

TAFTCOLLEGE

# Taft College Distance Learning Approval Form

## Addendum to the Course Outline of Record

Course #: ESL 9110

Course Title: English as a Second Language Advanced Reading

Submitted by: Kelly Kulzer-Reyes

Date: 20 February 2025

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

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

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

   ☒ No

   ☐ Other (please explain):

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

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

   ☐ Course is not appropriate for online delivery:

   ☐ Course is not appropriate for offline delivery:

   ☐ Course is not appropriate for hybrid delivery:

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

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

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

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

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

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

Potential challenges to meeting course outcomes:

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

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

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

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

DE Committee Comments:
The committee made one remark or recommendation for the submitted DE forms.

Date forwarded to the Curriculum Committee: 3/9/2026

Curriculum Committee Comments:

Option (3) on the DE form does not need to be marked, or, as previous versions of the DE forms offered an N/A (not applicable) option, should be marked because non-credit courses are not required to report this information to the ACCJC, per the ACCJC requirements handbook.

Course Approved or Disapproved

TAFTCOLLEGE

# Taft College Distance Learning Approval Form

## Addendum to the Course Outline of Record

Course #: ESL 9300

Course Title: English as a Second Language Intermediate Listening and Speaking

Submitted by: Kelly Kulzer-Reyes

Date: 9 February 2025

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

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

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

   ☒ No

   ☐ Other (please explain):

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

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

   ☐ Course is not appropriate for online delivery:

   ☐ Course is not appropriate for offline delivery:

   ☐ Course is not appropriate for hybrid delivery:

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

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

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

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

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

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

   Potential challenges to meeting course outcomes:

   ☐ Educational materials
   ☐ Labs
   ☐ Models
   ☐ Presentations
   ☐ Requirements to present in front of live audience
   ☐ Field trips
   ☐ Requirements to attend a live performance
   ☒ Other: Conversation practice, speaking practice, articulation analysis

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

Students will have options to speak with me in Zoom/video sessions in 1:1 or group settings, record themselves and analyze their own speech production, and use technology to listen and speak in different settings.

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text is meaningful.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

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

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

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

   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

DE Committee Comments:
The committee made one remark or recommendation for the submitted DE forms.

Date forwarded to the Curriculum Committee: 3/9/2026

Curriculum Committee Comments:

Option (3) on the DE form does not need to be marked, or, as previous versions of the DE forms offered an N/A (not applicable) option, should be marked because non-credit courses are not required to report this information to the ACCJC, per the ACCJC requirements handbook.

Course Approved or Disapproved

TAFTCOLLEGE

# Taft College Distance Learning Approval Form

## Addendum to the Course Outline of Record

Course #: ESL 9310

Course Title: English as a Second Language Advanced Listening and Speaking

Submitted by: Kelly Kulzer-Reyes

Date: 9 February 2025

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

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

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

   ☒ No

   ☐ Other (please explain):

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

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

   ☐ Course is not appropriate for online delivery:

   ☐ Course is not appropriate for offline delivery:

   ☐ Course is not appropriate for hybrid delivery:

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

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

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

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

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

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

   Potential challenges to meeting course outcomes:

   ☐ Educational materials
   ☐ Labs
   ☐ Models
   ☐ Presentations
   ☐ Requirements to present in front of live audience
   ☐ Field trips
   ☐ Requirements to attend a live performance
   ☒ Other: Conversation practice, speaking practice, articulation analysis

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

Students will have options to speak with me in Zoom/video sessions in 1:1 or group settings, record themselves and analyze their own speech production, and use technology to listen and speak in different settings.

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).

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   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.)

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   Recommended:

   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor.
      b. the timeliness of response to student-initiated contact.
      c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.)
      d. important dates, such as assignment and assessment deadlines.

e. Instructor contact information which includes virtual or in-person office hours.
f. The student-to-student contact requirements for the course.

Required:

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

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

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

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

DE Committee Comments:
The committee made one remark or recommendation for the submitted DE forms.

Date forwarded to the Curriculum Committee: 3/9/2026

Curriculum Committee Comments:

Option (3) on the DE form does not need to be marked, or, as previous versions of the DE forms offered an N/A (not applicable) option, should be marked because non-credit courses are not required to report this information to the ACCJC, per the ACCJC requirements handbook.

Course Approved or Disapproved

California Community Colleges

**CHANCELLOR'S OFFICE**
1102 Q Street
Sacramento, California 95811

**NOTICE OF PROPOSED RULEMAKING**
**CALIFORNIA CODE OF REGULATIONS, TITLE 5, REGARDING**
**ASSOCIATE DEGREE COURSE REQUIREMENTS**

**45-Day Notice published March 5, 2026**

NOTICE IS HEREBY GIVEN, pursuant to Chapter 2 of the California Community Colleges Board of Governors (Board) Procedures and Standing Orders, that the Board proposes to adopt the regulatory action described below after a public hearing, and consideration of all comments, objections, or recommendations received regarding the proposed regulatory action during the public comment period, which closes on April 19, 2026.

**BOARD OF GOVERNORS PUBLIC HEARING**

A public hearing will be held during the next regularly scheduled Board of Governors meeting on March 24, 2026.

**In-Person Participation**

California Community Colleges, Chancellor's Office Building
Sixth Floor, Board of Governors Chambers
1102 Q Street
Sacramento, CA 95811

Parking options can be found on our website.

All Board meetings are held in locations that are open to the public and wheelchair accessible. Other disability-related accommodations, such as alternate media materials, sign language interpreters, or real-time transcription, may be provided to persons with disabilities upon request. Persons requesting such accommodations should notify the Board Liaison at ccastro@cccco.edu, (916) 323-5889, no less than five business days prior to the meeting.

## Public Comments at the Board Meeting

Members of the public seeking to comment on the proposed regulatory action at the Board meeting should refer to the Board's agenda for information on how public comment on Board items will be received. The Board's agendas are available here: https://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agendas.

## WRITTEN COMMENT PERIOD

Any interested person may submit written comments relevant to the proposed regulatory action. To help ensure comments are understood as they are intended, we suggest that they clearly identify the proposed regulatory action that each comment addresses, with reference to specific section and subparagraph numbers where appropriate. Please arrange comments in the same order as in the proposed regulatory action. Comments should be addressed to:

Regulations Coordinator
California Community Colleges
Chancellor's Office
1102 Q Street, Suite 4550
Sacramento, CA 95811-6549
regcomments@cccco.edu

Comments must be received by the Regulations Coordinator prior to 4:00 p.m. on April 19, 2026. All written comments received by Chancellor's Office staff during the public comment period are subject to disclosure under the Public Records Act.

## CHANGES OR MODIFICATIONS TO PROPOSED TITLE 5 AMENDMENTS

Following the public hearing and considering all timely and relevant comments received, the Board may adopt the proposed regulatory action substantially as described in this Notice or may modify the proposed regulatory action if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified proposed regulatory action will be subject to a second 15-day notice period prior to its adoption at a subsequent Board meeting.

## INFORMATIVE DIGEST

This proposed regulatory action amends section 55061 of title 5 of the California Code of Regulations to align with systemwide efforts in teaching and learning regarding climate action and environmental impact.

Vision 2030 and its accompanying Climate Action Workplan identify integration of sustainability and climate action across curricula and explicitly propose updating section 55061(c)(5) to include language addressing the impact of humans on the environment as a learning outcome in appropriate natural sciences courses. Similarly, the Academic Senate for the California Community Colleges' Fall 2025 Resolution 102.03 proposed the inclusion of human impacts on climate and the environment amongst the topics covered by courses in natural sciences. The Academic Senate's resolution also proposed expressly including "environmental science" as a discipline whose courses qualify as natural sciences courses for associate degree purposes.

After consultation with system stakeholders, including the Consultation Council and the California Community Colleges Curriculum Committee (5C), these proposals were accepted and synthesized into the regulatory language which is the subject of this proposed regulatory action.

## ESTIMATED COST OR SAVINGS OF PROPOSED AMENDMENTS

The estimated cost or savings attributable to the proposed regulatory action are anticipated to be as follows:

Mandate on local agencies or community college districts: *None*.

Cost or savings to state agencies: *None.*

Costs to local agencies or community college districts for which reimbursement would be required pursuant to part 7 (commencing with section 17500) of division 4 title 2 of the Government Code: *None*.

Other non-discretionary cost or savings imposed on community college districts: *None*.

Cost or savings in federal funding to state agencies: *None.*

## CONTACT PERSON

Inquiries concerning the content of these regulations may be directed to the Regulations Coordinator, at regcomments@cccco.edu.

## TEXT OF PROPOSED REGULATIONS AND CORRESPONDING DOCUMENTS

Copies of the language of the proposed regulatory action, and all of the information upon which the proposal is based, may be obtained online at:

Office of General Counsel - Pending Regulatory Action

Those who receive the Board of Governors Agenda package for the March 24, 2026, meeting can find a further description of the proposal and the full text of the regulatory action. You may also request a copy of the proposal from the Regulations Coordinator using the contact information provided above.

# Proposed Revisions to Title 5, California Code of Regulations Relating to Associate Degree Course Requirements (First Reading)

This document contains underlined and stricken text, which may require adjustments to screen reader settings. Underlined text denotes additions to existing regulations; ~~stricken~~ text denotes deletions from existing regulations.

## SECTION 55061 OF ARTICLE 6 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

Section 55061. Associate Degree Course Requirements.

District governing boards may only approve associate degrees that meet the following course requirements:

(a) A minimum of 60 semester units (90 quarter units) of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213.

(b) A minimum of 18 semester units (27 quarter units) of focused study in a major or interdisciplinary area of emphasis.

(1) A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

(2) An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

(c) A minimum of 21 semester units (28 - 31.5 quarter units) of general education in the areas described below.

(1) English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester/8 quarter units) including:

(A) English Composition (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.

(B) Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

(2) Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be at least college-level and may include

mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

(3) Arts and Humanities (minimum of 3 semester / 4 quarter units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

(4) Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(5) Natural Sciences (minimum of 3 semester / 4 quarter units). Courses in the natural sciences ~~**examine**~~ **explore** the physical universe, its life forms, ~~**and**~~ its natural phenomena, ~~**helping students appreciate and understand the scientific method and the relationships between science and other human activities.**~~ **and how the scientific method is used to advance our understanding of the natural world and drive innovation. Such courses develop students' ability to apply scientific knowledge to real world issues, which may include learning about effects of human activities on climate and the environment**. Courses that fulfill this requirement may include introductory or integrative baccalaureate-level coursework in astronomy, biology, chemistry, **environmental science,** general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and related scientific disciplines.

(6) Ethnic Studies (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

(d) “Integrative baccalaureate-level courses” draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.

Authority cited: Section 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

XXX

# Course Deactivation Sunset Policy

1. Office of Instruction produces list of courses that have not been taught in two years and presents the list to the Curriculum and General Education Committee during the first meeting in August.

2. Division chairs review the list of courses that have not been taught in two or more years with their faculty during fall in-service or during their first division meeting.

