



# 2013-2014 Catalog

**Woodland Community College**

2300 East Gibson Road

Woodland, CA 95776

(530) 661-5711

[HTTP://WCC.YCCD.EDU](http://WCC.YCCD.EDU)



# Catalog

## 2013-2014

### **Woodland Community College**

2300 East Gibson Road

Woodland, CA 95776

530-661-5700

530-661-5786 TTY

### **Colusa County Outreach Facility**

99 Ella Street

Williams, CA 95987

530-668-2500

**<http://wcc.yccd.edu>**



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# District Calendar

## Summer 2013

June 10	Summer Session 2013 commences for regular six-week summer classes; other classes have different dates
June 12	Last day to add a class/register without special permission for six-week classes
June 17	Refund deadline for six-week classes
July 1	Deadline to apply for Summer 2013 graduation
July 3	Last day to drop classes to prevent "W" grade(s) on permanent record
July 4	Academic and Administrative Holiday – Independence Day observed (Thursday)
July 18	Regular six-week classes end

## Fall 2013

Fall Semester 2013 - 83 days of regular instruction

August 12	Instruction begins for Fall Semester
August 16	** Last day to add courses or register without special permission
August 23	** Last day to be eligible for refund of enrollment, parking, student services fees, and non-resident tuition
August 23	Instructors are to drop No Shows for Census Roster Clearance
August 23	** Last day to drop classes to prevent "W" grade(s) on permanent record
August 26	Census Date
September 2	Academic and Administrative Holiday – Labor Day (Monday)
September 13	Constitution Day (observance) – activities to be announced
September 13	** Last day to elect Pass/No Pass grading option
November 8	** Last day to drop classes with a "W" grade on permanent record
November 11	Academic and Administrative Holiday – Veterans Day observed (Monday)
November 15	Deadline to apply for Fall 2013 graduation
November 27-29	Academic and Administrative Holiday – Thanksgiving (Wednesday – Friday)
December 2	Closing date for International Student Applications for Spring 2014
December 2-11	Limited extracurricular student activities
December 4-11	Final examination period
December 11	Conclusion of Fall Semester
December 16	Grades from instructors are due for Fall 2013 semester
December 24-Jan 1	Winter recess – all offices CLOSED

**\*\*Dates apply to full-semester classes; short-term class dates will vary.**

Refer to the Schedule of Classes, the college web site (<http://wcc.yccd.edu>), WebAdvisor or contact Admissions and Records at (530) 661-5700 for registration and testing information and dates.



## Spring 2014

Spring Semester 2014 - 84 days of regular instruction

January 13	Instruction begins for Spring Semester
January 17	**Last day to add courses or register without special permission
January 20	Academic and Administrative Holiday – Martin Luther King Day observance (Monday)
January 24	**Last day to be eligible for refund of enrollment, parking, student Services fees, and non-resident tuition
January 31	Instructors are to drop No Shows for Census Roster Clearance
January 31	**Last day to drop classes without a “W” grade on permanent record
February 3	Census Date
February 7	Academic and Administrative Holiday – Lincoln’s Birthday observance (Friday)
February 14	**Last day to elect Pass/No Pass grading option
February 17	Academic and Administrative Holiday – Washington’s Birthday observance (Monday)
February 18	Academic Holiday (Tuesday)
March 2	Cal Grant deadline – Free Application for Federal Student Aid (FAFSA) completed and submitted to the federal government to determine Cal Grant eligibility and federal aid priority funding
March 31 – April 4	Spring recess; academic holidays
March 31	Administrative Holiday - Cesar Chavez Day observance (Monday)
April 3-4	Administrative Holidays
April 15	Deadline to apply for Spring 2014 Graduation
April 18	**Last day to drop classes with a “W” grade on permanent record
May 5-21	Limited student activities
May 14-21	Final examination period
May 15	Closing date for International Student Applications for Fall 2014
May 16	Commencement ceremonies
May 21	Conclusion of Spring Semester; Academic Year 2013-2014 ends
May 26	Academic and Administrative Holiday – Memorial Day observance
May 27	Grades from instructors are due for Spring 2014 semester

## Summer 2014

June 9	Summer Session 2014 commences for regular six-week summer classes; other classes have different dates
July 1	Deadline to apply for Summer 2014 graduation

**\*\*Dates apply to full-semester classes; short-term class dates will vary.**

### Regular days of instruction for Academic Year - 167 days (175 total days)

Refer to the Schedule of Classes, the college web site (<http://wcc.yccd.edu>), WebAdvisor or contact Admissions and Records at (530) 661-5700 for registration and testing information and dates.

# YCCD Academic Calendar 2013-2014

June 2013						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2013						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2013						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2013						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2013						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2013						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 18 17 16 16 = 83 Days

## SUMMER SESSION 2013

First 6 Weeks 6/10 - 7/18  
8 Weeks 6/10 - 8/1

## FALL SEMESTER 2013

Instruction Begins: 8/12  
Finals Week: 12/4 - 12/11  
Instruction Ends: 12/11

## SPRING SEMESTER 2014

Instruction Begins: 1/13  
Spring Break: 3/31-4/4  
Finals Week: 5/14 - 5/21  
Instruction Ends: 5/21

## CONVOCATION - CAMPUS CLOSED 2013: 8/7

## CAMPUS CLOSED

2013: 6/7, 6/14, 6/21, 6/28, 7/5, 7/12, 7/19, 7/26, 12/24-12/27, 12/30-12/31  
2014: 1/1, 3/31, 4/3-4/4, 5/26, 6/6, 6/13, 6/20, 6/27, 7/4, 7/11, 7/18, 7/25

## HOLIDAYS - CAMPUS CLOSED

2013: 7/4, 9/2, 11/11, 11/27, 11/28, 11/29  
2014: 1/20, 2/7, 2/17, 7/3

## NO CLASSES - CAMPUS OPEN

2013: 6/3-6/6, 8/2, 8/5-8/6, 8/8-8/9, 12/12-12/13, 12/16-12/20, 12/23  
2014: 1/2-1/3, 1/6-1/10, 2/18, 4/1-4/2, 5/22-5/23, 5/27-5/30, 6/2-6/5

## COMMENCEMENT

2014: 5/16

TEACHING DAYS		
Fall Semester	83 days	17 weeks
Spring Semester	84 days	18 weeks
Convocation	1 day	
Flex Days	8 days	
<b>TOTAL</b>	<b>176 days</b>	<b>35 weeks</b>

January 2014						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2014						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2014						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2014						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2014						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2014						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2014						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Days 84 = 16 17 18 17 16



# President's Welcome

Welcome to the 2013 – 2014 Academic Year at Woodland Community College (WCC).

Helping you achieve your educational goal is the highest priority of the faculty, staff, and administrators here at WCC. We have a range of services to assist our students and I encourage you to take full advantage of the available resources to support your success and enrich your educational experience while at WCC. Whether you seek to transfer to a university, training for a new career, improve your language skills, or training for career advancement, we are here to serve you.



This catalog is a handy source of information and I encourage you to use it as a resource for planning; however, I urge you to consult with a Counselor for assistance in developing an educational plan that meets your needs.

Along with academic pursuits, we have a growing number of student activities and many opportunities for students to be involved in planning and decision-making for the college. We value the opinions of our students and most of our planning committees include a student representative, usually for a one year term. I encourage you to connect with the Associated Students of Woodland Community College (ASWCC) to learn more about clubs, activities, and participation in governance here at WCC.

Again, welcome to Woodland Community College. We look forward to helping you realize your plans for academic growth and life-long learning.

Best wishes for your success.

A handwritten signature in blue ink that reads "Angela R. Fairchild". The signature is fluid and cursive.

Dr. Angela Fairchild  
President

# District Organization

## Governing Board

Brent Hastey, President .....Plumas Lake  
David Wheeler, Vice President ..... Browns Valley  
Gary Sandy , Clerk ..... Woodland  
Michael K. Pasquale, Member..... Yuba City  
V. Richard Savarese, Member.....Clear Lake  
Jim Kennedy , Member..... Browns Valley  
Xavier Tafoya, Member..... Woodland  
Aurelio Valencia , Student Trustee ..... Yuba College  
Matt Wilkerson, Student Trustee.....Woodland Community College

## District Offices

Chancellor ..... Dr. Douglas Houston  
Vice Chancellor Educational Planning and Services ..... Dr. Kayleigh Carabajal  
Director, Institutional Dev./Grants/Foundation .....Dr. W. Phillip Krebs  
Director, Personnel Services/Human Resource Dev. .... Dr. Jacques S. Whitfield  
Chief Business Officer.....Kuldeep Kaur

## Woodland Community College

President.....Dr. Angela Fairchild  
Vice President of Academic and Student Services.....Dr. Al Konuwa  
Dean of Instruction and Learning Resources..... Monica Chahal  
Dean of Student Services ..... Vacant



# District Information

## Yuba Community College District

The Yuba Community College District was founded in 1927 as a single-college district on a 160-acre site outside of Marysville. In December, 1965, the District was reorganized to include Colusa, Sutter, and Yuba counties, and later in 1974-75 was expanded to include portions of Glenn, Lake, and Yolo counties. The District now stretches across the broad central valley of California from high in the foothills of the Sierra Nevada to the Coastal Range and covers 4,192 square miles. The Yuba Community College District transitioned to a multi-college district in 2008, upon the accreditation of Woodland Community College as the 110th community college in the California Community College System. The District is comprised of Woodland Community College with campuses in Woodland and Williams, and Yuba College with campuses in Clear Lake, Yuba City and at Beale Air Force Base.

## Woodland Community College

Woodland Community College (WCC) was first established in leased facilities as an outreach center of Yuba College in 1975. The demand for college programs and services in Yolo County grew rapidly and by 1977 plans for a permanent location emerged. In 1981, the outreach site was officially designated as an Educational Center by the California Postsecondary Commission and in 1985 the Yuba Community College Board of Trustees secured a 120-acre site. Groundbreaking on the permanent facilities began in 1987 and the Center opened at the present-day site in 1990. The college has continued to develop and expand, with the addition of a Science building in 2005 and a 72,000 Sq. Ft. Learning Resources Center in 2007. Local voters made further growth possible by their support of the Measure J Bond initiative in 2006 that provided funding for building renovations and infrastructure upgrades as well as establishing an outreach facility in Colusa County. Woodland Community College was accredited as the second college within the YCCD in 2008.

At WCC, students may complete General Education coursework and Associate Degrees for transfer, Career and Technical Education (CTE) Associate Degrees and Certificates of Achievement and Cer-

tificates of Training, as well as Basic Skills and other life-long learning opportunities. Our faculty, staff and administration are committed to supporting student success through quality instruction and a wide range of support services.

## Colusa County Outreach

The Woodland Community College Colusa County Outreach Facility, located at 99 Ella Street in Williams, opened in January 2011. Course offerings include a variety of general education, transfer core, Basic Skills, English as a Second Language (ESL) and Career and Technical Education (CTE). A range of student services are also available.

## Accreditation

Woodland Community College is accredited by the Accrediting Commission for Community & Junior Colleges for the Western Association of Schools and Colleges.



# College Goals & Philosophy

## Advantages of WCC

The faculty are experienced instructors, skilled in discovering and developing the interests and capabilities of their students. The ability to communicate with faculty members minimizes the risk that a student may become confused and lost in the hurry and bustle of college life and emphasizes the importance of the individual. Furthermore, WCC bridges the gap between high school and university, facilitating the adjustment to postsecondary education.

The years of college education offered by WCC are an important budgetary consideration, especially since there is an increasing tendency for professional preparation to require more than four years of college study. WCC enables students and their families to conserve their resources for the long period of professional training.

WCC provides students with such services and activities as individualized counseling, social and cultural activities, and physical recreation of sufficient variety to meet the needs and patterns of all students.

Students will find the opportunity to adjust their studies to their individual needs; those in high school who did not meet university admission requirements may make up their deficiencies; those who want training for immediate entry into paying jobs will find the courses they need; those who wish to complete two years and transfer to a 4-year college or university may do so with junior (third-year) status.

The Board of Trustees is committed to equality, values the diversity of the District's students, faculty, staff, and people with whom it does business, and believes in the importance of a multicultural education to prepare students for a global society.

The Board in its commitment to Diversity has adopted the following: Definition of Diversity, Diversity Statement, Principles of Community, and Diversity Framework for Institutional Transformation and Cultural Competency.

## Diversity Statement

The Yuba Community College District service area has a richly diverse population, spanning eight counties (Yuba, Sutter, Colusa, Lake, Yolo, and portions of Butte, Glenn and Placer) and nearly 4,200 square miles of territory in rural Northern California. The District recognizes, embraces, and celebrates the wide array of personal experiences, values, and worldviews that arise from differences of culture and circumstances within its vast educational borders.

The District has a compelling interest in fostering the multi-cultural knowledge, awareness, and skills necessary for its student-body and workforce to contribute to its vision. The awareness that the District's campuses are accessible to students from all groups, and thus serve all parts of the community equitably, helps sustain the academic and social fabric of the District.

Diversity is an integral part of Woodland Community College's academic mission as it enriches the educational experiences and scholarly environment for all students. An interactive classroom that enhances diversity of thought and critical thinking across the curriculum will effectively prepare students for the complex and pluralistic world. WCC strives to foster an open exchange of ideas in an environment that provides role models and exemplifies the values of integrity, civility, mutual respect, and social justice in all of its activities.

The Yuba Community College District is committed to providing fair and equitable opportunities to students, employees, and the community through its recruitment, admission, and retention.





# College Organization

President ..... Dr. Angela Fairchilds  
Vice President ..... Dr. Al Konuwa

## Student Services

Dean of Student Services.....Vacant

Admissions & Records	Foster & Kinship Care
Assessment Testing	Matriculation
CalWORKs	Outreach Services
C.A.R.E.	Student Government (ASWCC)
Career Center	Student Health Services
Counseling	Transfer Services
Disabled Students Programs & Services (DSPS)	TRIO Programs
Extended Opportunity Programs and Services (EOPS)	• Student Support Services
Financial Aid	Veterans Services

## Instructional Divisions

Interim Dean of Instruction and Learning Resources.....Monica Chahal

### **Mathematics and Science**

Mathematics, Life Sciences, Physical Sciences, Statistics

### **Fine Arts/Language Arts/Humanities**

Art, English, English as a Second Language (ESL), Foreign Languages, Humanities, Library, Music, Reading, Sign Language, Speech and Communication Studies

### **Career and Technical Education**

Accounting, Agriculture, Administration of Justice, Business, Digital Media, Early Childhood Education, Economics, Human Services, Mass Communication

### **Social Sciences**

Anthropology, Ethnic Studies, History, Philosophy, Political Science, Psychology, Sociology

# General Information

## Principles of Community

The Yuba Community College District is committed to promoting and ensuring an environment that values and supports every person in an atmosphere of civility, honesty, cooperation, professionalism and fairness. Diversity is essential to the creativity and innovation that we seek on our campuses, throughout the District, and in the communities.

The Yuba Community College District expects that every campus member will practice these Principles of Community:

- We value intellectual and cultural diversity, open communication, collegiality, collaboration, mutual respect, personal integrity, and responsible citizenship.
- 
- We affirm the dignity of all individuals and strive to uphold a just community in which actions of discrimination and hate are not tolerated.
- 
- We affirm the right of freedom of expression within our community and also affirm our commitment to the highest standards of civility and decency towards all.
- 
- We acknowledge that our society carries historical and divisive biases, and therefore, we will endeavor to foster mutual understanding and appreciation among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflicts.
- 
- We confront and reject all manifestations of discrimination, including those based on ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside of the District, or any of the other differences among people which have been excuses for misunderstanding, dissension, or hatred.
- 
- We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

## Student Learning Outcomes

The following Student Learning Outcomes (SLOs) will provide the core knowledge and abilities for every graduate from the Yuba Community College District.

Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience purpose.

Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.

Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.

Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.

Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

Scientific Awareness - Understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

### General Information

This catalog is published for informational purposes only. Each student must assume complete responsibility for compliance with the instructions and regulations set forth herein. However, the information in this catalog is not to be regarded as an irrevocable contract between the student and the District. The District reserves the right to change any provision or requirement at any time.

The District assumes no responsibility for misinterpretation by a student of policies and procedures as presented in this catalog. Counselors and administrators are available to advise and assist students in meeting necessary requirements.

This catalog provides important information to help students plan for college. It includes course information, resources, and services available; academic program descriptions; degree requirements; and information about College policies and procedures.

Students should use the catalog to help them be a successful college student. For example, knowing what a course is about and how it fits into the goals or program is one of the requirements for proper course selection. Course descriptions are available in the section entitled, "Programs and Courses." If the goal is to complete an associate degree, it is important to become familiar with the General Education Degree Requirements described in Graduation Requirements." If the goal is to complete a degree or to select courses prior to transferring to a four-year college or university, then the information on "Transfer" is very helpful. Counselors are also available for assistance.

Use the catalog to learn where and how to get things done. It has information for locating resources and will assist in becoming familiar with College policies and procedures. Information is available about resources such as Advisement, Admissions and Records, Counseling, Disabled Student Programs and Services, Financial Aid, Tutoring Center, Library, and Veterans Affairs. There is also information about adding a class, applying for graduation, or obtaining a transcript.

District employees feel a shared responsibility for the success of students and students also have a responsibility for their own success.

### Accreditation

Woodland Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd. Ste 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education Association of Junior Colleges; and to "American Junior Colleges" published by the American Council on Education, Washington, D.C.

### Hispanic Serving Institutions (HSI)

Woodland Community College is a Hispanic Serving Institution (HSI). HSI is a term used for a Federal program designed to assist colleges or universities in the United States that attempt to assist first generation, majority low income Hispanic students. According to Title III of the Higher Education Act of 1965, in order for an HSI to receive federal funding it must satisfy the following criteria:

1. Cannot be a for-profit University.
2. Must offer at least two-year academic programs that lead to a degree.
3. Must be accredited by an agency or association recognized by the Department of Education.
4. Must have high enrollment of needy students
5. Have at least a 25% Hispanic undergraduate full-time-equivalent student enrollment

The Department of Education offers large grants to institutions defined as HSIs which can be used for many academic purposes serving all ethnicities at the institution including faculty development, funds and administrative management, development and improvement of academic programs, endowment funds, curriculum development, scientific or laboratory equipment for teaching, renovation of instructional facilities, joint use of facilities, academic tutoring, counseling programs and student support services.

### Academic Freedom

Reference: Title 5, Section 51023; Accreditation Standard IIA.7

Academic employees must be free to teach and the students free to learn. Both must have access to the full range of ideas, materials and options. It is the responsibility of academic employees to encourage students to study varying points of view and to respect the students' right to form, hold, and express judgments, opinions, and beliefs, clearly identifying them as such.

The responsibility of protecting academic freedom rests with the Board of Trustees, administration, educational supervisors, and academic employees. Academic employees have a primary responsibility to develop the curriculum and select instructional materials and methods of presentation appropriate to meet the goals of that curriculum. Academic employees, educational supervisors, and administrators may recommend policies for Board consideration when there are criticisms of staff, methods, or materials. Academic employees, educational supervisors and administrators must develop procedures to implement those Board-adopted policies related to academic freedom.

When academic employees are performing their assigned responsibilities, they shall be free to express personal opinions and pursue scholarly, literary, and/or artistic endeavors.

### **WCC Mission**

The mission of Woodland Community College is to provide high quality education that fosters student success & lifelong learning opportunities for the communities we serve in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.

### **Our Vision**

Woodland Community College is a regional college dedicated to excellence and innovation. At WCC, we strive to strengthen the communities we serve. We commit to the growth and improvement of our academic and career technical programs to meet the needs and expectations of a changing global economy.

We will continue to provide the resources and rigorous academic programs that will empower our students to succeed and positively transform their lives.

We value being an accessible institution of higher education, one that respects the many facets of human identity and promotes collegiality, cultural enrichment, economic development, civic responsibility, and life-long learning\

### **Colors and Mascot**

The official college colors are green, silver and black. The WCC mascot is the Eagle.



### **Nondiscrimination Statement**

The Yuba Community College District does not discriminate on the basis of race, color, national origin, sex (gender), physical and mental disability, age, sexual orientation, religion, medical condition, ancestry, or marital status in any of its policies, procedures, or practices, nor does it tolerate sexual harassment, in compliance with the Americans with Disabilities Act of 1991, Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1973 (pertaining to handicap), and Age Discrimination Act of 1975 (pertaining to age). This nondiscrimination policy covers admission and access to, and treatment and employment in, the College's programs and activities, including vocational education. Inquiries regarding the equal opportunity policies, the filing of complaints, or to request a copy of the complaint procedures covering discrimination complaints may be directed to the In accordance with guidelines set forth by the Equal Employment Opportunity Commission (EEOC) and the Office of Civil Rights (OCR), the below individual is named as the District's Section 504 Coordinator:

Dr. Jacques Whitfield, Director, Human Resources, (530) 741-6876

In addition, the YCCD Board adopted BP/AP 5141-Academic Accommodations. Both documents are posted to the District website:

Policies and Procedures: <http://www.yccd.edu/board/policies.php>

Diversity and Equity: <http://www.yccd.edu/diversity/index.php>

The College recognizes its obligation to provide overall program accessibility throughout the College for handicapped persons. Contact the Section 504 Coordinator to obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by handicapped persons. Inquiries regarding Federal laws and regulations about nondiscrimination in education or the District's compliance with those provisions may also be directed to the Office for Civil Rights, San Francisco Office, U.S. Department of Education, 50 United Nations Plaza, Room 239, San Francisco, CA 94102-4102.

The Yuba Community College District Board of Trustees has adopted a Diversity Policy, BP 1300, which includes the following; a Definition of Diversity, a Diversity Statement, Principles of Community and a Diversity Framework for Institutional Transformation and Cultural Competency.



# Programs & Services

## **Admissions and Records**

(530) 661-5720, Building 700, Lobby

Colusa: (530) 668-2500

Students can obtain information regarding admission, enrollment, classes, grade information, assessment/placement testing, parking, petitions, payment of fees, graduation and various other processes are available.

## **Student Learning Outcomes**

- Students will demonstrate an increased understanding of various registration processes.
- Students will be able to utilize registration tools available to them through the web component.

## **Assessment Center**

(530) 661-5720, Building 700

Colusa: (530) 668-2500

Woodland Community College offers placement testing for English, mathematics, reading and English as a Second Language (ESL) through our Assessment Center. Appointments for testing are available through the Admissions and Records Office. All students must have a current admissions application on file in order to test. Testing is offered continuously throughout the year.

**For your privacy and safeguarding of your records, photo identification is required for all testing transactions.**

## **Student Learning Outcomes**

- Students will be able to complete testing and assessment with little or no problems using information provided at the college.
- Students will be able to access internet based resources to enhance their skills prior to completing placement testing.

## **A.S.W.C.C. - Student Government**

(530) 661-5785, Building 700, Room 719

The Associated Students of Woodland Community College (A.S.W.C.C.) controls student affairs, under the guidance of the Dean of Student Services. The Student Council is the governing body of the ASWCC and provides services and social activities for students. They also represent students' views to the administration and Board of Trustees through participation on college committees.

## **Bookstore**

(530) 661-5785, Building 200

Toll-free: (800) 434-1443

In addition to making available for purchase the required books for each class, all sells assorted supplied (binders, pens, paper, snacks, drinks, etc.). They also have a book rental program for students. You can order books through <http://www.efollett.com> or for more information about books available by course go to <http://wcc.yccd.edu/student/bookstore.aspx>.

## **CalWORKs (California Works**

### **Opportunity and Responsibility to Kids)**

(530) 668-3681, Building 700, Room 711

The WCC CalWORKs program provides services to students receiving monetary assistance through Temporary Assistance to Needy Families (TANF). The CalWORKs Program offers services for eligible students in the following areas: Counseling, Job Placement, CalWORKs Work- Study and Child Care. Contact the CalWORKs office for further information.

## **Student Learning Outcomes**

- The CalWORKs student will develop a Student Education al Plan (SEP) with the CalWORKs Counselor that is consistent with their welfare-to-work activity contract.
- The CalWORKs students will be familiar with how to access on/off campus resources to help them become successful students.