3. By Spring semester, Faculty act to either:

    a) deactivate the course(s), or

    b) in collaboration with the curriculum co-chairs develop a detailed plan to offer the nonactive course within three years

4. If at the end of three years the course has not run, it must be deactivated. (maximum time frame including prior two years, is five years). Deactivated courses must also be removed from degrees and certificates. Divisions may appeal to the Curriculum Co-Chairs to extend this time frame with an explanation of when the course will be offered.

It is important to note that if a course is to be deactivated, did that course support any program student learning outcomes that is now not part of the degree or certificate and how will the PSLO now be supported?

5. Deactivated courses must be removed from Degrees and Certificates, and those programs shall to go through the Student Learning and Outcomes Assessment Committee for PSLO review and then the Curriculum and General Education Committee by the following semester.

# Canceled/Irregularly Scheduled Courses Timeline

## Time Period: 202120 - 202620

| Subject Code | Course Number | Title | Division |
|---|---|---|---|
| ENER | 1515 | Fundamentals of Instr for Ener | Allied Health/Applied Tech |
| ENER | 1520 | Intro Petroleum Engineering | Allied Health/Applied Tech |
| ENER | 1630 | Energy Analytics | Allied Health/Applied Tech |
| PHED | 1520 | Beginning Golf | Allied Health/Applied Tech |
| PHED | 1532 | Low Impact Aerobics | Allied Health/Applied Tech |
| PHED | 1632 | Intrmdiate Low Impact Aerobics | Allied Health/Applied Tech |
| PHED | 1732 | Advanced Low Impact Aerobics | Allied Health/Applied Tech |
| BUSN | 1053 | Computerized Accounting | BA&H |
| BUSN | 1056 | Quickbooks | BA&H |
| BUSN | 1536 | Introduction to Exporting | BA&H |
| PHIL | 1531 | The World's Living Religions | BA&H |
| PHIL | 1620 | Critical Thinking  Composition | BA&H |
| PHOT | 1510 | Basic Photography | BA&H |
| ENGL | 2650 | World Literature 2 | English Language Arts |
| DS | 1503 | Intro. to Medication Support | Learning Support |
| LRSK | 0910 | Basic Academic Preparation | Learning Support |
| LRSK | 0911 | Basic Academic Prep in Spanish | Learning Support |
| STSU | 1530 | Transitioning High Sch to Coll | Learning Support |
| TUTR | 0260 | Supervised Tutoring | Learning Support |
| BIOL | 1520 | The Biology of Food & Cooking | Math/Science |
| ECEF | 1511 | Creative Experiences for Child | Social Science |
| ECEF | 1582 | Infant Massage | Social Science |
| ECEF | 1584 | Field Exp. for Infant & Toddle | Social Science |
| ECEF | 1653 | Discip. Techniq. for Preschool | Social Science |
| ECEF | 1654 | Discip. Tech. for School Age | Social Science |
| ECEF | 2021 | Intro. to the Primary Grade | Social Science |
| HIST | 2212 | World Civilization since 1500 | Social Science |
| PSYC | 1501 | Crisis Intervention | Social Science |
| RECR | 1510 | Intro to Recreation and Leisur | Social Science |

*§ 55001. Curriculum Committee.*

5 CA ADC § 55001

Barclays Official California Code of Regulations

Barclays California Code of Regulations
Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 1. Programs, Courses and Classes
Article 1. Program, Course and Class Classification and Standards

5 CCR § 55001

# § 55001. Curriculum Committee.

Currentness

(a) Districts shall establish curriculum committees by mutual agreement between administrators and academic senates. Curriculum committees shall be either a committee of the academic senate or a separate committee that includes faculty.

(b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

(c) Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.

## Credits

NOTE: Authority cited: Sections 70901 and 70901.5, Education Code. Reference: Sections 66700 and 70901, Education Code.

HISTORY

1. New section filed 9-24-2025; operative 10-24-2025. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2025, No. 44).

This database is current through 3/6/26 Register 2026, No. 10.

Cal. Admin. Code tit. 5, § 55001, 5 CA ADC § 55001

END OF DOCUMENT

# Updating Course Outline of Record with Common Course Numbering.

The purpose of this guide is to assist faculty in completing the Course Record of Outline (COR) for courses that have an assigned Common Course Number (CCN). An example of a successful COR with CCN, HIST C1002, is provided. **The COR document is presented first, and the instructions are written below the original content.**

**Step 1:**

Contact the Curriculum Technician in the Office of Instruction (OoI), instruction@taftcolllege.edu, or ext. 7981, to request the most recent COR. The COR is a MS Word document. The document will be emailed to you as an attachment with **Track Changes enabled.**

Save the COR to your device. Use strike through to remove old information, and use red font for all new information.

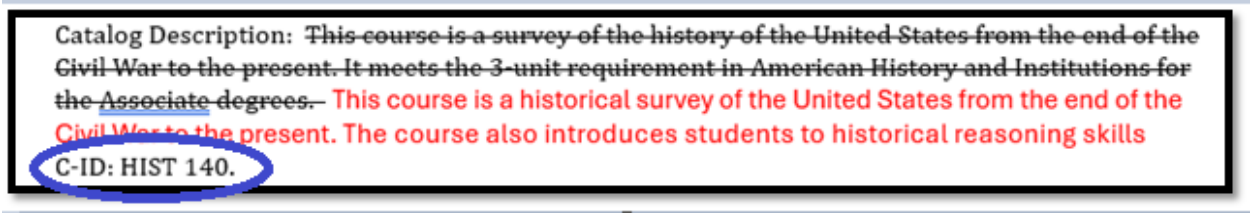
Suggested tutorials on using Track Changes:

Track Changes in Word

Track Changes in Word: A Step-by-Step tutorial

How to Use Track Changes

Review the COR, paying attention to the listed C-ID number noted at the end of the Catalog Description.

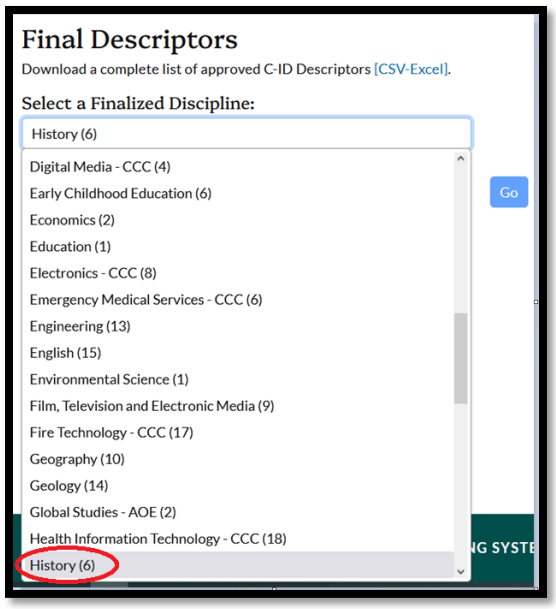


# Updating Course Outline of Record with Common Course Numbering.

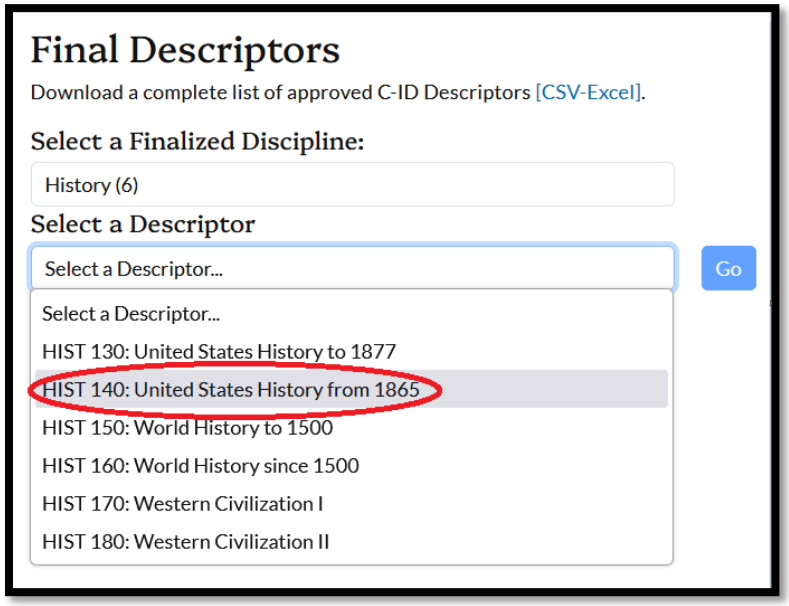
**Step 2:**

Go to Course Identification Numbering System C-ID website.

On the C-ID page, use the drop-down menu to select the appropriate discipline.
Example is History, which has 6 individual courses.



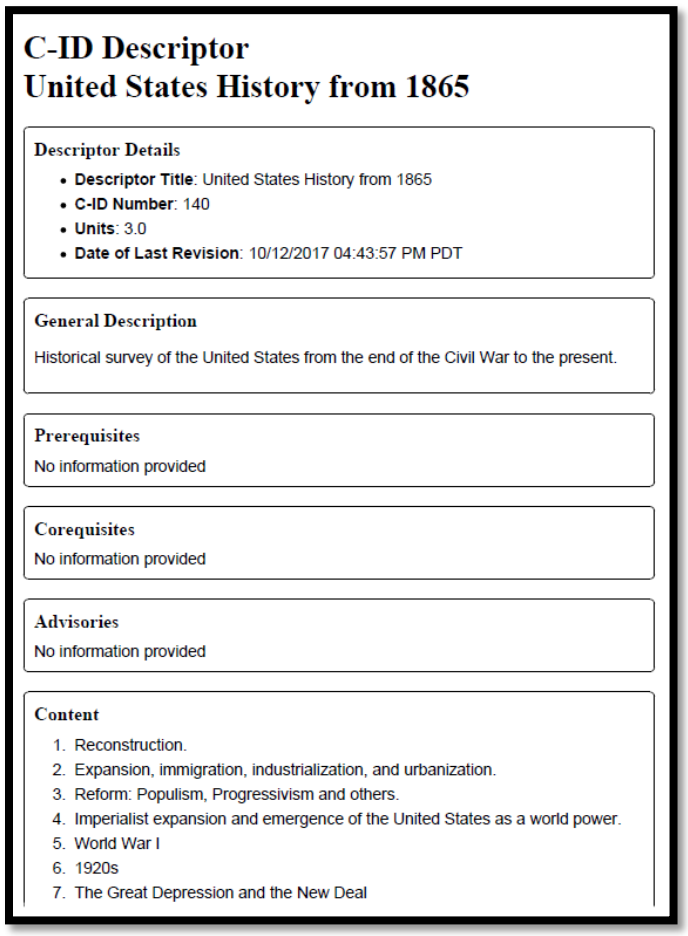

Select the Descriptor that matches the C-ID listed in the Catalog Description, click Go.
Example shows HIST 140: United States History from 1865.



# Updating Course Outline of Record with Common Course Numbering.

On the View Descriptor page, choose Export PDF:

Open the file > Verify the course information.



**C-ID Descriptor**
**United States History from 1865**

**Descriptor Details**

- **Descriptor Title**: United States History from 1865
- **C-ID Number**: 140
- **Units**: 3.0
- **Date of Last Revision**: 10/12/2017 04:43:57 PM PDT

**General Description**

Historical survey of the United States from the end of the Civil War to the present.