## **Career Technical Education Transitions**

(530) 634-7785, Yuba Community College District

The Career Technical Education Transitions (CTE) Program of the Yuba Community College District coordinates the awarding of college credit to high school students who meet approved articulation requirements. An articulated course is one in which the high school instructor/Regional Occupational Program (ROP) and Woodland Community College faculty have formally agreed that the high school's/ROPs course outline, syllabus, textbook, and final exam are comparable to those in a course of the same major within Woodland Community College. Students receive credit on a Woodland Community College transcript once articulation requirements have been completed. The CTE Transitions Program prepares students to earn a certificate, an associate's degree or transfer to a 4-year university.

For more information about the CTE Transitions Program, contact the YCCD Career Technical Education Transitions Office at (530) 634-7785, visit the Admissions and Records Office at any of the campuses, or see your counselor. Also visit the CTE Transitions website at <http://www.yccd.edu/cte/>.

## **Student Learning Outcomes**

- Students will be able to communicate effectively and use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- Students will develop critical thinking skills and thus analyze data/information in addressing and evaluating problems and issues in making decisions.
- Students will select and use appropriate technological tools for personal, academic, and career tasks.

## **Career Center**

(530) 661-5777, Building 700, Room 744

The Career Center provides exploration and job search services utilizing industry career assessments, a library of occupation

specific references and resources, career and job search workshops, community job talks/fairs and one-on-one career counseling by appointment.

### Student Learning Outcomes

- Students will be able to identify their individual personality, interest and skills as it relates to selecting a career or major.

### Child Development Center

(530) 661-5773, Building 1000

The Child Development Center is open for the convenience of the students. Children must be three years through kindergarten age and must be toilet trained. Priority is given to children of parents carrying 12 or more units. Children must be signed up for at least a half-day session. Fees for the Child Development Center vary based on the session for which each child is registered. The Center offers a pre-school program of planned learning experiences following a regular daily schedule. Facilities are available for outdoor/indoor play, learning activities and naps.

### Colusa County Outreach Facility

(530) 668-2500, 99 Ella Street, Williams, CA

The Colusa County Outreach Facility includes classrooms for instruction and students are able to receive assistance with admissions, registration, testing, financial aid and counseling. The Upward Bound and Student Support Services Programs, serving Colusa County, are also located at the facility.

### Cooperative Agencies Resources For Education (C.A.R.E.)

(530) 661-5728, Building 700, Room 735

The Cooperative Agencies Resources for Education (C.A.R.E.) is a state-funded program which was developed to provide education opportunities for persons receiving TANF benefits. C.A.R.E. is designed to provide support for student's retention and academic success, as well as, assist eligible students in their academic and/or vocational objective. The program provides counseling, financial assistance, book grants, supplies, transportation, tutoring and peer counseling. For further qualifications and information contact the program directly.

### Student Learning Outcomes

- At the end of one year in the C.A.R.E. program, students will be able to identify and understand the various educational options offered at WCC available to them to successfully complete the requirements needed for their academic goal.
- The student will develop with the C.A.R.E. counselor a six semester Student Educational Plan (SEP) that will identify and outline the course work needed to be consistent with their academic goal.
- As a result of participating in the C.A.R.E. orientation, the student will be able to identify and understand the requirements needed to be in compliance with the C.A.R.E. program.

### Cooperative Work Experience Education

(530) 668-3696, Building 800, Room 859

Cooperative Work Experience Education (CWEE) is a class designed to recognize learning that occurs on-the-job. In order to qualify, a student must (1) be concurrently enrolled in a minimum of seven units which can include units earned in CWEE (enrollment in one other class during summer session) and (2) develop specific learning objectives approved by the employer and WCC. A complete description of Cooperative Work Experience Education is found in the "Programs and Courses" section of this catalog. Please call 530-668-3696 for more information.

### Counseling Center

(530) 661-5703, Building 700, Room 746

Counseling Services (free of charge) are designed to assist students in educational planning, career assessment, and personal growth and development. Counselors are available by appointment Monday-Friday, and limited walk-in. Appointments are strongly recommended for developing an educational plan to assure you are taking the right courses to transfer or to meet your educational goals. Counselors are ready to assist with any concerns that may affect your successful participation in the college experience.

### Student Learning Outcomes

- Students will be able to identify available educational resources.
- Students will be able to identify his/her educational goal.
- Students will be able formulate a plan of courses in which to enroll.

### Disabled Student Programs & Services (DSPS)

-Academic Accommodations Center

(530) 661-5797, Building 700, Room 769

(530) 661-5786 TTY

Disabled Students Program and Services (DSPS) offer eligible students access to a variety of specialized support services. These services are intended to assist college students with disabilities to successfully participate in regular college programs and activities. DSPS serves students with the following disabilities:

- Acquired Brain Injury
- Psychological Disability
- Deaf/Hard of Hearing
- Speech and Language Impairment
- Blind/Visual Limitation
- Health Impaired
- Learning Disability
- Developmentally Delayed Learner
- Mobility Limitation

For additional information contact the Disabled Students Program and Services staff.

In accordance with guidelines set forth by the Equal Employment Opportunity Commission (EEOC) and the Office of Civil Rights (OCR), the below individual is named as the District's Section 504 Coordinator:

Dr. Jaques Whitfield, Director, Human Resources, (530) 741-6876

In addition, the YCCD Board adopted BP/AP 5141- Academic Accommodations. Both documents are posted at the District's website:

Policies and Procedures: <http://www.yccd.edu/board/policies.php>

Diversity and Equity: <http://www.yccd.edu/diversity/index.php>

### Student Learning Outcomes

- Students will communicate their needs to help facilitate equal access at the post-secondary level.
- Students will be aware of information to help facilitate success at the post-secondary level.
- Evaluate information, draw reasonable conclusions, and apply these conclusions to personal, community and academic environments as needed.

### Extended Opportunity Programs and Services (EOP&S)

(530) 661-5728, Building 700, Room 735

Extended Opportunity Programs and Services (EOP&S) is a state-funded program that provides educational and financial support services to eligible financially and educationally disadvantaged, non-traditional students. EOP&S included intensive supportive services which enhance the potential for student retention, successful completion of academic and vocational programs, and transfer to other educational institutions. Some of the services offered include career planning, academic and transfer counseling, tutoring, peer support, and advising. For further program qualifications contact EOP&S.

### Student Learning Outcomes

- At the end of one year in the EOPS program, students will be able to identify and understand the various educational options offered at WCC available to them to successfully complete the requirements needed for their academic goal.
- The student will develop with the EOP&S counselor a six semester Student Educational Plan (SEP) that will identify and outline the course work needed to be consistent with their academic goal.
- As a result of participating in the EOP&S orientation, the student will be able to identify and understand the requirements needed to be in compliance with the EOP&S Program.

### Financial Aid

(530) 661-5725, Building 700, Lobby

Woodland Community College has a financial aid program that includes scholarships, grants, and other aid designed to help students who need financial assistance to further their educational goals. If you need assistance in bridging the gap between your own resources and the cost of attending college, complete a student aid application.

It is not too late to apply for a PELL grant for the school year.

Students need to complete a Free Application for Federal Student Aid (FAFSA) which is available on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

After you complete the FAFSA application online, the Department of Education central processing center will send an email confirming receipt of your application. Once the college receives your application, the school will notify you of any further documentation that may be required. Financial Aid staff will help you through the rest of the awarding process.

The FAFSA application should be completed as soon as possible. Applications for the academic year 2013-2014 are available as of January 1, 2013.

### Student Learning Outcomes

- Students will be able to know and adhere to deadlines and priority dates; properly and accurately complete all necessary forms for financial aid using technology; i.e. apply through the web.
- Students will understand government philosophy of Financial Aid and learn application process by submitting complete and accurate package of requested information and/or documentation in a timely manner.

### Foster & Kinship Care Education (FKCE)

(530) 661-5772 / (530) 574-1964, Building 800, Room 858

The WCC Foster & Kinship Care Education program provides services to foster and kinship parents (relative caregivers), prospective foster parents and families that have adopted children from the foster care system, along with caring professionals that work with children placed into out-of-home care and their families. Specialized educational classes and workshops are open to the general public, college credit is offered under Early Childhood Education (ECE). Contact Cherie Schroeder, M.S., Instructional Specialist/Program Director.

### Library/Media Services

(530) 661-5740, Library, Building 800

(530) 661- 5723, Media Services

The Library offers a collection of books, periodicals, newspapers, DVDs, workshops, and internet access through our Open Media Lab (OML). The book collection is arranged by subject (using the Dewey Decimal Classification System), with shelves dedicated to biographies, fiction, and easy readers (ESL collection). Media stations are available to review DVD, VHS, and other multimedia materials. The library collection can be searched through the library's website. The website can also be used to access various subscription databases and the electronic book collection. Students can obtain assistance with research and library resources at the Library Reference Desk. A Library Card may be obtained at the Library Circulation Desk.

Library facilities include quiet study areas, comfortable chairs and group study rooms. The library's primary responsibility is to serve the needs of those persons enrolled in Woodland Community College or other sites in the YCCD. Members of the public are also

welcome to use the facilities any time the library is open. The Library is open weekdays and some evenings.

### Student Learning Outcomes

- Students will employ the use of their library card to conduct research.

### MESA Program

(530)668-2550, MESA Center, Building 600, Room 623

(530)668-2528, MESA Director

Mathematics, Engineering, Science Achievement (MESA) is an academic preparation program that supports students to ensure successful transfer to 4-year college or university in STEM (science, technology, engineering, and mathematics) majors. The program's components help build an academically-based peer community to provide mutual student support and motivation. Program components have included: Student Center, Academic Excellence Workshops, Career Planning/Workshops, Student Educational Planning (SEP), Transfer Counseling/Workshops, Industry and University Field Trips, Scholarship/Internship Opportunities, Community Service, and Peer Mentor Study Groups. The WCC MESA program is dedicated to supporting and increasing the number of under-represented and educationally/economically disadvantaged students obtaining degrees in STEM.

For additional information go to:

<http://wcc.yccd.edu/student/MESA/default.aspx> or find us on

Facebook: "MESA at WCC"

### Student Health Services

(530) 661-7758, Building 700, Room 771

Woodland Community College and CommuniCare Health Centers provide specific services for currently enrolled Woodland Community College students through the paid Student Services fee. Services are provided two times a week by appointment, however, walk-ins are welcome. Services are CONFIDENTIAL and include Physical exams, blood pressure checks, testing for anemia and Diabetes.

Diagnosis and treatment of minor illnesses

- Ear pain
- Sore throat
- Coughs/colds
- Sinus problems
- Headaches
- Rashes
- Urinary tract infections
- Pap smear testing, Birth Control methods
- Pregnancy testing and counseling services
- STD Counseling, testing, treatment, and referral
- Advice and Education on Eating Habits and Wellness Basics
- Information and referral assistance

A Behavioral Health Specialist is also available to serve students who may be having a difficult time juggling the demands of college, and challenges that arise in their personal lives. The college offers

short-term assistance in the following areas:

- Stress management
- Depression
- Anxiety
- Personal/social problems
- Family problems
- Eating disorders
- Concerns with domestic violence or abuse
- Sexual harassment or rape
- Post-traumatic stress disorder
- Substance abuse counseling and referral

Contact Student Health Services for further information.

### Student Support Services (SSS)

(530)661-2285, Building 700, Room 775

The goal of SSS is to increase the college retention and graduation rates of its participants. The program provides its participants with counseling services; academic tutoring; supplemental instruction in reading, writing, study skills, mathematics, science, and other subjects; advice and assistance in postsecondary course selection; information on financial aid; and guidance as they research, apply, and transition to four-year institutions.

For additional information contact the program. Services are free of charge to participants.

### Student Learning Outcomes

- Students in the TRiO program will identify their educational goals and design a plan to achieve these goals.
- Students will demonstrate effective leadership skills.
- Students will apply effective interpersonal communication skills in their interactions.

### Transfer Center

(530) 661-5770, Building 700, Room 744

Woodland Community College offers transfer services including transfer counseling. University representative visits, a library of college catalogs and workshops about the transfer process. Please call to set up an appointment with a Woodland Community College counselor or a University representative.

### Student Learning Outcomes

- As a result of discussing transfer with a counselor, a student will be able to identify on-line resources that they can utilize to facilitate their transfer process.
- Students will be able to identify courses needed for transfer through the development of an educational plan with a counselor.

### TRiO Programs

(530) 661-2285, Building 700, Room 720

Colusa: (530) 668-2500

Student Support Services (SSS) are federally funded programs designed to support students who are potentially first generation in their family to graduate from college and/or who are low income, as well as students with disabilities, as they work to achieve their

educational goals. There are currently two programs at Woodland Community College. One is a general SSS program assigned to the Woodland Community College campus, and one is assigned to the Colusa County Outreach Facility for English as a Second Language (ESL) students. "TRiO" is the umbrella term for these, and their sister programs, that are funded by the U.S. Department of Education.

The goal of SSS is to increase the college retention and graduation rates of its participants. The program provides participants with counseling services; academic tutoring; supplemental instruction in reading, writing, study skills, mathematics, science, and other subjects; advice and assistance in postsecondary course selection; information on financial aid; and guidance as they research, apply, and transition to four-year institutions.

For additional information contact the program. Services are free of charge to participants.

### Student Learning Outcomes

- Students in the TRiO program will identify their educational goals and design a plan to achieve these goals.
- Students will demonstrate effective leadership skills.
- Students will apply effective interpersonal communication skills in their interactions.

### Tutoring Center

*(530) 661-5733, Building 800, Room 809*

The Tutoring Center provides free assistance in most subjects and is available to all registered students. If you need tutoring or wish to be a tutor, stop by the Tutoring Center.

### Student Learning Outcomes

- The student will be able to demonstrate improved understanding and effective application of the specific course concepts.
- Students will be able to identify and apply individual strategies to advance their personal learning objectives.

### Veterans Affairs Office

*(530) 661-5704, Building 700, Room 763*

Woodland Community College is approved for the training of veterans and dependents under various laws of the United States and California. The Veterans Affairs Office (VAO) assists veterans, reservists, and dependents of service disabled or deceased veterans with their educational benefits. The VAO also acts as a liaison with the U.S. Department of Veterans Affairs. Woodland Community College requires that all veterans and/or dependents who wish to collect education benefits contact the Woodland Community College VAO to start a file. The VAO will provide assistance in applying for benefits, educational pay, college registration, placement testing and counseling referrals. All benefit recipients are required to submit a copy of their current class schedule to the Woodland Community College VAO each semester. Regional VA processing can take 4 to 6 weeks. Any student receiving veterans' educational benefits will have their benefits

### Student Learning Outcomes

- Students will be able to receive VA educational benefits for a determined length of time.
- Students will be informed of any additional benefit to assist student, offer additional awareness of program availability and access.

### Writing and Math Center (WAM)

*(530) 661-5716, Building 800, Room 850*

The Writing and Math (WAM) Center is open to all students seeking assistance with writing assignments and math questions. WAM is staffed by an instructional assistant and faculty members. One-on-one tutoring and attention in all writing, math, and/or statistics assignments can be provided by faculty and staff most days of the week.



### **Woodland Community College Foundation**

(530) 749-3868

The Woodland Community College Foundation provides scholarship and program support that directly impacts the students in the WCC service area. Currently the WCC Foundation holds over \$400,000 in accounts, as well as, access to dozens of scholarships that are available through the Yuba Community College District (YCCD) Foundation. Among WCC's highest priorities is the development of the Osher Scholarship, a campaign that has already netted the College six annual \$1,000 scholarships. Of particular note is the Althausen-Osher scholarship that was endowed in memory of Woodland resident Mr. Dave Althausen, who was a long time adjunct faculty at the college. Foundation programs that specifically support Woodland Community College include:

#### **Woodland Scholarship Accounts**

- Agriculture Scholarship Fund
- Disabled Students Scholarship Fund
- Emblem Club Scholarship
- Fairlee Nursing Scholarship
- Osher Scholarship
- Seminis Seed Scholarship
- Town and Country Club Scholarship
- Wettstein Family Geology Scholarship

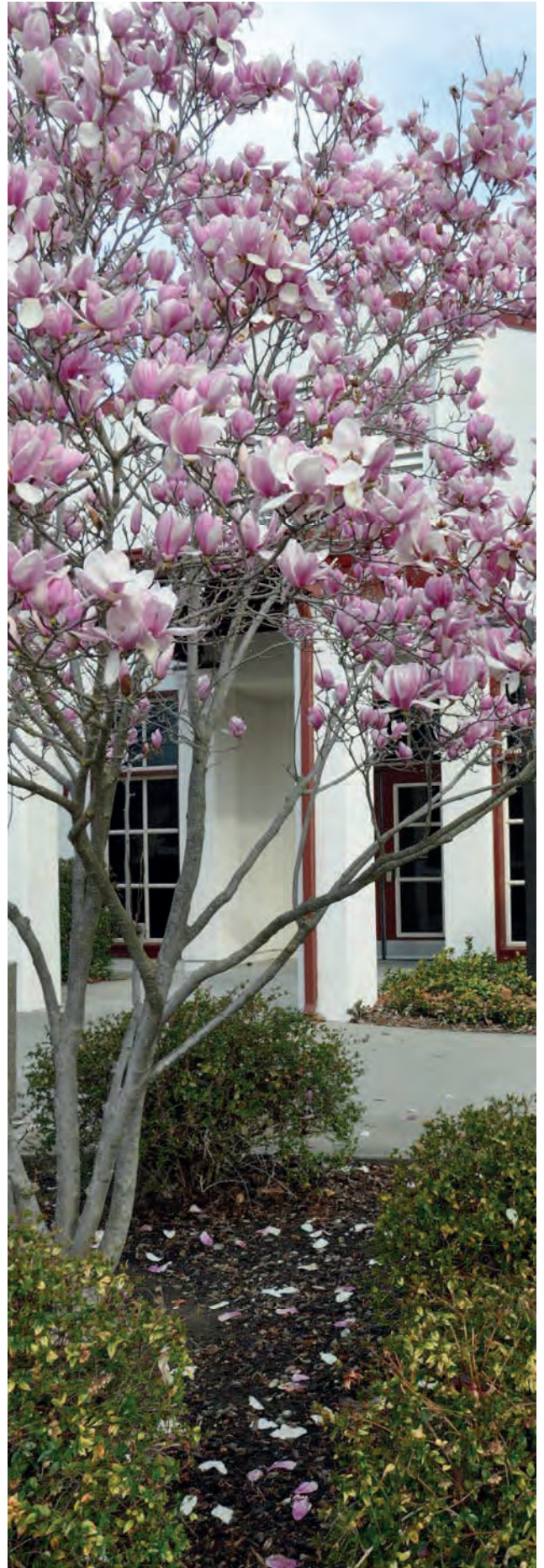
#### **Woodland Program Funds**

- Agriculture Progress Fund
- Beeghly-Merritt Rose Garden
- Bigelow Endowment
- Disabled Students Progress Fund
- Ethnic Studies Cross Cultural Series
- Faculty/Staff Emergency Relief Fund
- Foster and Kinship Care Program Fund
- Landscaping and Quad Fund
- Library Books Fund
- Library Reserve Books Fund
- Pre-School Parent Advisory Progress Fund
- Small Business Development Center
- WCC/Program Events Fund

The WCC Foundation operates under the aegis of the YCCD Foundation, a registered 501(c)3, YCCD Foundation, Inc. Thus assuring that all gifts received by the foundation are fully tax deductible, to the extent allowed by law. The foundation has terminated if after two terms on probation their GPA remains below 2.0.

received direct support through gifts of cash, real estate, equities, and art. Additionally, planned gifts, such as wills, charitable remainder trusts, and insurance policies have benefited the foundation's programming capabilities. In-kind gifts, such as laboratory equipment, usable vehicles, and classroom supplies, if properly appraised, can also provide the donor with a tax deduction. For more information or to discuss options, please call the Foundation Office.

The WCC Foundation is currently expanding its board membership, in an effort to focus more fundraising efforts on the college's priority needs. Board members also represent their WCC constituents on the YCCD Foundation Board.



## Math and English Sequences

# Admissions

The Yuba Community College District does not restrict admission to residents of the District, nor does it restrict the privilege of District residents to attend any other community college. Nonresident students are accepted on the same basis as California resident students, except that State law requires a tuition charge (see "Residency Requirements").

## OPEN ENROLLMENT POLICY

All courses, regardless of where offered, are open to members of the public who are otherwise eligible for admission, with the following exceptions:

- Courses that are specifically exempted by statute, including "impacted" allied health programs within the district (Radiologic Technology, Veterinary Technology, ADN, Psychiatric Technician, etc.);
- Courses closed by maximum enrollment of students by the "priority registration" policies;
- Courses with academic requisites that restrict enrollment of academically unqualified students; and
- Courses with content that would be a repeat of a course of equivalent or more advanced course work previously taken by the student (exceptions require counselor recommendation and Dean approval).

Applicants may apply for admission on-line by going to our website at <http://wcc.yccd.edu> and choosing "Apply Now." Select the campus you plan to attend. Paper Applications are also available at Admissions and Records.

**Admission to District Impacted Programs:** Associate Degree Nursing (ADN), Psychiatric Technician, Veterinary Technology, and Radiologic Technology require a special application. Contact Yuba College in Marysville, or call (530) 741-6786 for details, deadlines, and special admission requirements as these programs are out of the Yuba College Campus.

**International Students** must obtain an international student application which will be mailed upon request from the International Student Office, located on the Yuba College campus in Marysville or call (530) 741-6705.

**Age and/or High School Graduation Requirement:** In general, all full-time students must have earned a high school diploma, a State Certificate of Proficiency, or the equivalent, or be 18 years of age as of the date of registration, as provided in Section 76000 of the California Education Code.

**Concurrent Enrollment of High School Students:** A high school student who has completed the EIGHTH grade may be admitted on a part-time basis subject to the following requirements with the written recommendation of the high school administrator/designee and the parent/guardian's permission:

- No Physical Education (PE) courses may be taken;
- Students must have met any course prerequisite requirements;
- Students are required to fulfill the minimum day requirement at their high school, or, for charter/home-schooled students, the parent has to verify that the proposed college course work will not interfere with the student's basic high school course work;
- Charter/home-schooled students must present a grade equivalency certification documenting the grade level the student has achieved;
- Charter/home-schooled students must present a copy of the affidavit submitted to the State or County Office of Education to document the student's involvement in an educational process;
- Students must be certified to be eligible for advanced scholastic or vocational coursework. Contact the high school administrator/designee for information concerning authorization to enroll. Students are subject to all rules, regulations, and fees of the College. The enrollment fee will be waived for eligible students, however, the Student Services fee (and non-resident tuition if applicable) will be charged.

## Steps to Apply for Priority Registration:

- File an application for admission through CCC Apply.
- High school and college transcripts must be received by direct mail from the issuing institution or hand-carried in a sealed official envelope.
- Complete a Placement Examination (CPT). The test should have been completed within the last two years or it is suggested that it be repeated. It may be taken three times in a two-year period.
- Participate in either an online or in person orientation to become acquainted with the District's programs, services, academic expectations, procedures, and regulations in order to become a matriculated student for priority registration.

## Residency Requirements

California state law mandates that each student who applies for admission provide residency information and evidence as deemed necessary by the Admissions & Records Office to determine the student's residence classification. The following rules regarding

residency determination are not a complete explanation. For further information, contact the Admissions and Records Office. These rules are subject to change at any time in accordance with State law.

The residency determination date is the day prior to the first day of instruction for each semester. To determine this date students must be physically present in the state a year and a day prior to the beginning of the term they wish to enroll.