**Prerequisites**

No information provided

**Corequisites**

No information provided

**Advisories**

No information provided

**Content**

1. Reconstruction.
2. Expansion, immigration, industrialization, and urbanization.
3. Reform: Populism, Progressivism and others.
4. Imperialist expansion and emergence of the United States as a world power.
5. World War I
6. 1920s
7. The Great Depression and the New Deal

Refer to this information as you work through changing the COR. Look for information that is NOT on the CCN.

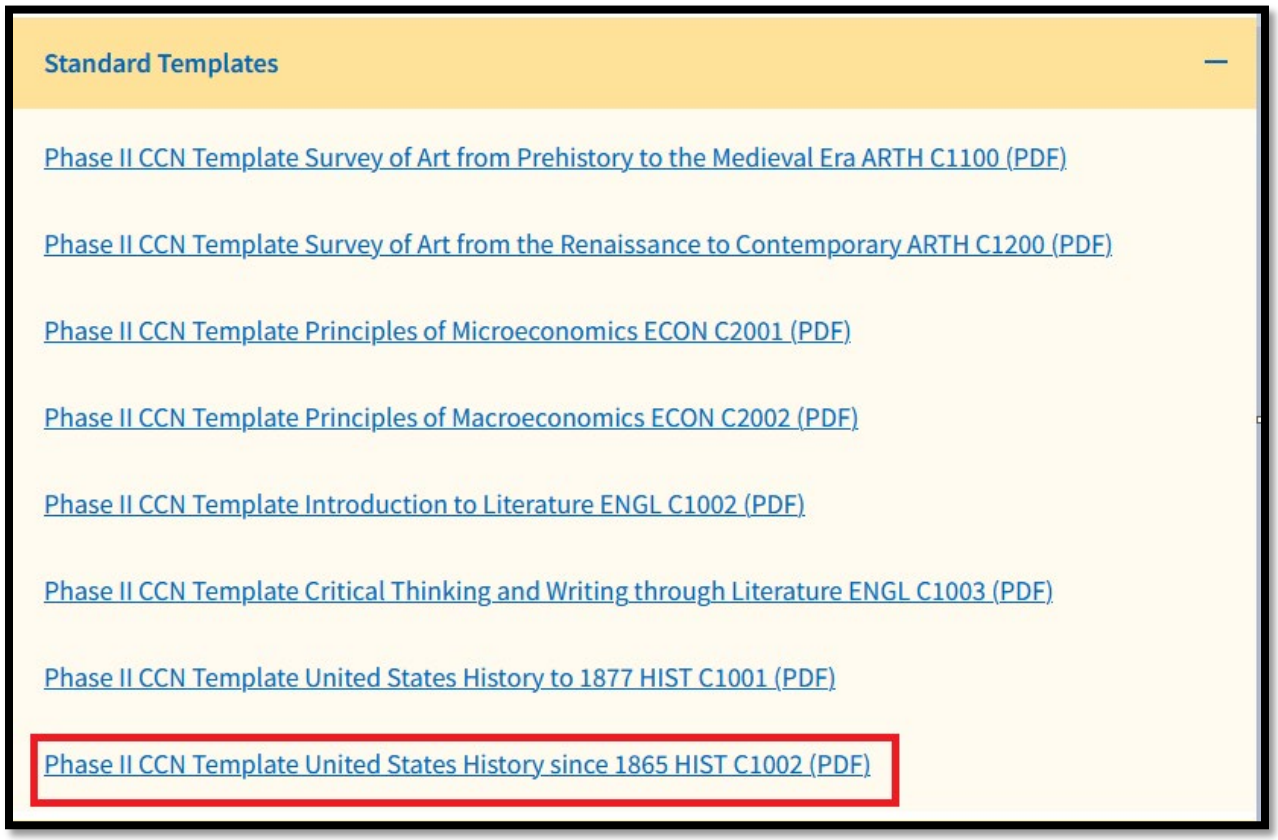
# Updating Course Outline of Record with Common Course Numbering.

**Step 3:**

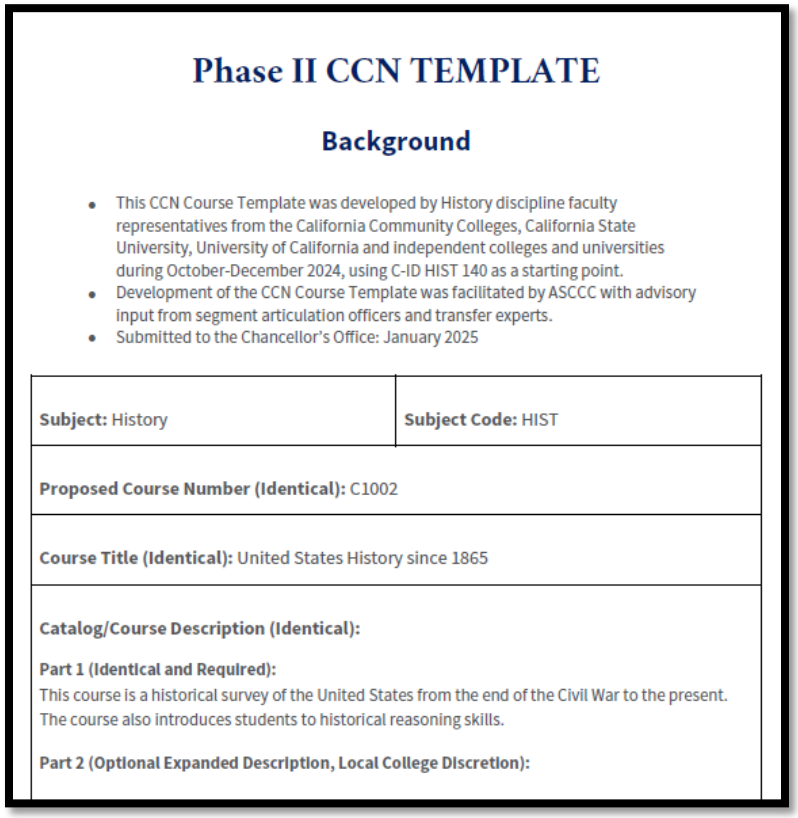
Go to Course Outline of Records Submission to access the Common Course Numbering Templates.

We are currently in Phase II (B). Select Standard Templates.

Locate the appropriate course. Click the title to open the document.



# Updating Course Outline of Record with Common Course Numbering.



## Phase II CCN TEMPLATE

### Background

- This CCN Course Template was developed by History discipline faculty representatives from the California Community Colleges, California State University, University of California and independent colleges and universities during October-December 2024, using C-ID HIST 140 as a starting point.
- Development of the CCN Course Template was facilitated by ASCCC with advisory input from segment articulation officers and transfer experts.
- Submitted to the Chancellor's Office: January 2025

| | |
|---|---|
| **Subject:** History | **Subject Code:** HIST |
| **Proposed Course Number (Identical):** C1002 | |
| **Course Title (Identical):** United States History since 1865 | |
| **Catalog/Course Description (Identical):**<br>**Part 1 (Identical and Required):**<br>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.<br>**Part 2 (Optional Expanded Description, Local College Discretion):** | |

---

You have three documents open:
COR (MS Word)
C-ID (PDF)
CCN template (PDF)

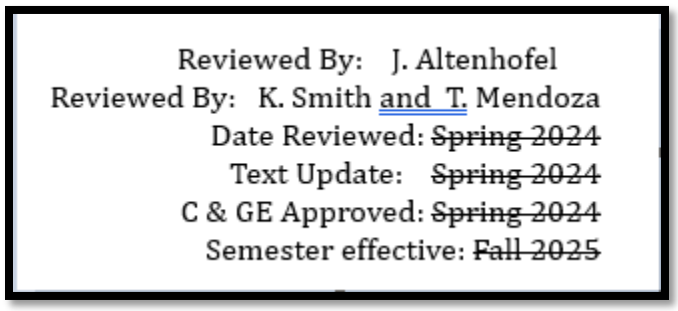
**TIPS:**
**If possible, have the COR on one screen and the CCN template on another screen so you can navigate each document accordingly. The two documents have the same information on them, but the section titles are different, and the sections are not in the same order. Use the COR format as your primary document and scroll the CCN template.**

**The CCN includes Part 1 and Part 2 for each section. Part 1 is (Required and Identical). Part 2 is (Optional Expanded Description). Copy and Paste CCN Part 1 content into the COR document. Look on the C-ID document for additional information that is not included in the CCN. Add information from the C-ID to Part 2 ONLY if it is not included in Part 1. Do NOT duplicate Part 1 in Part 2.**

# Updating Course Outline of Record with Common Course Numbering.

**Step 4:**

Below is a recent COR (HIST C1002) as an example. The document is broken down by each line/section. Instructions are in **blue font** directly below the original content. Begin editing in the upper right corner.




**Reviewed By**:
**List** all faculty who participate in reviewing, updating, and editing the document using first initial and last name.

In the example above, there are three reviewers listed on two lines. It is *preferred* that each reviewer be listed on a separate line. This example was accepted as correct; however, listing each faculty member on separate lines is preferred:

Reviewed By: J. Althenhofel
Reviewed By: K. Smith
Reviewed By: T. Mendoza

**Date Reviewed:** Spring 2026

**Date Reviewed:**
**Enter** the date COR is reviewed

Date Reviewed: Spring 2026

**Do NOT** complete the other dates. The Curriculum Technician will enter the dates as the COR is processed.

---

# Updating Course Outline of Record with Common Course Numbering.

**Step 5:**

History (HIST) ~~2232~~ C1002 ~~History of the~~ United States Since ~~1865~~ ~~1877~~ (3 Units) CSU: UC
[formerly History 17B, History 2232]

**Course Name and Number:**
On the COR
**Edit** the information to match the CCN document.
**Strike through** the old information.
**Use red font** to add new information.
Include all 'formerly' courses including the most recent TC course name and number.