### **General Rules for Residency:**

1. Persons who are 19 years of age or older may establish residence in accordance with the criteria listed below. Year of residence must begin after the eighteenth birthday.
2. Persons who are under 19 years of age may establish residence in accordance with the criteria listed below and the following: (a) Married minors may establish their own residence, and (b) an unmarried minor derives residence from the parent with whom he or she is residing. If the student lives with neither parent, residency is derived from the parent with whom he or she last lived. (The residence of an unmarried minor who has a parent living cannot be changed by her or his own act, by appointment of a legal guardian, or by relinquishment of a parent's right of control.)
3. Active duty military personnel stationed in California are entitled to resident classification.
4. A dependent child or spouse of an active duty military person stationed in California is entitled to residence classification.
5. A member of the armed forces of the United States stationed in California on active duty for more than one year immediately prior to being discharged will be granted a "one-year grace period" in order to establish California residency. Establishment of residency requires physical presence and acts of intent be demonstrated for one full year.
6. Persons who have had a "permanent residence card" for one year or more may be eligible to establish residence in accordance with the "Criteria for Residency" section.
7. Non-resident and non-citizens (other than "non immigrant aliens" who are out of status with INS) who have attended a California high school for at least three years and who graduated from a California high school may be eligible for an exemption of the non-resident tuition. See the California Non-Resident Tuition Exemption (AB 540) form for more information or ask at Admissions and Records.
8. A student who is seeking reclassification MUST show financial independence. Financial independence in the current or preceding calendar year. This factor alone does not constitute residency. Please see Admissions and Records for further detail.

**Criteria for Residency:** Nonresident students do not automatically become residents by merely being in California for more than one year. State law also requires "proof of intent" to establish California residence for more than one year prior to the residence determination date. The burden of proof rests with the student, not the District. Students must present a combination of documentation to prove intent to be a resident. Students must also show no contrary intent, that is, they must not have maintained residence status in their former state (i.e. driver's license, taxes, car registration, etc.). Types of documentation that may be submitted that will help to establish proof of intent (No one factor is decisive) include the following:

**Documentation:** W-2 form; California State Income Tax payment; California Identification Card; California Driver's License; Motor vehicle ownership and registration; Purchase of property; Lease of Property; Voter registration; License from California for professional practice; Any other proof of intent as may be deemed necessary to establish residence classification.

A student incorrectly classified as a California resident because of falsification of information is subject to reclassification as a nonresident and payment of nonresident tuition or exclusion from class(es) upon notification. Students classified as nonresidents may appeal the decision within 30 days of the date of the residence classification decision.

All students classified as nonresident are required to pay Nonresident Tuition Fee; Capital Outlay Fee; the Enrollment Fee; and the Student Services Fee each semester. (See Schedule of Classes for current fee amounts.) Nonresident fees are refundable only during the first two weeks of a semester (dates vary for short-term classes) if the student withdraws from a course. The date on which the withdrawal is received in the Admissions & Records Office will determine the refund date. Refunds shall not exceed the amount of tuition paid, and will be processed in accordance with District regulations (see "Refund" section).

### **International Student Admission**

Under Federal law, WCC is authorized to enroll students on F-1 student visas for two-year vocational and transfer programs. International students applying for admission must request application forms from the International Student Admissions Office. The deadlines to apply are May 15th for the fall semester and December 15th for the spring semester. Since applications will not be considered until all required documents are on file, students are encouraged to request applications early. To be considered for admission, an international student must meet specific criteria and agree to:



- Pay Tuition, Enrollment Fees, and Student Services Fees at the time of registration each semester. (See current fees in Schedule of Classes or on the web.)
- Complete the required application packet which consists of:
  1. Application form, including a recent photograph
  2. 2Copies of high school and college transcripts
  3. A TOEFL examination with test scores sent from the testing service to WCC (minimum score of 475 is required.)
  4. A letter of English Proficiency
  5. A certified financial statement, showing evidence of support, in U.S. dollars, for duration of the time in the U.S. (should be able to provide approximately \$10,000.00 annually without planning to work while in the U.S.)
  6. A letter of recommendation
  7. A certificate of health to include a special test for tuberculosis.
  8. A \$25.00 Application Processing Fee. (non-refundable)
- Purchase hospitalization policy (approximately \$150.00 per year).
- Pursue a specific degree program.
- Register in required English courses each semester until graduation requirements are met.
- Complete a minimum of 12 units each semester with at least a "C" average.
- Complete academic program in a maximum of six semesters.
- Work with the Foreign Student Assistant to meet all requirements for foreign students.
- Provide own housing.

Only those students who agree to each of the above requirements and meet the above criteria will be considered for admission to WCC. Applicants who are accepted to WCC will be mailed the Immigration and Naturalization Form I-20. Students who are attending other schools should consult the International Student Admission Office prior to applying.

### Matriculation (District)

Matriculation is a process designed to help students achieve their educational goals. All new, transfer, and returning students (who have not attended a Yuba Community College District class within the last three years and do not meet the matriculation exemptions) will need to complete the matriculation process. The Yuba Community College District is committed to helping students achieve their educational goals through the matriculation process, which includes:

- Admission to the College
- Assessment of English, Mathematics, and Reading skill levels
- Orientation, which provides information about programs, services, academic expectations, and procedures
- Counseling to assist in defining goals and developing a plan to achieve those goals
- Registration for classes
- Follow-up services to help students progress toward their educational goals.
- Matriculation Exemptions: At the time of application, all students are classified as Exempt or Non-Exempt from various matriculation components. Exempt students are those who meet two or more of the criteria listed below.

(NOTE: These exemptions do NOT provide clearance for PRIORITY REGISTRATION or enrollment into specified English, mathematics, or reading courses.)

- Have completed an Associate or higher degree – provide verification of degree;
- Concurrently enrolled in high school - need permission form signed by parent/gaurdian and high school designee;
- Enrolled only in classes for which they have approved previous training (i.e., firefighters taking a fire science class);
- Enrolled in fewer than 6 units;
- Do not plan to earn a degree or certificate;
- Enrolled in ONLY performance classes (e.g., acting, drawing) or activity classes (e.g. physical education);
- Enrolled in only job-skill upgrade, self-improvement, or general interest courses.
- Currently enrolled at a four-year college or university (verification required).

Performance Courses Eligible for Matriculation Exemption:

Art 4B, 6A, 6B, 7B, 9A, 9B, 12A, 12B, 14B, 15B, 19A, 19B, 36A, 41R, 42R, 43R, 44R, 46R

Music 35R

Physical Education 1.21R

Theatre Arts 11A, 29R, 32R, 45B

Exemption from taking the PLACEMENT EXAM ONLY may apply to students who:

- Have completed previous course work in English, mathematics and reading - provide documentation.
- Have completed placement tests at another post- secondary institution - provide documentation.

See Prerequisite/Corequisite information in this catalog for further information.

**Students seeking an exemption from the matriculation process must submit an exemption form. Forms are available online and at the college.**

**Matriculation – Students’ Rights, Challenge, and Complaint process:** Students may challenge any matriculation component. To do so, consult with a college counselor. Challenges and/or complaints may be filed with the Dean of Student Services, who is responsible for investigation and resolution. The Dean will maintain a file on all formal challenges and complaints.

Students who meet the criteria and receive an exemption from a WCC counselor, and students enrolling in summer session only, are eligible to register as non-matriculated students without meeting any requirements other than the basic legal admission requirement.

- For the purpose of registration status classification, such a student will be classified as a NON-MATRICULANT.
- For purpose of academic classification, the student’s statement on the registration form will be accepted without verification.

Students classified as NON-MATRICULANTS will be required to declare an educational goal during the term after which the student completes 15 semester units of degree-applicable credit course work. These students will be provided an opportunity to see a counselor to develop a student educational plan.

### Registration Procedures

Continuing students should schedule a counseling appointment for assistance in registration, advising, and completion of an educational plan.

All other applicants should file an Admission Application, complete the Placement Examination, complete orientation, and have high school and/or college transcripts sent to the Admissions and Records Office. Applicants should also meet with a counselor to discuss educational plans and select appropriate courses for registration.

### Student Responsibility Regarding Registration

Students should acquaint themselves with District policies and procedures, study the Catalog and the Schedule of Classes, consider the curricula carefully, and plan the courses needed/required for their majors and graduation before filing with the Admissions and Records Office.

Students must assume complete responsibility for fulfilling all requirements to meet planned objectives. Students on probation should carefully consider the consequences of their status when planning for registration and meet with a counselor to work on an educational plan.

Assessment services include counselor appraisal of previous college and/or high school work (transcripts should be sent to the college), as well as, placement examination (CPT) scores, and other information such as number of hours working, etc., that may have an effect on student goals. Assessment is used to advise students about courses and services most appropriate to their skills, educational background and career goals. (See also “Placement Examination” section for other information.)

**10 Day to Pay Policy:** Students have 10 days to pay for their classes from the time of registration. Students who have not paid their fees within 10 days may be dropped for non-payment. To avoid being dropped from your classes take one of the following steps:

- 1) Pay for your classes in full; OR
- 2) Complete a Board of Governors Fee Waiver (BOGW) with Financial Aid PRIOR to registration; OR
- 3) Sign up for a payment plan online through WebAdvisor. Students are responsible for making payment arrangements. Those who do not make payments may be dropped from one or more classes. Once you have registered you will be able to see your status in MyCampus Portal and through NelNet's website: <http://mypaymentplan.com>
- 4) **IMPORTANT:** Students are responsible for any fees incurred and grades received. It is the student's responsibility to drop classes by the State-mandated refund deadline to avoid fee obligations and they must be aware of all other published deadlines. (Once classes begin, non-attendance or non-payment does not release the student from his/her responsibility and may result in student fee debt and

failing grades being awarded).

### Change in Enrollment

Students wishing to change their course enrollment may add or drop classes using WebAdvisor, or by submitting the appropriate forms to the Admissions and Records Office by the stated deadlines. (See Schedule of Classes, the webpage, or MyCampus Portal for complete listing of deadlines.)

Enrollment fees for classes that are dropped on or before the refund deadline (fourteenth calendar day for full-semester classes or ten percent of a short-term class) are credited to the student's account. (See "Refund" section of this Catalog.)

If a class is dropped prior to the end of the fourth week of a regular semester (30% of the term for short-term courses), no notation of the course will be entered on the academic record. If a class is dropped after that time but prior to the end of the thirteenth week of a regular semester (75% of term for short-term courses), a "W" will be entered on the academic record. If the drop is processed after that time, State law provides the grade must be other than a "W," and usually it will be a failing grade.

**It's the student's responsibility (not the instructor's) to process all Adds and Drops. This is not an automatic process. Students who discontinue attendance in any class without officially dropping the course are subject to a failing grade. If the student drops a class using WebAdvisor, it is the student's responsibility to check that drops (or adds) were correctly processed.**

### Maximum Unit Load

The average student load is 16 units per semester. The maximum unit load is 19 units (16 for a student on probation). Units in excess of 19 are allowed only for the most urgent reasons and on the basis of counselor approval.

Eight units is the maximum in which a student may register during the summer session without counselor approval (signature).



## Placement Examinations

The placement system is designed to place students into courses in which they may build on their current skills and advance through the curriculum at the pace best suited to their needs and abilities.

All students who plan to enroll in English, mathematics, or reading courses or courses with a heavy reading content or math content; those who plan to graduate or transfer units to another institution; and concurrently enrolled high school students are required to complete the Placement Examination prior to enrolling in classes. The examination generates a profile of each student's reading, mathematics, and writing skills based on test scores and other information supplied by the student. Placement based on this multiple measures approach is mandatory. Students may challenge the placement by filing a prerequisite challenge form. The results of the challenge are final. Students should seek counselor assistance when filing a prerequisite challenge.

Students may take the Placement Examination no more than three times in a 2-year period and not more than twice in any semester. There is a 30-day waiting period for retests. The placement examination may not be used to supplant a failed prerequisite course or to skip a course in a sequence of courses. Placement scores are valid for up to two years.

Students may transfer test scores from another institution for use at YCCD, provided the test used is approved by the State Chancellor's Office as a Second Party Assessment Instrument, and provided the scores can be translated to the YCCD Placement System. It is the student's responsibility to have the other institution provide the score report to the college. Placement will be made in accordance with current placement policies and procedures, and may differ from the placement at the previous college. Students have the option of taking the Placement Exam instead of transferring their scores.

Students who wish to transfer to a four-year institution should consult a high school or college counselor about taking other tests. Some institutions require SAT or ACT test scores from transfer students. SAT and ACT are not approved for use in California Community Colleges, and the Yuba Community College District does not offer either test at college sites.

Students who wish to take the Placement Examination should call 530-661-5720.

Students with disabilities or special testing needs should discuss options and accommodations with a counselor and/or Disabled Students Programs and Services (DSPS) staff. YCCD Assessment Centers comply fully with the provisions of the Americans with Disabilities Act.

Woodland Community College accepts EAP results for students who are determined to be college ready. Students should bring a copy of their scores to the Admissions and Records Office. Students whose EAP test scores show that they are college ready are eligible to take the following:

English

Math

English 1A

Math 9, 21 or Stat 1

All other students who took the EAP test and are not college ready will need to complete a college placement exam. For further

information, please contact the Admissions and Records Office.

For your privacy and safeguarding of your records, photo identification is required for all testing transactions.

## Placement Levels

Placement scores identify the course level appropriate for each student's level of academic skill in English, mathematics, and reading. After successfully completing the placement-level course, students advance to the next level, and continue to progress until degree requirements are met. All students are encouraged to seek counselor advice in selecting courses appropriate for their educational goals.

### ADVISORY PLACEMENT LEVELS FOR COURSES REQUIRING COLLEGE-LEVEL SKILLS.

Many "entry level courses" that are numbered 1-99 carry credit/units that apply toward the associate degree and require college-level language and/or computation skills for successful participation. It is recommended that students meet the following criteria if they plan to enroll in any course with a description that includes an "L" and/or "M." "L" means college-level language skills are recommended and "M" means college-level computation skills are recommended. These requisites are advisory only.

Students may meet the recommended criteria for "L" courses by:

Placement Level	English Courses
1001/1002/1003	English 105 or ESL 105
1004	English 51
1005	English 1A

Placement Level	Mathematics Courses
2001	Math 110
2002	Math 110 or GNBUS 100
2003	Math 111 or GNBUS 100
2004	Math 50 or GNBUS 56
2005	Math 52, Math 58 or GNBUS 56
2006	STAT 1 or Math 20
2007	Math 21
2008	Math 7 or Math 9
2009	Math 1A

Placement Level	Reading Courses
3001	Reading 110A or ESL 111A
3002	Reading 110B or ESL 111B
3003	Reading 105
3004	Reading 70
3005	No Reading Required

Placement Level	ESL Courses
4100	Level-1 ESL 215
4200	Level-2 ESL 225
4300	Level-3 ESL 235, ESL 231A, ESL 233A, ESL 234R, or ESL 238A
4400	Level-4 ESL 245, ESL 241, ESL 242, ESL 244R
4500	Level-5 ESL 253, ESL 258
4600	Level-6 ESL 282R & 282LR



1. Achieving a Reading Placement Code of "3004" or higher; or achieving a grade of "C" or better in Reading 70; or concurrent enrollment in Reading 70; or
2. Achieving an English Placement Code of "1003" or higher; or achieving a grade of "C" or better in English 105/106; or concurrent enrollment in English 105/106.

Students may meet the recommended criteria for "M" courses by:

Achieving a Mathematics Placement Code of "2003" or higher; or completing Math 110, General Business 100, or Math 111 with a grade of "C" or better; or concurrent enrollment in Math 110, General Business 100, or Math 111.

## Schedule of Classes

The Schedule of Classes is published each semester. The schedule includes registration procedures, course information, critical deadline dates, the official Academic Calendar, and other important information for students.

## Unit of Academic Credit

THE UNIT OF CREDIT IS THE SEMESTER HOUR. The value of a course is computed on the basis of one unit of credit for each hour of lecture or discussion and two-to-three hours of laboratory. Courses meeting less than a full semester will require an equivalent number of hours prorated on a per-week basis. Two hours of outside preparation are normally required for each semester hour of class lecture. In order to earn credit in a course, the student must complete the course; no partial units of credit are allowed. To serve the purposes of the students and the District, courses may on occasion be offered for less than the number of units indicated in the Course Outline.

## Fees and Expenses

All fees are those known at the time this Catalog went to press and are subject to change.

**STATE-MANDATED ENROLLMENT FEE.** All students (unless at the time of registration they qualify for an exemption\* under State mandates) are to pay an Enrollment Fee. These fees are established by the State legislature and are determined at the time of enrollment by the student's unit load. The current fee is \$46.00 per unit.

*\*Exemptions: State regulations provide the following three programs to help eligible low income students with California residence status to have the Enrollment Fee waived.*

- Board of Governor's Waiver Program A. For any student who, at the time of registration, is a recipient of (1) TANF (Temporary Assistance for Needy Families); (2) SSI/SSP (Supplementary Security Income/State Supplementary Program); (3) General Assistance/General Relief Program; or (4) The California Department of Veteran Affairs or the National Guard Adjutant General's Certification of Eligibility for a dependent's fee waiver.
- Board of Governor's Waiver Program B. For low income students who meet eligibility requirements.
- Board of Governor's Waiver Program C. For low income students who qualify for Financial Aid.

**Prior to registration, students in any of these categories should**

**obtain the appropriate application materials from the Financial Aid Office for exemptions.**

**NONRESIDENT/NON-CITIZENTUITION.** Students who have not established California residency in accordance with state regulations (see Residency section), will be required to pay the Nonresident Tuition Fee of \$190.00 per unit. In addition to other enrollment fees, students who are both citizens and residents of a foreign country are required to pay \$190.00 per unit plus the established per unit Enrollment Fee and Student Services Fee.

**CAPITAL OUTLAY FEE.** Students who have not established California residency in accordance with state regulations (see residency section) will be required to pay a \$20 per unit Capital Outlay fee in addition to all other fees per semester.

**STUDENT SERVICES FEE.** ALL Students are required to pay a \$10.00 Student Services Health Fee each semester/summer session. Students who depend exclusively upon prayer for healing in accordance with a bona fide religion, sect, or denomination (upon written verification from an authorized church official) are exempt from paying the Student Services Health Fee. This church documentation must be submitted to the Vice President's Office for the exemption.

**PARKING FEE.** Students and staff who drive vehicles on campus will pay a Parking Fee and be issued a permit. The cost is \$40.00 per semester; \$20 for summer session. As an option, students may purchase a \$2 daily parking pass in lieu of a semester permit. The Parking Fee covers day and evening campus attendance. All non-student, seasonal, and short-term employees may park in the General Parking Lots and must display either a valid semester parking permit or a \$2 parking pass. Students who have a fee waiver can purchase their parking permits for \$20.00 per semester depending on their eligibility. All semester parking permits are available for purchase through WebAdvisor.

**These fees are nonrefundable after the fourteenth calendar day of the full-semester or the first ten percent of classes for short-term classes.**

**OTHER FEES.** The Associated Students of Woodland Community College collect a voluntary annual A.S.W.C.C. Fee of \$10.00 per year, \$5.00 per semester for services and benefits.

All students should be prepared to purchase their own books, which are sold at the Bookstore. Direct school expenses for the entire year, including books, will probably average \$600 to \$700; book costs for pre-professional students (such as engineering and medicine) will run somewhat higher.

Students in some career and technical education programs (such as Administration of Justice, Nursing, Psychiatric Technician, Radiologic Technology) are required to purchase drug testing, film badges, pay for a background check, and other related items for the program. The BOGW enrollment fee waiver does not cover these charges.

Estimated total expenses, including personal expenses and transportation, for a California resident is \$11,146.00. A sample

budget for an average CALIFORNIA resident for one year is shown below:

Sample Expenses of Average California Resident Student Attending Woodland Community College

COMMUTER STUDENT LIVING AT HOME	
Fees	\$ 1,124.00
Books/Supplies	1,710.00
Food and Housing	11,266.00
Transportation	1,324.00
Miscellaneous/Personal	<u>2,844.00</u>
per year	\$18,268.00

## Refunds

**All Enrollment Fee refunds are subject to a \$10.00 Processing Fee.** This Fee will be charged only once per semester of enrollment. Any refund processed for less than \$10.00 will not be assessed an additional Fee.

**BOOK REFUNDS.** Full refunds will be made, at the College Bookstore, for books purchased for the current semester up to two weeks after the start of that semester; one week for summer session. Receipts are required for all refunds and new books must be unmarked and in new condition.

**ENROLLMENT/STUDENT SERVICES FEES/NONRESIDENT TUITION.** Students are eligible for a refund of these Fees if the procedures below are followed.

- The student "officially" drops the class on or before the refund deadline (fourteenth calendar day of the semester or ten percent of a short-term class), AND
- The drop(s) reduces the student's currently enrolled unit load, AND
- A refund request form is filed through WebAdvisor. When students request a fee refund, they should be aware of the following:
- Students must request to receive a refund of fees through WebAdvisor.
- All enrollment fee refunds are subject to a once-a-semester \$10 Processing Fee.
- If fees were paid by check, there will be a waiting period until that check clears through the student's bank before refunds can be processed.
- For refunds a student must complete a Request for Refund through WebAdvisor and a check will be mailed.

Official Drops -- may be submitted through WebAdvisor, or in person at Admissions and Records. It is the student's responsibility to ensure all drops are processed.

**PARKING FEES.** Students who withdraw from classes before the fourteenth day of the semester (dates vary for short-term classes) may apply for a refund of the Parking Fee. The parking permit must be returned to qualify for the refund.



# Financial Aid

The goal of the Financial Aid Office is to assist students in bridging the gap between their own resources and the cost of attending college while pursuing an eligible educational goal. We offer assistance with completing applications and providing information about the requirements of the various financial aid programs. Financial aid consists of federal grants, work study, state grants, fee waivers, and scholarships.

**CRITERIA AND PROCEDURES FOR FINANCIAL AID.** In order to treat all students equitably, standardized budgets are established and are applied to all applicants. Typical expenses for an academic year for a California resident living with parents to attend Woodland Community College are: State-mandated Enrollment Fee, \$46 per unit; Parking Fee, \$100; Student Services Fee, \$20; Room/Board, \$11,266; Books/Supplies, \$1,710; Personal expenses, \$2,844; Transportation expenses, \$1,324.

The application form to be used for most financial aid programs is the Free Application for Federal Student Aid Program (FAFSA). In order to determine “need” for financial aid funds, taxable and nontaxable income information is necessary. Award funds are made based on this need. Income, assets, debts, size of family, and number of family members in college are important factors considered in the calculation. This information is reported on the application form and forwarded to the central processor for further processing. Supporting documentation may be required by the Financial Aid Office.

**DEADLINE FOR FILING FINANCIAL AID APPLICATIONS.** Applications for each academic year are available January 1st and are processed on a first-come, first-served basis. Eligible students with completed files will receive the highest award.

**SATISFACTORY ACADEMIC PROGRESS.** Students awarded financial aid funds are required, by Federal law and Woodland Community College policy, to make satisfactory progress towards their educational goal. The specific requirements are available at the Financial Aid Office. Academic Progress is necessary in order to continue receiving funds.

**RETURN TO TITLE 4 (R2T4).** Students who drop completely or withdraw from classes prior to completing 60% of the term may be required to repay any unearned federal funds to Woodland Community College or to the Department of Education, per Federal regulations.

## Programs Available to Woodland Community College Students

- **Scholarships** - Many scholarships are available to help students to meet the cost of education. These scholarships become available through private support from individuals and organizations in the Woodland Community College community who have contributed to scholarship funds. Most scholarships are based on academic achievement; other are based on financial need. A complete listing of all scholarships offered, eligibility requirements, deadline dates, and application information is available online at <http://wcc.yccd.edu>.
- **Grants** - Federal, State, and Institutional grant programs are available to eligible Woodland Community College students. These funds are based on financial need criteria and paid two times per semester. Included are Federal PELL; Federal SEOG (Supplemental Educational Opportunity Grant); BIA (Bureau of Indian Affairs) Grant; E.O.P.S. (Extended Opportunity Program & Services) Grant; CARE (Cooperative Agency Resources & Education) Grant; Chaffee Grant; CAL GRANTS B and C.
- **Work-Study** - The Federal Work Study Program provides jobs for eligible students awarded FWS funds as part of their financial aid package. An award offer is not a job guarantee. The Financial Aid Office helps eligible students locate employment. College units may also be available for this job experience; contact a counselor for more information. This popular program provides invaluable work experience and a flexible work schedule for students attending Woodland Community College. The CalWORKs Work-Study Program coordinates with the Federal Work Study Program on a student-by-student basis.
- **Direct Loan** - Effective in the fall of 2013, the Yuba Community College District including Yuba College and Woodland Community College, will suspend the Federal Student Loan Program. The U.S. Department of Education's policy would be to revoke a college's ability to participate in any Federal Financial Aid program, including Pell Grants, FSEOG and Federal Work Study, because of excessive default rates. The decision by the College and its Board of Trustees to suspend the Federal Student Loan Program was made in an effort to protect the availability of future Federal Financial Aid. The Board of Trustees has formed a Committee to assess its decision through data analysis for future years. The Board's action to suspend Federal Student Loans will protect all Federal student aid, including Pell Grant, meaning that eligible students will still be able to receive all Federal Grants as well as State Cal Grants.