---

Advisory: Successful completion of E~~nglish 1500,~~ ENGL C1000, C1000E, and 1502 strongly recommended

**Advisory**:
**Confirm** name and course information recommended on the CCN, e.g. ENGL C1000
**Add** courses as appropriate using new and/or old course names and numbers
**Strike through** old information
**Use red font** for new information

---

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

**Total Hours:**
**Do NOT** enter information—Curriculum technician enters this information.

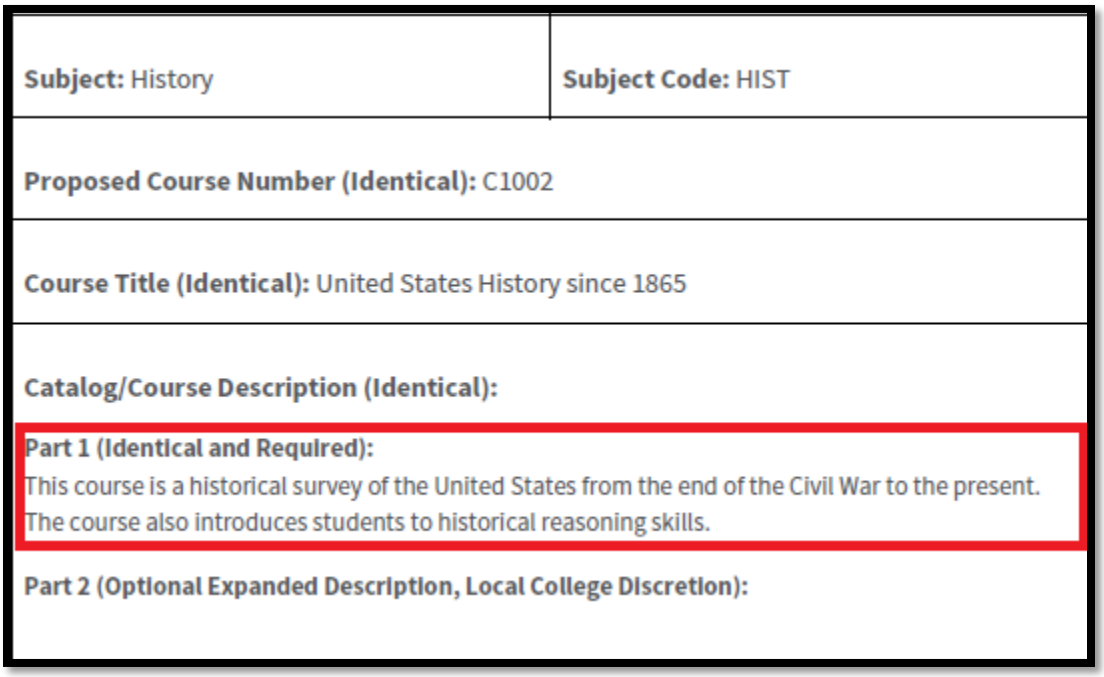
---

# Updating Course Outline of Record with Common Course Numbering.

Catalog Description: ~~This course is a survey of the history of the United States from the end of the Civil War to the present. It meets the 3-unit requirement in American History and Institutions for the Associate degrees.~~ This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills
C-ID: HIST 140.

**Catalog Description:**

On the COR, it is titled **Catalog Description**.
On the CCN, it is titled **Catalog/Course Description**.
**There is Part 1 and Part 2.**
**Part 1(Identical and Required):**



| | |
|---|---|
| **Subject:** History | **Subject Code:** HIST |
| **Proposed Course Number (Identical):** C1002 | |
| **Course Title (Identical):** United States History since 1865 | |
| **Catalog/Course Description (Identical):** | |
| **Part 1 (Identical and Required):** This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. | |
| **Part 2 (Optional Expanded Description, Local College Discretion):** | |

**Add** the words /Course to Catalog Description using **red font**, e.g.,
**Add** Part 1: using **red font** below the title.

Catalog/Course Description

Part 1:

**Strike through** all old content.
**Copy and paste** the text from Part 1 on the CCN into the Catalog/Course Description on the COR.

# Updating Course Outline of Record with Common Course Numbering.

**Part 2 (Optional Expanded Description, Local College Discretion):**
There is no template for Part 2.

**Add** the words Part 2 to the COR using **red font**.
**Add** the C-ID number under Part 2 **IF** the C-ID is on the exiting COR. If it is not listed on the COR, do **NOT** add it.
**Add** information from the C-ID if it is not included in Part 1.
**Add** further information describing the course content that a student would use to determine whether the course meets their needs. Be clear and concise.
**Leave** it **BLANK** if there is no additional information.

Part 2:

C-ID: HIST 140

---

Type of Class/Course: Degree Credit

**Type of Class/Course:**
Do not add information: leave as is on the existing template.

---

Representative Texts: ~~Corbett, Scott P., et al. *U.S. History*. OpenStax, 2024, *U.S. History*, https://openstax.org/details/books/us-history.~~

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.
Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph
Representative Texts:

- Carnes, Mark C. and John A. Garraty. 2021. 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.

# Updating Course Outline of Record with Common Course Numbering.

- Kennedy, David M. and Lizabeth Cohen. 2024. *The American Pageant*. Cengage Learning.
- Locke, John and Ben Wright. American Yawp (OER). Stanford University Press.
- Murrin, John, Pekka Hämäläinen, et al. 2019. *Liberty, Equality, Power*. Cengage Learning.
- Nash, Gary, Julie Roy, et al. 2023. *The American People: Creating a Nation and a Society.* Pearson.
- Roark, James L., Michael P. Johnson , et al. 2022. *The American Promise.* Bedford/St. Martin's.
- Tindall, George Brown and David E. Shi 2022. *America: A Narrative History.* W.W. Norton & Company.
- U.S. History Open Stax.

Supplemental Options:

- Calloway, Colin G. 2024. *First Peoples: A Documentary Survey of Native American History*. Bedford/St. Martin's.
- Brown, Leslie, Jacqueline Castledine, et al. 2017. *U.S. Women's History: Untangling the Threads of Sisterhood*. Rutgers University Press.

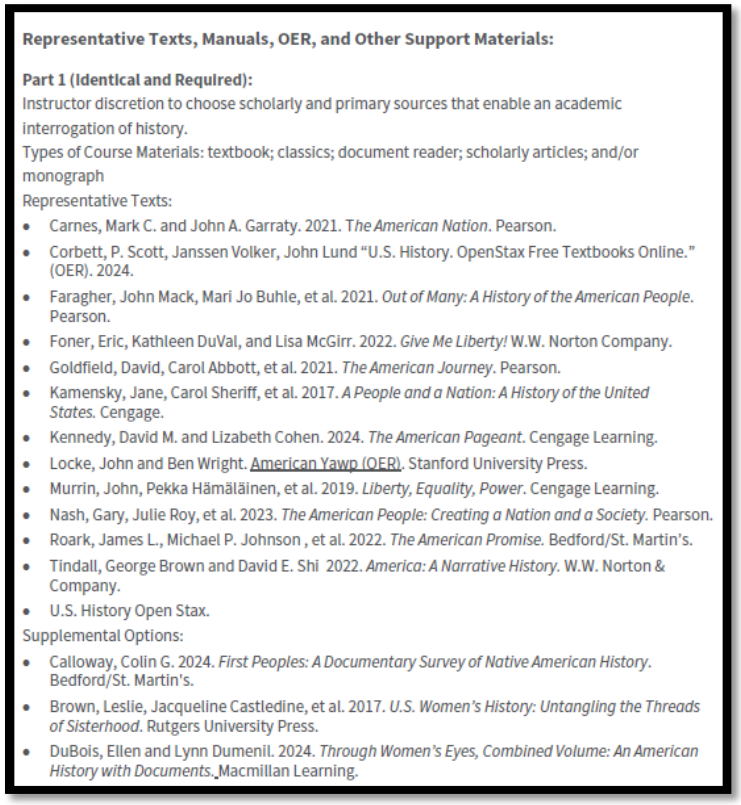
DuBois, Ellen and Lynn Dumenil. 2024. *Through Women's Eyes, Combined Volume: An American History with Documents.* Macmillan Learning.

- White, Deborah Gray, Mia Bay, et al. 2020. *Freedom on My Mind: A History of African Americans, with Documents.* Macmillan Learning.
- Kendi, Ibram X. Christopher Dontrell Piper, et al. 2017. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Bold Type Books.
- Choy, Catherine Ceniza, Cindy Kay, et al. 2023. *Asian American Histories of the United States.* Beacon Press.
- Ling, Huping. 2023. *Asian American History*. Rutgers University Press.
- Gonzales, Manuel G. 2019. *Mexicanos, Third Edition: A History of Mexicans in the United States*. Indiana University Press.

**Representative Texts:**

On the COR, the next section is titled **Representative Texts.**
**Scroll** through the CCN Template to the section titled **Representative Texts, Manuals, OER, and Other Support Materials**.
There is Part 1 and Part 2.

# Updating Course Outline of Record with Common Course Numbering.



**Representative Texts, Manuals, OER, and Other Support Materials:**

**Part 1 (Identical and Required):**
Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.
Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph
Representative Texts:

- Carnes, Mark C. and John A. Garraty. 2021. *The American Nation*. Pearson.
- Corbett, P. Scott, Janssen Volker, John Lund "U.S. History. OpenStax Free Textbooks Online." (OER). 2024.
- Faragher, John Mack, Mari Jo Buhle, et al. 2021. *Out of Many: A History of the American People*. Pearson.
- Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. *Give Me Liberty!* W.W. Norton Company.
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- 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.

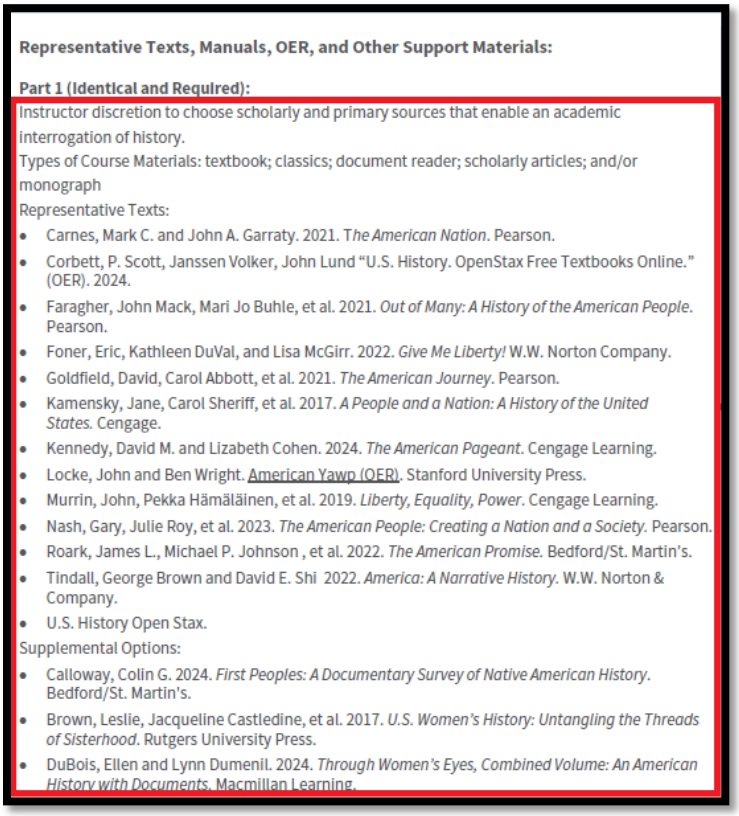
**Part 1: Representative Texts, Manuals, OER, and Other Support Materials**

**Add** the words Part 1: Representative Texts, Manuals, OER, and Other Support Materials to the COR Template using **red font**, e.g.,

**Part 1: Representative Texts, Manuals, OER, and Other Support Materials**

**Strike through** all old texts.
**Copy and Paste** from CCN Part 1 beginning with the narrative to the COR. Be sure to copy and paste ALL texts including the Supplemental Options.
**NOTE:** The list of texts may be on two pages.

# Updating Course Outline of Record with Common Course Numbering.



**Representative Texts, Manuals, OER, and Other Support Materials:**

**Part 1 (Identical and Required):**

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.