### **Hope Scholarship (Tax Relief)**

The Hope Scholarship is actually a tax credit, not a scholarship. Tax credits are subtracted directly from the tax which is owed, rather than reducing taxable income like a tax deduction. A family must file a tax return and owe taxes in order to take advantage of it. The Hope Scholarship credit is not refundable for families who do not pay taxes. The federal government created the Hope Scholarship to allow families the opportunity to deduct the enrollment/tuition fees paid for attending college for income tax purposes. There are federal criteria and guidelines for deducting the fees for income tax purposes; consult a tax advisor if you have questions.

At the end of each calendar year, the Yuba Community College District will mail out a statement (Form 1098T) for students who meet the required criteria (does not apply if fees were waived or paid by another agency). The 1098T statement includes enrollment fees and tuition charged during the year (not when payments are received).

If the student is a dependent (for income tax purposes), the student must contact Admissions and Records, indicating the parents' name, social security number, and mailing address. The Internal Revenue Service requires this information be included with the student's information or the parent will not be able to deduct the fees for tax purposes. It is the student's responsibility to provide this information each calendar year since the College does not determine tax dependency.

### **American Opportunity Tax Credit (AOTC)**

Under the American Recovery and Reinvestment Act (ARRA), more parents and students will qualify over the next two years for a tax credit, the American Opportunity Credit, to pay for college expenses.

The American Opportunity Credit is not available on the 2008 returns taxpayers are filing during 2009. The new credit modifies the existing Hope Credit for tax years 2009 and 2010, making the Hope Credit available to a broader range of taxpayers, including many with higher incomes and those who owe no tax. It also adds required course materials to the list of qualifying expenses and allows the credit to be claimed for four post-secondary education years instead of two. Many of those eligible will qualify for the maximum annual credit of \$2,500 per student.

The full credit is available to individuals whose modified adjusted gross income is \$80,000 or less, or \$160,000 or less for married couples filing a joint return. The credit is phased out for taxpayers with incomes above these levels. These income limits are higher than under the existing Hope and Lifetime Learning Credits. The credit was recently extended through 2012.

### **Lifetime Learning Credit**

The Lifetime Learning Credit is a tax credit. Tax credits are subtracted directly from the tax which is owed, rather than reducing taxable income like a tax deduction. A family must file a tax return and owe taxes in order to take advantage of it. The Lifetime Learning Credit is not refundable for families who do not pay taxes. The federal government created the Lifetime Learning Credit to allow families the opportunity to deduct enrollment/tuition fees for income tax purposes. There are federal criteria and guidelines for deducting the fees for income tax purposes; consult a tax advisor if you have questions.

At the end of each calendar year, the Yuba Community College District will mail out a statement (Form 1098-T) for students who meet the required criteria and who paid for the enrollment/ tuition fees (does not apply if fees were waived or paid by another agency).

If the student is a dependent (for income tax purposes), the student must contact the Admissions and Records, indicating the parent's name, social security number, and mailing address. The Internal Revenue Service requires this information be included with the student's information or the parent will not be able to deduct the fees for tax purposes. It is the student's responsibility to provide this information each calendar year since the College does not determine tax dependency.



# College Life

## Student Activities

Believing that a variety of outside-of-class activities will give students an opportunity to develop their personalities and broaden their social lives under wholesome conditions, WCC conducts a carefully planned, faculty-sponsored activities program. Clubs, Associated Students of WCC, class and departmental organizations, publications, music and drama activities, and traditional events offer a wide and interesting field for student participation. Those opportunities for enjoyable participation in a program which stimulate social and individual development comprise one of the advantages of campus life at WCC. Every student is urged to engage in activities insofar as academic responsibilities permit.

## Clubs and Organizations

Clubs and organizations cater to and meet the academic, social, and political needs of a wide variety of students; they provide participation in extracurricular activities both on- and off-campus. Information concerning clubs and organization can be obtained by calling Student Government at (530) 661-5785 or visiting the college website. Students are encouraged to start and participate in clubs. Below is a list of clubs that have been chartered by ASWCC in recent years.

- Associated Students of Woodland Community College (ASWCC)
- Accounting/Business Club (See Instructor Sherry Spina for more information)
- Chi Alpha
- Collegiate Agricultural Leaders (the CAL Club – see Instructor Brandi Asmus for more information)
- Gamers United
- Human Services Club
- Imagining 101
- ScROLL
- Sociology Club

## Student Code of Conduct

If a student's conduct violates District rules or regulations, the Code of Conduct for Students, or public laws, the student will be subject to one of the forms of "sanctions" included in the Code, which are:

**Admonition.** An oral statement to a student that he or she is violating or has violated District rules or legal statutes.

**Warning.** Notice, orally or in writing, that continuation or repetition of conduct found wrongful, within a period of time stated in the Warning, may be cause for more severe disciplinary action.

**Censure.** A written reprimand for violation of specified regulations, including the possibility of more severe disciplinary sanctions in the event of the finding in a violation of any District regulation or legal statute within a stated period of time.

**Disciplinary Probation.** Exclusion from participation in the Financial Aid Program and/or in privileged or extracurricular District activities as set forth in the notice for a period of time not exceeding one school year; withholding of grades and/or transcripts, if on Disciplinary Probation due to refusal to meet financial obligation to the college, including a parking fine.

**Restitution.** Reimbursement for damage to or misappropriation of property. This may take the form of requiring appropriate service or other compensation.

**Suspension.** Exclusion from classes and other privileges or activities, including Financial Aid, as set forth in the notice for a definite period of time not to exceed two years; may include "Withdrawal of Consent for Student to Remain on Campus."

**Expulsion.** Termination of student status for an indefinite period. The conditions of readmission, if any, shall be stated in the Order of Expulsion. A copy of the Woodland Community College Code of Conduct for Students may be obtained from the Office of the Vice President of Academic and Student Services.

### Dress Regulations

WCC students are expected to demonstrate maturity by exercising good judgment and taste in everyday attire. Whatever the student's judgment, however, every individual is required to wear shoes or bona fide street sandals in all campus buildings. Instructors in charge of field trips and/or social events have authority to enforce additional dress regulations which they deem are required for the occasion.

### Drug Free School Policy

The District recognizes that substance abuse is a major health problem throughout the United States. Therefore, in order to eliminate abuse, the entire college community must be involved. The single consistent message is that substance abuse is wrong, dangerous, and will not be tolerated. **The Yuba Community College District has a "zero tolerance" policy; all campuses and centers are to be alcohol and drug free.**

It is the stated policy of the Yuba Community College District to implement a comprehensive substance abuse strategy that will work more effectively in combating potential drug use and use of drugs by students. The policy sets forth procedures that not only expose students to awareness of the dangers of drugs and alcohol, but also encourages each individual to act to prevent the sale and use of drugs.

The following program principles have been adopted to implement this policy:

- The Student Code of Conduct, supported by Education Code Section 60041, prohibits the unlawful possession, use, or distribution of illicit drugs and/or alcohol by students on its property or as part of any of its activities.
- Information regarding applicable legal sanctions under local, State, and Federal law for the unlawful possession or distribution of illicit drugs and/or alcohol is available to all students through the WCC Campus Police Department and the WCC Campus Student Health Services.
- Educational materials regarding health risks associated with the use of illicit drugs and the abuse of alcohol are made available to all students through Student Health Services. More in depth information is available through the Chemical Dependency Program courses.
- Information regarding resources for drug or alcohol counseling and treatment are available through Student Health Services.
- The Vice President of Academic and Student Services' Office will keep records of all disciplinary actions and evaluate consistency of all enforcement.

### Selective Service Registration - MEN

By law, ALL MEN must register at age 18. The Selective Service Registration Program allows the government to keep an accurate list of names and addresses for young men, 18 through 25 years old. In a national emergency requiring expansion of our Armed Forces, the list would be used to call men for possible military service. By registering all young men, the Selective Service System makes sure a future draft will be fair. If you do not register, you could be prosecuted and fined up to \$250,000 and/or be put in jail for up to five years. Registration is also required to qualify for Federal student financial aid, job training benefits, and most Federal employment. The Selective Service Registration Form may be obtained from your local post office or you can register online at [www.sss.gov](http://www.sss.gov).

### Smoking Policy

**In the interest of public health, Woodland Community College became a tobacco-free campus effective August 18, 2003.**

**Use of any form of tobacco is prohibited at all times in the following areas:**

**1.1 On all grounds and in all buildings of the Woodland Community College Campus and the Colusa County Outreach Facility.**

**1.2 In or on any space, building, or classroom leased or rented by the college.**

**1.3 In all vehicles owned or leased by the college.**

**This policy and these regulations apply to employees, students, visitors, and other persons who enter any Woodland Community College facility as described in paragraph one.**

Smoking, or other use of tobacco, is prohibited within all Yuba Community College District buildings, including restrooms, dining areas, classrooms, laboratories, library, gymnasium, offices, and the theatre, along with any other interior building area, including quads.

## **Student Rights and Grievances (Reference: Title IX, Education Amendments of 1972; Education Code Section 76224(a))**

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights, or privileges as a student. The procedures shall include, but not limited to, grievances regarding: Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972 (Sexual Harassment, Financial Aid, Illegal Discrimination).

The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120. This procedure does not apply to: Student disciplinary actions, which are covered under separate Board Policies and Administrative Procedures. Police citations (i.e., "tickets"); complaints about citations must be directed to the County Courthouse in the same way as any traffic violation. Definitions: Party. The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the College Grievance Officer. President. The President or a designated representative of the President. Student. A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a). Respondent. Any person claimed by a grievant to be responsible for the alleged grievance.

**Informal Resolution:** Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration. Any student who believes he or she has a grievance shall file a Statement of Grievance with the Grievance Officer within 15 working days of the incident on which the grievance is based, or fifteen working days after the student learns the basis for the grievance, whichever is later. The Statement of Grievance must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official. Within five days following receipt of the Statement of Grievance Form, the Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the Statement of Grievance form. If at the end of five working days following the student's first meeting with the Grievance Officer, there is no informal resolution of the complaint that is satisfactory to the student, the student shall have the right to request a grievance hearing.

**Grievance Hearing Committee:** A Grievance Hearing Committee shall be constituted in accordance with the following: It shall include one student, two instructors, one college administrator, and one classified selected from the panel described above. If the President feels that sufficient grounds for removal of a member of the committee has been presented, the President shall remove the challenged member or members and substitute a member or members from the panel described above. The determination is subject to appeal as defined below. The Grievance Officer shall sit with the Grievance Hearing Committee as Chair of the Committee but shall not serve as a member nor vote. The Grievance Officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an adversary role.

**Request for Grievance Hearing:** Any request for a grievance hearing shall be filed on a Request for a Grievance Hearing within ten working days after filing the Statement of Grievance as described above.

**Hearing Procedure:** The decision of the Grievance Hearing Committee chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary. The members of the Grievance Hearing Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins. Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than five working days prior to the date of the hearing. Within five working days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the President shall send to all parties his or her written decision. The decision of the President shall be final, subject only to appeal as provided below.

**Appeal:** Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the President within five working days of that decision. The President shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The President's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

### Children in Class

Attendance in a class is limited to those students who are officially registered in accordance with State and District regulations. This includes high school students enrolled concurrently in the class. Children of students are prohibited from attending classes. Classes are limited in size, and no disruptions will be allowed in the classroom. In addition, the College assumes no liability for injuries that may occur to the child.