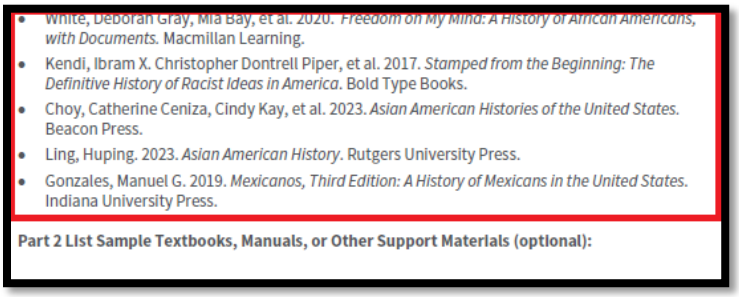
Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Representative Texts:

- Carnes, Mark C. and John A. Garraty. 2021. *The American Nation*. Pearson.
- Corbett, P. Scott, Janssen Volker, John Lund "U.S. History. OpenStax Free Textbooks Online." (OER). 2024.
- Faragher, John Mack, Mari Jo Buhle, et al. 2021. *Out of Many: A History of the American People*. Pearson.
- Foner, Eric, Kathleen DuVal, and Lisa McGirr. 2022. *Give Me Liberty!* W.W. Norton Company.
- Goldfield, David, Carol Abbott, et al. 2021. *The American Journey*. Pearson.
- Kamensky, Jane, Carol Sheriff, et al. 2017. *A People and a Nation: A History of the United States*. Cengage.
- Kennedy, David M. and Lizabeth Cohen. 2024. *The American Pageant*. Cengage Learning.
- Locke, John and Ben Wright. American Yawp (OER). Stanford University Press.
- Murrin, John, Pekka Hämäläinen, et al. 2019. *Liberty, Equality, Power*. Cengage Learning.
- Nash, Gary, Julie Roy, et al. 2023. *The American People: Creating a Nation and a Society*. Pearson.
- Roark, James L., Michael P. Johnson , et al. 2022. *The American Promise*. Bedford/St. Martin's.
- Tindall, George Brown and David E. Shi 2022. *America: A Narrative History*. W.W. Norton & Company.
- U.S. History Open Stax.

Supplemental Options:

- Calloway, Colin G. 2024. *First Peoples: A Documentary Survey of Native American History*. Bedford/St. Martin's.
- Brown, Leslie, Jacqueline Castledine, et al. 2017. *U.S. Women's History: Untangling the Threads of Sisterhood*. Rutgers University Press.
- DuBois, Ellen and Lynn Dumenil. 2024. *Through Women's Eyes, Combined Volume: An American History with Documents*. Macmillan Learning.



- 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.

**Part 2 List Sample Textbooks, Manuals, or Other Support Materials (optional):**

---

Additional Instructional Materials: None

On the COR, the section is titled **Additional Instructional Materials.**
On the CCN, the section is titled **Part 2: List Sample Textbooks, Manuals, or Other Support Materials (Optional):**
**Scroll** through the CCN Template to Part 2.

On the COR:
**Strike through** Additional Instructional Materials: None
**Add** to the COR in **red font** Part 2: List Sample Textbooks, Manuals, or Other Support Materials (Optional):, e.g.,

# Updating Course Outline of Record with Common Course Numbering.

~~Additional Instructional Materials: None~~
Part 2: List Sample Textbooks, Manuals, or Other Support Materials (Optional):

**Add** additional **required** texts as a citation in MLA format in **red font**. For assistance with MLA format, see the TC Library Guide MLA Style > Works Cited Examples
**Add** additional required materials, such as paintbrushes, calculators, kits, etc., in **red font.**
Be specific.
**Leave** this **BLANK** if there are no additional materials.
Do **NOT** duplicate texts that are included in Part 1.

---

Course Objectives:

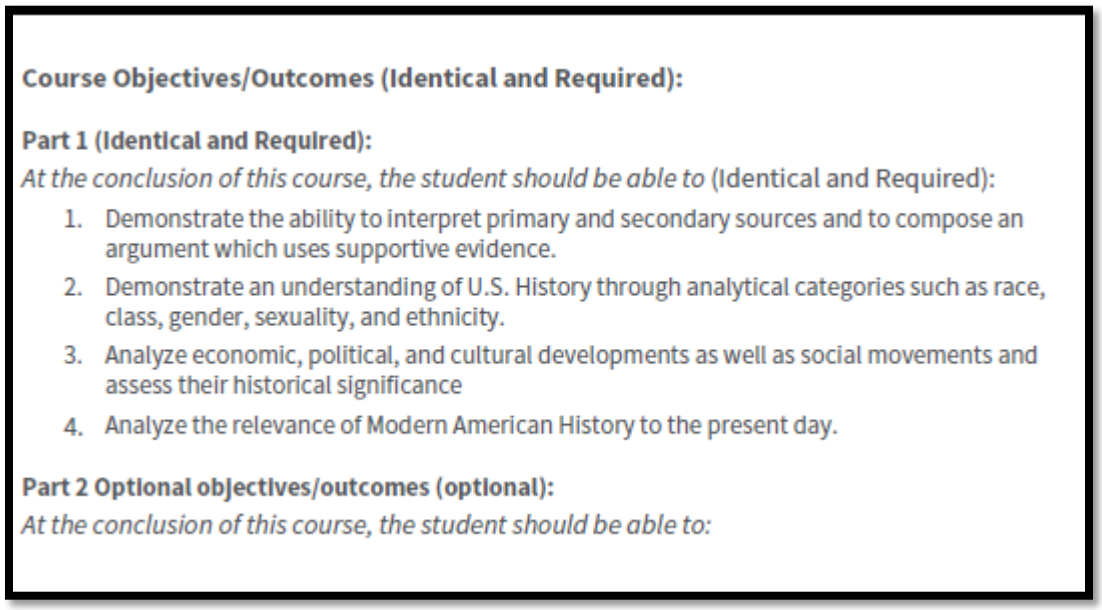
~~By the end of the course, a successful student will be able to~~

~~1. demonstrate a general but clear understanding of the genesis and development of our cultural, social, and economic heritage,~~
~~2. demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support,~~
~~3. demonstrate an understanding of U.S. History through multiple analytical categories such as race, class, gender, and ethnicity,~~
~~4. demonstrate an understanding of America's growth in a global context,~~
~~5. explain the major political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance,~~
~~6. explain the major social and cultural developments, their causes and effects, and their historical significance,~~
~~7. explain the major economic; technological and scientific developments; and their historical significance, and~~
~~8. analyze the relevancy of history in today's world.~~

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance
4. Analyze the relevance of Modern American History to the present day.
5.

**Course Objectives**
On the COR, the section is titled **Course Objectives**.
On the CCN template, the section is titled **Course Objectives/Outcomes.** There is Part 1 and Part 2.

# Updating Course Outline of Record with Common Course Numbering.



**Course Objectives/Outcomes (Identical and Required):**

**Part 1 (Identical and Required):**

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

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance
4. Analyze the relevance of Modern American History to the present day.

**Part 2 Optional objectives/outcomes (optional):**

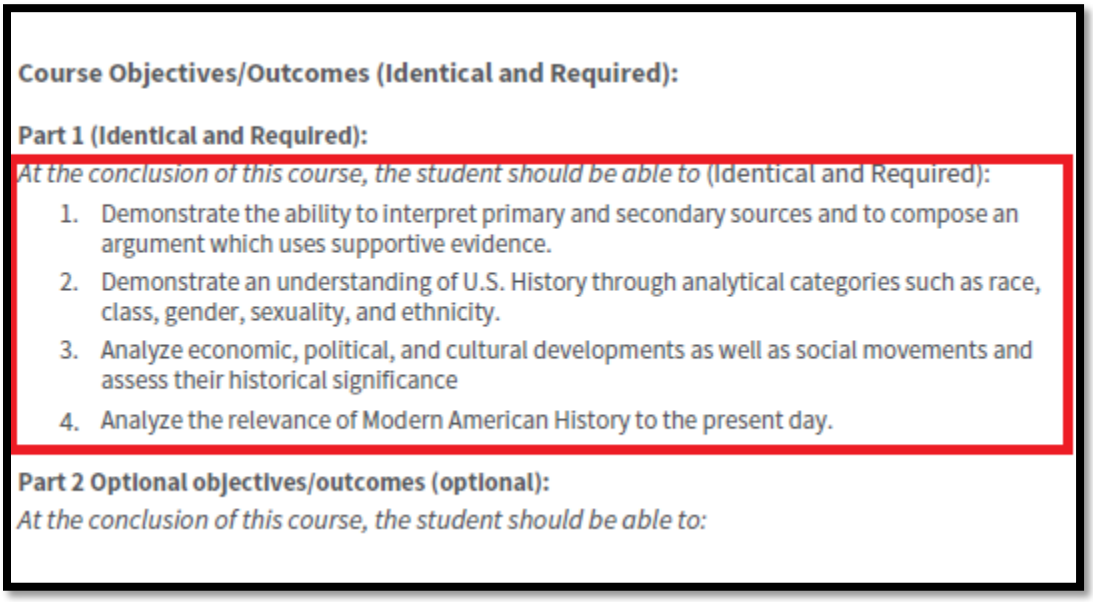
*At the conclusion of this course, the student should be able to:*

**Part 1:**
**Scroll** to Course Objectives/Outcomes on the CCN.
**Add** /Outcomes in **red font** to the COR if it is not there.
**Strike through** the statement, 'By the end of the course, a successful student will be able to' if it is on the COR.
**Add** the statement from the CCN as written in the CCN using **red font**.
**NOTE: Delete** unnecessary characters, such as the number 5 from the COR. Review the document for typos and other errors and clean up the issues.

Course Objectives/Outcomes
~~By the end of the course, a successful student will be able to~~
At the conclusion of this course, the student should be able to

**Strike through** all old course objectives on the COR.
**Copy and paste** all of **PART 1: (Identical and Required)** from the CCN template to the COR.

# Updating Course Outline of Record with Common Course Numbering.



**Course Objectives/Outcomes (Identical and Required):**

**Part 1 (Identical and Required):**

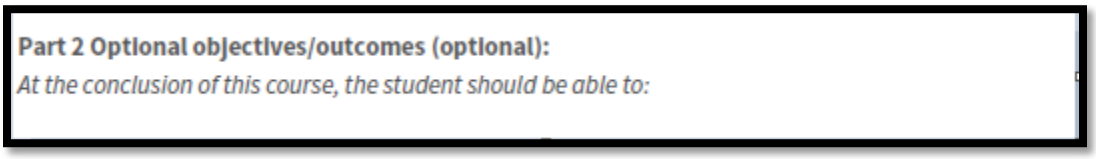
*At the conclusion of this course, the student should be able to* (Identical and Required):

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance
4. Analyze the relevance of Modern American History to the present day.

**Part 2 Optional objectives/outcomes (optional):**

*At the conclusion of this course, the student should be able to:*

**Part 2 Optional objectives/outcomes (optional):**



**Part 2 Optional objectives/outcomes (optional):**

*At the conclusion of this course, the student should be able to:*

On the COR
**Add** the words Part 2 to the COR using **red font**.
**Add** the approved CSLOs using **red font.**
**Strike through** old CSLOs
Do **NOT** add PSLOs

Part 2
Course Level Student Learning Outcomes

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which explains their historical significance in reference to any of the following: race, class, gender, and ethnicity; America's growth in a global context; economic, technological and scientific developments; political trends, attitudes, conflicts, and events; and, social and cultural developments from 1865 to the present.

~~Demonstrate an understanding of America's growth in a global context through major economic, technological, and scientific developments and their historical significance since 1865~~

**NOTE:**

# Updating Course Outline of Record with Common Course Numbering.

If you are changing your CSLOs, your Division Chair must submit a copy of this completed COR to the SLO Coordinator (Adam Bledsoe) via email **PRIOR to submission to Tech Review.** The SLO Committee will review the new SLOs and the coordinator will contact your Division Chair regarding the status of the change request. If approved, the Division Chair will forward the COR to the Curriculum Technician.

Local Level General Education Learning Outcomes

1. Demonstrate an understanding of the rights and obligations of individual citizens in the political system established under the U.S. Constitution

2. Analyze the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
3. Apply research methodologies employed in social scientific inquiry.
4. Demonstrate the principles, concepts, models of value systems, and ethics framework employed in social scientific inquiry.

**Local Level General Education Learning Outcomes:**
**(NOTE:** this is part of Part 2**)**

On the COR, if applicable
**Add** GESLOs.

---

Course ~~Scope and~~ Content:

~~Unit I The Era of Reconstruction, 1865-1877~~

- ~~A. Restoring the Union~~
- ~~B. Congress and the Remaking of the South, 1865-1866~~
- ~~C. Radical Reconstruction, 1867-1872~~
- ~~D. The Collapse of Reconstruction~~

~~Unit II Go West Young Man! Westward Expansion, 1840-1900~~

- A. ~~The Westward Spirit~~
- B. ~~Homesteading: Dreams and Realities~~
- C. ~~Making a Living in Gold and Cattle~~
- D. ~~The Loss of American Indian Life and Culture~~
- E. ~~The Impact of Expansion on Chinese Immigrants and Hispanic Citizens~~

~~Unit III Industrialization and the Rise of Big Business, 1870-1900~~

- A. ~~Inventors of the Age~~
- B. ~~From Invention to Industrial Growth~~
- C. ~~Building Industrial America on the Backs of Labor~~
- D. ~~A New American Consumer Culture~~

# Updating Course Outline of Record with Common Course Numbering.

~~Unit IV The Growing Pains of Urbanization, 1870-1900~~

A. ~~Urbanization and Its Challenges~~
B. ~~The African American "Great Migration" and New European Immigration~~
C. ~~Relief from the Chaos of Urban Life~~
D. ~~Change Reflected in Thought and Writing~~

~~Unit V Politics in the Gilded Age, 1870-1900~~

A. ~~Political Corruption in Postbellum America~~
B. ~~The Key Political Issues: Patronage, Tariffs, and Gold~~
C. ~~Farmers Revolt in the Populist Era~~
D. ~~Social and Labor Unrest in the 1890s~~

~~Unit VI Leading the Way: The Progressive Movement, 1890-1920~~

A. ~~The Origins of the Progressive Spirit in America~~
B. ~~Progressivism at the Grassroots Level~~
C. ~~New Voices for Women and African Americans~~
D. ~~Progressivism in the White House~~

~~Unit VII Age of Empire: American Foreign Policy, 1890-1914~~

A. ~~Turner, Mahan, and the Roots of Empire~~
B. ~~The Spanish-American War and Overseas Empire~~
C. ~~Economic Imperialism in East Asia~~
D. ~~Roosevelt's "Big Stick" Foreign Policy~~
E. ~~Taft's "Dollar Diplomacy"~~

~~Unit VIII Americans and the Great War, 1914-1919~~

A. ~~American Isolationism and the European Origins of War~~
B. ~~The United States Prepares for War~~
C. ~~A New Home Front~~
D. ~~From War to Peace~~
E. ~~Demobilization and Its Difficult Aftermath~~

~~Unit IX The Jazz Age: Redefining the Nation, 1919-1929~~

A. ~~Prosperity and the Production of Popular Entertainment~~
B. ~~Transformation and Backlash~~
C. ~~A New Generation~~
D. ~~Republican Ascendancy: Politics in the 1920s~~

~~Unit X Brother, Can You Spare a Dime? The Great Depression, 1929-1932~~

A. ~~The Stock Market Crash of 1929~~
B. ~~President Hoover's Response~~
C. ~~The Depths of the Great Depression~~
D. ~~Assessing the Hoover Years on the Eve of the New Deal~~

# Updating Course Outline of Record with Common Course Numbering.

~~Unit XI Franklin Roosevelt and the New Deal, 1932-1941~~

A. ~~The Rise of Franklin Roosevelt~~
B. ~~The First New Deal~~
C. ~~The Second New Deal~~

~~Unit XII Fighting the Good Fight in World War II, 1941-1945~~

A. ~~The Origins of War: Europe, Asia, and the United States~~
B. ~~The Home Front~~
C. ~~Victory in the European Theater~~
D. ~~The Pacific Theater and the Atomic Bomb~~

~~Unit XIII Post-War Prosperity and Cold War Fears, 1945-1960~~

~~A. The Challenges of Peacetime~~
~~B. The Cold War~~
~~C. The American Dream~~
~~D. Popular Culture and Mass Media~~
~~E. The African American Struggle for Civil Rights~~

~~Unit IX Contesting Futures: America in the 1960s~~

A. ~~The Kennedy Promise~~
B. ~~Lyndon Johnson and the Great Society~~
C. ~~The Civil Rights Movement Marches On~~
D. ~~Challenging the Status Quo~~

~~Unit X Political Storms at Home and Abroad, 1968-1980~~

~~A. Identity Politics in a Fractured Society~~
~~B. Coming Apart, Coming Together~~
~~C. Vietnam: The Downward Spiral~~
~~D. Watergate: Nixon's Domestic Nightmare~~
~~E. Jimmy Carter in the Aftermath of the Storm~~

~~Unit XI From Cold War to Culture Wars, 1980-2000~~

A. ~~The Reagan Revolution~~
B. ~~Political and Cultural Fusions~~
C. ~~A New World Order~~
D. ~~Bill Clinton and the New Economy~~

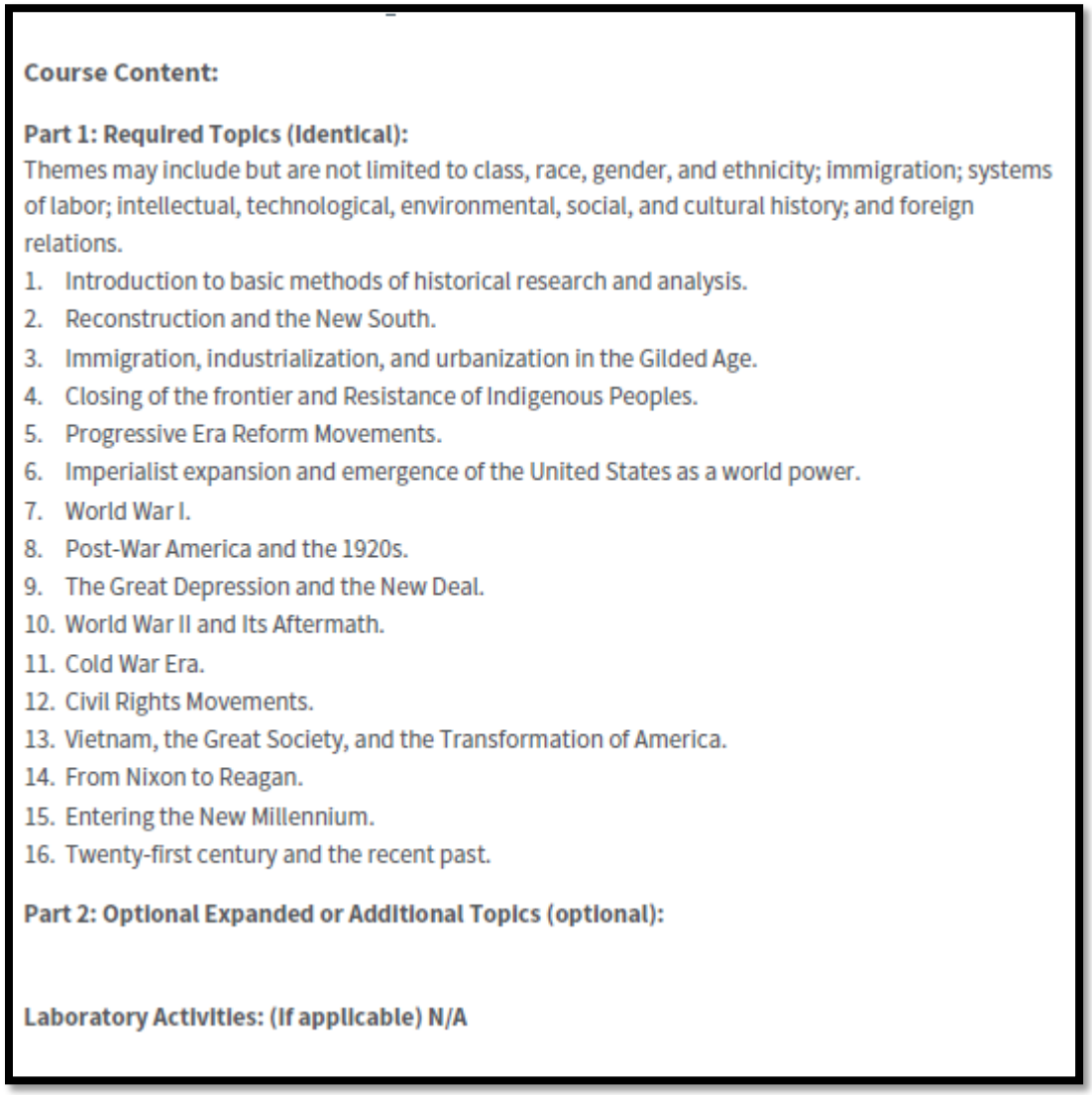
~~Unit XII The Challenges of the Twenty-First Century~~

~~A. The War on Terror~~
~~B. The Domestic Mission~~
~~C. New Century, Old Disputes~~
~~D. Hope and Change~~

**Course Scope and Content:**

# Updating Course Outline of Record with Common Course Numbering.

On COR this is titled **Course Scope and Content**:
On the CCN Template, this is titled **Course Content** with Part 1 and Part 2.
**Scroll** to **Course Content: Part 1: Required Topics (Identical)** on CCN Template



**Course Content:**

**Part 1: Required Topics (Identical):**
Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South.
3. Immigration, industrialization, and urbanization in the Gilded Age.
4. Closing of the frontier and Resistance of Indigenous Peoples.
5. Progressive Era Reform Movements.
6. Imperialist expansion and emergence of the United States as a world power.
7. World War I.
8. Post-War America and the 1920s.
9. The Great Depression and the New Deal.
10. World War II and Its Aftermath.
11. Cold War Era.
12. Civil Rights Movements.
13. Vietnam, the Great Society, and the Transformation of America.
14. From Nixon to Reagan.
15. Entering the New Millennium.
16. Twenty-first century and the recent past.

**Part 2: Optional Expanded or Additional Topics (optional):**

**Laboratory Activities: (if applicable) N/A**

**Strike through** ~~Scope and~~ on the COR
**Strike through** all old content on the COR

# Updating Course Outline of Record with Common Course Numbering.

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~~
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~~Unit II Go West Young Man! Westward Expansion, 1840-1900~~
- A. ~~The Westward Spirit~~
- B. ~~Homesteading: Dreams and Realities~~
- C. ~~Making a Living in Gold and Cattle~~
- D. ~~The Loss of American Indian Life and Culture~~
- E. ~~The Impact of Expansion on Chinese Immigrants and Hispanic Citizens~~

**Copy and paste all content** from the CCN Template Part 1: Required Topics (Identical): to COR Course ~~Scope and~~ Content using **red font**.

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South.
3. Immigration, industrialization, and urbanization in the Gilded Age.
4. Closing of the frontier and Resistance of Indigenous Peoples.
5. Progressive Era Reform Movements.
6. Imperialist expansion and emergence of the United States as a world power.
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9. The Great Depression and the New Deal.
10. World War II and Its Aftermath.
11. Cold War Era.
12. Civil Rights Movements.
13. Vietnam, the Great Society, and the Transformation of America.
14. From Nixon to Reagan.
15. Entering the New Millennium.
16. Twenty-first century and the recent past.

**Part 2: Optional Expanded or Additional Topics (optional):**

**Add** topics not included in Part 1.

**Add** any content that is included in the C-ID descriptor to Part 2. For example, The Frontier

# Updating Course Outline of Record with Common Course Numbering.

Movement 1865-1900 is added to Part 2.

**NOTE:** Check the document for any unnecessary lines, characters, punctation, etc. Use strike though as needed.

---

Learning Activities Required Outside of Class:

There is no equivalent section on the CCN.
On the COR, edit, modify, or add to this section.
Do **NOT** delete all the content.

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

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

**ADD** the words Example of Reading Assignment to the COR and provide a description of a reading assignment using **red font**. Keep the description under 250 words, e.g.,

Example of Reading Assignment:
Carefully read the text and supplemental readings and practice the analysis of primary source materials to discuss cultural and historical readings and videos, including a wide variety of United States cultures.

**Add** the words Example of Writing Assignment to the COR and provide a description of a writing assignment using **red font**. Keep the description under 250 words, e.g.,

Example of Writing Assignment:
ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

---

Methods of Instruction:

On the COR, the section is titled **Methods of Instruction.**
On the CCN, there is no equivalent section.
Do **NOT** delete or leave this section **BLANK**.

# Updating Course Outline of Record with Common Course Numbering.

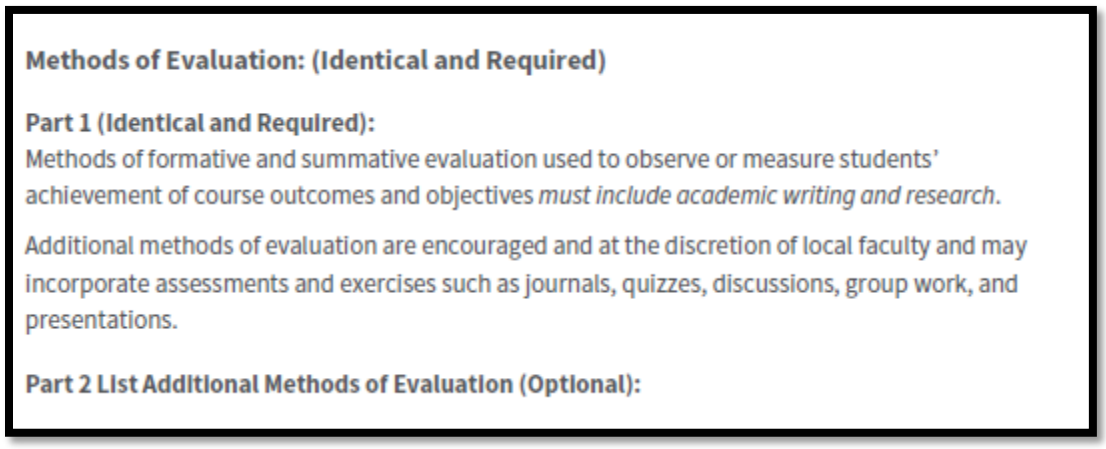
**Add** methods not included on existing COR if appropriate.

1. Assigned readings from text and collateral reading
2. Current reading from news magazines and newspapers
3. Discussion of current problems
4. A research paper on a theme suggested by the instructor
5. Lectures and presentations

---

Methods of Evaluation will include:

On the COR, this section titled **Methods of Evaluation will include:**
On the CCN, this section is titled **Methods of Evaluation: (Identical and Required)** and includes Part 1 and Part 2.



**Methods of Evaluation: (Identical and Required)**

**Part 1 (Identical and Required):**
Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives *must include academic writing and research.*

Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

**Part 2 List Additional Methods of Evaluation (Optional):**

**Strike through** will include: on the COR.
**Add** Part 1: using **red font**.
**Strike through** all old content.
**Copy and paste** from the CCN template to the COR all content using **red font.**

Methods of Evaluation ~~will include~~: Part 1:
Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives *must include academic writing and research*.
Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations

~~1. Substantial writing assignments, including:~~
~~a. reading reports~~
~~b. written essays and/or research projects~~

~~c. essay exams~~

~~2. Other evaluation can include:~~
~~a. multiple choice exams~~
~~b. classroom discussions that include primary and secondary sources~~
~~c. classroom projects and presentations~~

On the COR,
**Add** the words Part 2 using **red font**.

Part 2

**Add** additional methods of evaluation is appropriate.
Leave **BLANK** if no new methods are appropriate.

---

Supplemental Data:

| | |
|---|---|
| TOP Code: | 220500: History |
| SAM Priority Code: | E: Non-Occupational |
| Distance Education: | Online, Offline |
| Funding Agency: | Y: Not Applicable (funds not used) |
| Program Status: | 1: Program Applicable |
| Noncredit Category: | Y: Not Applicable, Credit Course |
| Special Class Status: | N: Course is not a special class |
| Basic Skills Status: | N: Course is not a basic skills course |
| Prior to College Level: | Y: Not applicable |

# Updating Course Outline of Record with Common Course Numbering.

| | |
|---|---|
| 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<br>IG3B: IGETC Area 3B<br>IG4F: IGETC Area 4F<br>LAHI: Local Course American History<br>~~LES: Local Ethnic Studies~~<br>LSBS: Local GE Social/Behavioral Sci<br>CSU Area D6<br>Cal-GETC Areas 3B, 4 |
| Discipline | History |

California Community Colleges

**MEMORANDUM**
February 27, 2026

ESS 26-17 | Via Email

**TO:** Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents

**FROM:** James Todd, Vice Chancellor of Academic Affairs
Stacey Shears, Vice Chancellor of Student Services

**RE:** Accessibility Standards and Revised ADA Title II Regulations

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## Purpose

This memorandum provides guidance regarding the U.S. Department of Justice (DOJ) final rule updating Title II of the Americans with Disabilities Act (ADA), which establishes enforceable technical standards for digital accessibility across all state and local government entities. The revised regulations take effect April 24, 2026, and formally adopt Web Content Accessibility Guidelines (WCAG) 2.1 Level AA as the minimum technical standard for digital content and services.

As a follow-up to the Feb. 3, 2026 Accessibility in Online Learning system webinar, this memorandum clarifies regulatory requirements, outlines institutional implications, and establishes systemwide implementation expectations in advance of the new standard. From our online classrooms to our virtual student support systems, executing these updates requires coordinated planning at the college and district levels to support faculty, classified professionals, administrators, and students. This work directly supports Vision 2030's commitments to equitable access, inclusive excellence, and student success for all learners.

## Regulatory Context, Scope, and Key Updates

California Community Colleges must comply with Section 508 of the Rehabilitation Act of 1973 (as amended), California Government Code sections 7405 and 11135, and the updated ADA Title II regulations. While Section 508 remains an important federal standard and is incorporated into state law, the revised ADA Title II rule establishes WCAG 2.1 Level AA as the enforceable minimum technical standard for digital accessibility under Title II.

On April 24, 2024, the DOJ issued a final rule introducing Subpart H to Title II, formally adopting WCAG 2.1 Level AA. The revised rule makes clear that accessibility obligations apply to the institution's entire digital landscape, including student and public-facing websites, learning

management systems (e.g., Canvas), password-protected environments, internal communication platforms such as SharePoint and email systems, employee-facing systems such as HR portals, digital documents (PDF, Word, Excel), audio and video content, mobile applications, and institutional social media accounts.

The revised ADA Title II rule includes the following significant clarifications and expanded expectations:

- **Updated Technical Standard.** The rule formally adopts WCAG 2.1 Level AA as the minimum technical standard for all digital content under Title II.
- **"Separate Is Not Equal."** Providing a separate accessible version of a document or webpage is no longer an acceptable substitute for making the original content accessible.
- **Third-Party Responsibility.** Institutions remain legally responsible for the accessibility of vendor-provided products and services and may not delegate or contract away these obligations. Accessibility must be embedded in procurement review and contracting processes.
- **Proactive Design Standard.** Institutions are expected to design digital environments with accessibility in mind regardless of disability disclosure. The standard shifts from reactive accommodation to proactive inclusion.
- **Entire Digital Landscape.** Accessibility standards apply across institutional systems, including internal communication tools (e.g., SharePoint and email), learning management systems (e.g., Canvas), password-protected environments, employee-facing systems (e.g., HR portals), websites, and digital instructional materials.
- **Institutional Responsibility.** Accessibility is an institutional obligation requiring executive leadership, cross-functional coordination, and sustained governance. It is not limited to a single office or individual.
- **Mobile Applications and Assistive Technology.** Digital content must be accessible via mobile devices and compatible with mobile assistive technologies, reinforcing accessibility across platforms.
- **Social Media Content.** Beginning April 24, 2026, all newly created content representing the institution on social media platforms must meet WCAG 2.1 Level AA standards.
- **Limited Exceptions.** Narrow exceptions apply to archived web content not used for active program participation, content posted by unaffiliated third parties without contractual relationship, and student-submitted work. These exceptions should be applied cautiously.

## Institutional Responsibility and Governance

The updated regulations require executive oversight and coordinated implementation across divisions. Sustainable compliance must be embedded within governance structures, procurement

practices, curriculum development, instructional design, communications, and employee systems rather than addressed through isolated remediation efforts.

Title 5 § 55001 reinforces that curriculum committees must maintain documented procedures to guarantee accessibility for every student. Course outlines of record should reflect Universal Design for Learning principles, including multiple means of representation, engagement, and expression to support learner variability and diversity. Colleges and districts should ensure that accessibility expectations are integrated directly into curriculum review processes, course development workflows, faculty professional learning, and the responsible use of AI-supported instructional tools.

Institutions should ensure cabinet-level visibility, align accessibility with strategic planning and budgeting processes, and establish documented accountability mechanisms that support long-term sustainability.

## Implementation Framework: Accessibility Capability Maturity Model

To support institutions in managing this transition, the CCC Accessibility Center utilizes the Accessibility Capability Maturity Model (ACMM), a structured framework designed to promote proactive risk mitigation and continuous improvement.

The ACMM operates through a four-stage iterative cycle: assessment of institutional accessibility practices against established benchmarks; development of an integrated annual accessibility plan aligned with institutional priorities; implementation of improvement strategies, strengthened business processes, and training efforts; and annual reassessment to measure growth and ensure long-term sustainability.

This maturity-based approach aligns with Office for Civil Rights guidance and supports sustained institutional integration rather than reactive remediation. For institutions that choose to participate, the ACMM team provides training and conducts a baseline assessment to inform planning and continuous improvement.

## Resources, Support, and Next Steps

Colleges are encouraged to undertake accessibility compliance without delay supported by the guidance and resources made available through the Chancellor's Office, including the CCC Accessibility Center. While accessibility compliance can feel daunting, our goal is to empower institutions to become informed, ask questions, engage in the process, and make steady progress to inclusively serve our students and communities. The following resources are available to support your efforts:

- Accessibility in Online Learning (Feb. 3, 2026, webinar recording)
- Shift Your Strategy for ADA Title II Update: Focus on Training and Future-Proofing

- Navigating the 2026 ADA Title II Deadline: California Community Colleges Websites
- From Awareness to Action: A Five-Phased Approach to Web Accessibility
- ACMM Visit Preparation: What Colleges and Districts Need to Know
- Steps for Colleges to Get Ahead in preparing for ADA Title II updated regulations

**Accessibility Webinar, March 4, 2026:** In addition, you may register for "**Using Accessibility-Aligned AI to Move Courses Toward the Revised ADA Title II**" a system webinar scheduled for Wednesday, March 4, 2026 at 11 a.m. The webinar will provide a hands-on demonstration of AI-powered tools that support accessibility-aligned remediation.

Early and coordinated action will position institutions not only to meet regulatory requirements, but to reduce institutional risk, strengthen civil rights compliance, and advance Vision 2030's commitment to universal access and inclusive excellence across the California Community Colleges system.

Colleges seeking clarity, more information, or support are encouraged to contact the CCC Accessibility Center at Accessibility@CCCTechCenter.org to learn more about available resources and next steps.

cc: Sonya Christian, Chancellor
Rowena Tomaneng, Deputy Chancellor
Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives
Stacey Shears, Vice Chancellor of Student Services
Anthony Cordova, Vice Chancellor of Workforce and Economic Development

TAFTCOLLEGE

# TEXTBOOK ADOPTION & COURSE SUPPLIES REQUEST

Summer/Fall Adoptions are due by: April 1st
Spring Adoptions are due by: October 1st

**Quick Reference:**
(Check all that apply)

| Change ☐ | Add ☐ | Delete ☐ | New Edition ☐ | ZTC-OER ☐ |
|---|---|---|---|---|
| Chang textbook used in class to a different text listed on COR | Additional text being add to Course & COR | Remove text from course and COR | Replacing previous edition of a text on COR and Course | This is a ZTC-OER material. |

| COURSE NUMBER & TITLE (ex. ARTH 2030 Survey of Asian Art) | | | SEMESTER |
|---|---|---|---|
| INSTRUCTOR NAME | TODAY'S DATE | PHONE | EMAIL |
| | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| TITLE: | | | | | | |
| ISBN: | | | EDITION: | | YEAR: | |
| AUTHOR: | | | PUBLISHER: | | | |
| PLACE OF PUBLICATION: | | | | On-line ☐ | In Print ☐ | |
| RENTAL: | Y ☐ | N☐ | USE: | Required ☐ | Recommended ☐ | Optional ☐ |
| ADA COMPLIANCE: | | | I will request an alternative version of this text from the publisher: | | Y☐ | N☐ |
| ZTC-OER: Please provide the URL link to the materials: | | | | | | |

**Are you replacing a textbook? Y☐ N☐ (If Yes, Please list the old textbook)**

****Please note: Old textbook will be removed from Bookstore inventory and COR****

**OLD TEXTBOOK**

| | | | |
|---|---|---|---|
| TITLE: | | | |
| ISBN: | | EDITION: | |
| AUTHOR: | | PUBLISHER: | |

**ADDITIONAL SUPPLIES**

| ITEM and DESCRIPTION | ITEM NUMBER | VENDOR | USE |
|---|---|---|---|
| | | | Req ☐ Opt ☐ |

**The above text has been reviewed and meets my approval:**

**Instructor** _____ **Date** _____

**Division Chair** Signature only required on new textbooks not new editions **Date** _____

**After division chair approval, please remit to the Bookstore for processing.**

---

**Bookstore Manager:** I have reviewed this text and am able to complete this request.

Signature _____ Date _____

**Vice President of Instruction:** I have examined this text and approve its adoption as recommended.

Signature _____ Date _____

# Appendix A: Rubric 1

## IDEA OER Assessment of Existing Materials

**Textbook/Publisher/Edition:**
**Chapter/Assignment:**
**Assessor Name/Title/School:**

Use this rubric to assess existing openly-licensed materials. Refer to the IDEA Framework & Implementation Guide for further completion instructions and explanation of each category. Complete an assessment for each chapter, appendix, etc. of the textbook.

Use the notes section below each category to keep notes on important pages or other observations throughout the textbook. For example, you can note where inappropriate terminology occurs, examples of non-inclusive gendered language or a good opportunity to incorporate a diverse perspective.

### Illustrations and Photos of People

| Not Applicable | Exclusive | Emerging Inclusive | Inclusive |
|---|---|---|---|
| ☐ This category does not apply to this resource. *Explain in notes.* | ☐ Less than 30% of photos and illustrations include BIPOC | ☐ 30-70% of photos and illustrations include BIPOC | ☐ More than 70% of photos and illustrations include BIPOC |
| ☐ This category does not apply to this resource. *Explain in notes.* | ☐ Very few to no examples of diversity beyond race and ethnicity. | ☐ 1-2 examples of diversity beyond race and ethnicity. | ☐ More than 2 examples of diversity beyond race and ethnicity. |
| ☐ This category does not apply to this resource. *Explain in notes.* | ☐ Many examples of illustrations and photos that are not culturally sensitive or appropriate. *Include examples in notes* | ☐ Some examples of illustrations and photos that are not culturally sensitive or appropriate. *Include examples in notes* | ☐ Very few to no examples of illustrations and photos that are not culturally sensitive or appropriate. *Include examples in notes* |
| **Notes:** | | | |

### Example Names

| Not Applicable | Exclusive | Emerging Inclusive | Inclusive |
|---|---|---|---|
| ☐ This category does not apply to this resource. *Explain in notes.* | ☐ Less than 30% of names reflect BIPOC culture | ☐ 30-70% of names reflect BIPOC culture | ☐ More than 70% of names reflect BIPOC culture |
| **Notes:** | | | |

### Gender Inclusive Language and Use of Pronouns

| Not Applicable | Exclusive | Emerging Inclusive | Inclusive |
|---|---|---|---|
| ☐ This category does not apply to this resource. *Explain in notes.* | ☐ Many examples of language that is not gender inclusive and inappropriate use of pronouns. *Include examples in notes.* | ☐ Some examples of language that is not gender inclusive and inappropriate use of pronouns. *Include examples in notes.* | ☐ Very few to no examples of language that is not gender inclusive and inappropriate use of pronouns. *Include examples in notes.* |
| **Notes:** | | | |

### Diverse Authors, Researchers, and Studies

| Not Applicable | Exclusive | Emerging Inclusive | Inclusive |
|---|---|---|---|
| ☐ This category does not apply to this resource. *Explain in notes.* | ☐ Very few to no examples of diverse authors and researchers with few to no studies related to BIPOC | ☐ Some examples of diverse authors and researchers with some studies related to BIPOC | ☐ Many examples of diverse authors and researchers with many studies related to BIPOC |

| Notes: |
|---|

## Applications, Examples and Problem Scenarios

| Not Applicable | Exclusive | Emerging Inclusive | Inclusive |
|---|---|---|---|
| ☐ This category does not apply to this resource. *Explain in notes.* | ☐ Very few to no examples of applications, examples and scenarios reflect BIPOC culture | ☐ Some examples of applications, examples and scenarios reflect BIPOC culture | ☐ Many examples of applications, examples and scenarios reflect BIPOC culture |
| **Notes:** | | | |

## Appropriate Terminology

| Not Applicable | Exclusive | Emerging Inclusive | Inclusive |
|---|---|---|---|
| ☐ This category does not apply to this resource. *Explain in notes.* | ☐ Many examples of terminology that is derogatory/ inappropriate. *Include examples in notes* | ☐ Some examples of terminology that is derogatory/inappropriate. *Include examples in notes* | ☐ Very few to no examples of terminology that is derogatory/inappropriate. *Include examples in notes* |
| **Notes:** | | | |

## Keyword, Glossary and Metadata Representation

| Not Applicable | Exclusive | Emerging Inclusive | Inclusive |
|---|---|---|---|
| ☐ This category does not apply to | ☐ Very few to no examples of keywords or glossary terms | ☐ Some examples of keywords or glossary terms | ☐ Many examples of keywords or glossary terms |

| | | | |
|---|---|---|---|
| this resource. *Explain in notes.* | reflect diverse topics and/or folks | reflect diverse topics and/or folks | reflect diverse topics and/or folks |
| **Notes:** | | | |

### Incorporating Diverse Perspectives

| Not Applicable | Exclusive | Emerging Inclusive | Inclusive |
|---|---|---|---|
| ☐ This category does not apply to this resource. *Explain in notes.* | ☐ Use of 0 diverse perspectives relevant to underrepresented groups | ☐ Use of 1 diverse perspective relevant to underrepresented groups | ☐ Use of 2 or more diverse perspectives relevant to underrepresented groups |
| **Notes:** | | | |

## Category Count:

Exclusive:

Emerging Inclusive:

Inclusive:

## Summary:

Use this section to highlight main points and key information about the rubric assessments.

## Suggestions:

Use this section to provide any IDEA related suggestions beyond the specific feedback you provided on the rubric.

TAFTCOLLEGE

# Taft College Distance Learning Approval Form

## Addendum to the Course Outline of Record

Course #:

Course Title:

Submitted by:

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

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

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

   ☐ No

   ☐ Other (please explain):

2. This course is appropriate for (select all that apply):

   ☐ Online

   ☐ Hybrid (class meetings will be held partially in person and partially online)

   ☐ Offline (exclusively for incarcerated students)

*Revised 3-8-21*

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

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

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

   ☐ This course will push the percentage of Distance Learning courses offered in the program over 50%
   - ☐ A Substantive Change has been submitted to ACCJC.
   - ☐ A Substantive Change has not yet been submitted to ACCJC.

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

   *** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.
   - ☐ Educational materials
   - ☐ Field trips
   - ☐ Labs
   - ☐ Models
   - ☐ Presentations
   - ☐ Requirements to attend a live performance
   - ☐ Requirements to present in front of live audience
   - ☐ Other:

   ☐ After reviewing the COR, none of the above items are required in this course (no explanation needed).

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

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

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

   ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are "readable" in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
   f. Documents are created in such a way that screen reading software can "read" them. (i.e. styles are used; column header rows in tables are specified, etc.)

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

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

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

   Recommended:

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

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

Required:

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

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

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

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

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Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

*Revised 3-8-21*