# Campus Police

## Campus Police Department

The primary jurisdiction of the Yuba Community College District Police Department includes the Woodland Community College campus, the Yuba College campus, the Clear Lake campus and the Colusa County Outreach Facility. Jurisdiction also includes other grounds or properties owned, operated, controlled, or administered on behalf of the Yuba Community College District as outlined in the California Education Code Section 72330.

The Yuba Community College District Police Department is committed to the safety and security of all students, staff, and faculty attending or visiting Yuba Community College District. We pride ourselves on the development of a community-oriented relationship with those we are sworn to protect.

The Campus Police Department thoroughly investigates all crime reports and encourages the YCCD community to report all crimes. The Department provides ongoing support and assistance to victims regardless of whether criminal prosecution is sought.

The Campus Police Department is located in Building 300 on campus. The telephone number is 530-661-5722. Yellow emergency call boxes, which immediately summons an on-duty officer, are located at both the East (middle section) and West (by the parking permit dispenser) parking lots and on light posts outside of Buildings 600 and 700.





# Academic Regulations and Information

The College reserves the right to change any College rule or regulation, including the arrangement of courses; the requirements for graduation; the requirements for admission, degrees, and fees; and any other regulations affecting the student body. Such changed regulations will govern both old and new students and shall be effective whenever determined by the College. Failure to comply with established rules, regulations, policies, and/or procedures shall result in disciplinary action and may result in dismissal from the College. Students who feel they have extenuating circumstances which excuse them from these academic regulations should:

- Obtain a Student Petition from the Admissions and Records Office.
- Seek the advice and recommendation from a counselor.
- File the completed petition with the Admissions and Records Office for action by the Student Success Committee.

## Academic Dishonesty

Plagiarism is defined as the act of representing the work of someone else as your own and submitting it for any purpose. Cheating is the act of obtaining or attempting to obtain credit for academic work through dishonest, deceptive, or fraudulent means. Interpretations of academic dishonesty may differ among individuals and groups. However, as a Woodland Community College student, you are expected to refrain from the following activities, which constitute academic dishonesty:

1. Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writing without giving appropriate credit.
2. Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, or sculptures as your own.
3. Copying, in part or in whole, from someone else's work.
4. Submitting work presented previously in another course, if contrary to the rules of either course.
5. Submitting a paper purchased or copied from any research or essay service, including online services.

Academic dishonesty also includes the following:

1. Purposefully allowing another student to copy from your paper during an examination.
2. Consulting with others, using electronic equipment such as cell phones.
3. Using materials not authorized by the instructor during an examination.
4. Giving your homework, essay, or other academic work to another student to plagiarize.
5. Letting another person submit any work in your name.
6. Lying to an instructor or college official to improve your grade.
7. Altering a graded work after it has been returned without instructor consent, then submitting the work for re-grading.
8. Forging signatures on college documents.
9. Altering electronic documents provided by college for student use.

Academic and/or administrative sanctions may be applied in cases of academic dishonesty.

Academic consequences may include:

1. Receiving a failing grade on the test paper or exam
2. Having your course grade lowered
3. Receiving an F in the course

Administrative consequences may include:

1. Verbal or written reprimand
2. Disciplinary probation
3. Disciplinary suspension
4. Expulsion

Woodland Community College shall maintain a permanent record of students who have engaged in academic dishonesty. This information is used to identify and discipline students who have been reported for academic dishonesty more than once. A copy of the Woodland Community College Academic Honor Code and disciplinary procedures are printed in the class schedule, course catalog, student handbook, and online at <http://wcc.yccd.edu>.

## Academic Honor Code

As a student at Woodland Community College, you join a community of scholars committed to excellence in the process of learning and instruction. We assume that you will pursue your studies with integrity and honesty, meaning you will never appropriate another person's words, thoughts, ideas, or data as your own. We uphold the principle of academic integrity, whereby appropriate acknowledgement is given to the contributions of others in any work, through appropriate internal citations and references. It is your responsibility to know what constitutes academic dishonesty. If you fail to maintain the standard of academic integrity as set by the college, you jeopardize your current and future standing in the classroom and as a member of this institution.

## Academic Renewal without Course Repetition

The Yuba Community College District Governing Board, under Title 5, Section 55765, permits the alleviation of substandard ("D" and "F") academic performance, which is shown not to be reflective of the student's recent performance. This policy is adopted for students who need a means of tempering their previous academic record so they may successfully accomplish an academic goal.

Academic Renewal is subject to the following conditions:

- The maximum amount of course work that may be alleviated is 30 semester units.
- Since the end of the semester to be alleviated, the student must have completed 12 semester units with a 3.0 Grade Point Average (GPA), 18 semester units with a 2.5 GPA, or 24 semester units with a 2.0 GPA. A "P" grade will count as a "C" for computing the grade point average for academic renewal purposes.
- A minimum of two semesters must have elapsed since the course work to be alleviated was recorded.
- The student must have completed at least 12 units in residence in the Yuba Community College District
- Under no circumstances may course work be discounted that has been used in fulfillment of requirements for a degree or certificate.
- If the student is otherwise eligible for graduation, Academic Renewal may not be used to raise the grade point average (GPA) in order to qualify for graduation with honors.
- No units that have been excluded by Academic Renewal can be reinstated.
- Course work granted Academic Renewal status may be counted, if appropriate, toward fulfillment of prerequisites.
- The student's academic record will be annotated in such a way that all work remains legible, ensuring a true and complete academic history.

Students seeking Academic Renewal must petition the Chief Student Services Officer of the college. The petition arises out of a consultation between the student and a counselor. Current educational objectives should be discussed with a counselor and the counselor's recommendation should be included on the petition.

WCC will honor similar actions by other accredited colleges and universities in determining grade point averages and credits. However, students should be aware that all course work is subject to reevaluation by each subsequent college attended.

### Advanced Standing/Transfer of Credit

A student who presents (via direct mail from the college previously attended or hand-carried in a sealed official envelope) a transcript of record showing satisfactory scholarship and honorable dismissal may be admitted to the College with Advanced Standing.

Credit for lower division courses taken previously at another college or university will be allowed toward the Associate in Arts or Associate in Science degree only if the former institution was accredited by one of the following regional accrediting associations: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Colleges and Schools, and Southern Association of Colleges and Schools.

All such college transcripts will be evaluated. Only lower division courses determined to be associate degree level will be accepted

for transfer credit. Credit is also allowed for college-level USAFI courses (but not for USAFI GED tests). Credit will also be given for the College-Level Examination Program (CLEP). [See page for CLEP test information.](#)

### Attendance

Students seeking Academic Renewal must petition the Chief Student Services Officer of the college. The petition arises out of a consultation between the student and a counselor. Current educational objectives should be discussed with a counselor and the counselor's recommendation should be included on the petition.

WCC will honor similar actions by other accredited colleges and universities in determining grade point averages and credits. However, students should be aware that all course work is subject to reevaluation by each subsequent college attended.

A student is expected to attend all sessions of each class in which enrolled. Attendance is the student's responsibility. Any student who ceases to attend a class without officially dropping it by the posted deadlines through WebAdvisor, or at the Admissions and Records Office, may receive a failing grade.

### Auditing Class

The Governing Board of the Yuba Community College District has adopted the following guidelines authorizing the auditing of courses pursuant to Education Code Section 76370.

- Auditors must be eligible for admission to the College as regularly enrolled students.
- Auditing is authorized only when a student has exhausted the opportunities for course repetition.
- Students enrolling for credit will have priority in all credit classes. Auditing will be permitted only at the conclusion of the late registration period.
- Auditors will complete an Auditor Application Form, which must be signed by appropriate instructor. Faculty members instructing audit eligible courses have the right to refuse auditors.
- Academic Regulations and Information
- The completed Auditor Application Form must be filed with the Admissions and Records Office.
- A nonrefundable audit fee of \$15 per unit will be payable at the time of enrollment by the auditor.
- Auditors will not be charged the regular Enrollment Fee which is paid for credit enrollment, and the Nonresident Tuition Fee will not apply.
- Course costs will be charged to auditors where appropriate.
- Auditors must purchase parking permits for on campus courses.
- Auditors must meet course prerequisites.
- No transcript of record will be maintained for audited classes.
- Auditors will not be counted in enrollment-based decisions about maintaining or cancelling classes.

- No transfer from audit to credit status or the reverse will be permitted.
- Audited classes do not count toward units for any purpose, e.g., financial aid, veteran's benefits, full-time student status.

### Catalog Rights

Students maintaining attendance in at least one semester of a calendar year receive "catalog rights." Summer session does not count for catalog rights. Catalog rights refer to the regulations determining graduation requirements. Students may elect the requirements in effect in the year they began their study or in the year they graduate from WCC. Once catalog rights are established, absence related to an approved educational leave or for attendance at another accredited\* institution is not to be considered an interruption, providing the above attendance criteria is met.

While catalog rights hold degree requirements (except for multicultural and health/PE), they do not apply to changes in prerequisites required in a given course. Prerequisite requirements are those stated in the "Course Descriptions" section of the current catalog. Catalog rights do not apply to the multicultural graduation requirement (see graduation information). Classes used to meet the multicultural graduation requirement must have been approved to satisfy the multicultural requirement at the time the class was taken.

### Authority of Instructors

Every student is to attend class regularly and learn the varying points of view, as given by the instructor, which the course work may contain to perform in a systematic manner. Faculty may consult with college counselors on students regarding classroom issues, attendance or other academic concerns. The instructor has the right to drop any student with excessive absences (as defined by instructor) which, in the instructor's judgment, will prevent the student from meeting the objectives of the course.

Pursuant to the Student Code of Conduct, an instructor may remove a student from her or his class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the President. The President or designee shall initiate a review process to determine whether or not there are sufficient grounds to remove the student permanently from the class.

### Basic Skills Pre-Collegiate Course Limitation

State regulations specify that students may take no more than 30 semester units in "Pre-Collegiate Basic Skills" courses. This regulation applies to all courses numbered 100-199, except ESL (English as a Second Language) courses AND for students identified by the district as having a learning disability.

Students who are not eligible to move into collegiate-level courses

upon completion of the maximum 30 semester units of basic skills courses will be referred to adult education for future skill development and will be dismissed from attending WCC in pre-collegiate courses. Consult with a counselor if you are approaching this limit.



## CLEP Exam Credit Acceptance Policy

The Yuba Community College District welcomes students from a wide variety of backgrounds and experiences. It is recognized that many students bring with them a depth of knowledge in certain subjects and honor that knowledge by accepting the College-Level Examination Program (CLEP) for credit in appropriate classes. Assuming that an acceptable score is achieved on a CLEP examination, WCC grants credit in the appropriate course(s) for each examination. The table below defines the credit offered and if required score is earned for each accepted CLEP examination.

EXAM	MINIMUM GRADE FOR CREDIT	CREDIT HOURS AWARDED	COURSE EQUIVALENT
<b>English</b>			
College Composition	50	6	Engl. 1A, + 2units elective
College Composition Modular	50	4	Engl. 51
American Literature	50	3	Engl. 30A
Analysis & Interpretation of Literature	50	3	Engl 2
English Literature	50	3	Engl 46A
<i>English Composition</i>	<i>50</i>	<i>4</i>	<i>Engl 51</i>
<i>English Composition with Essay</i>	<i>50</i>	<i>6</i>	<i>Engl. 1A, + 2units elective</i>
<i>Freshman College Composition</i>	<i>50</i>	<i>4</i>	<i>Engl 1A</i>
<b>Science</b>			
Financial Accounting	50	4	Acct 1
Information Systems & Computer Applications	50	3	BCA 15R
Introductory Business Law	50	3	GNBUS 18A
Principals of Management	50	3	MGMT 10
Principals of Marketing	50	2	None
Human Growth & Development	50	3	None
Introduction to Educational Psychology	50	3	None
Introductory Psychology	50	3	PSYCH 1A
Principals of Macroeconomics	50	3	ECON 1A
Principals of Macroeconomics	50	3	ECON 1B
Biology	50	3	Biol 10
Chemistry	50	3	Chem 10
Natural Science	50	6	Non-lab science elective for non-science major
<b>History &amp; Social Science</b>			
Humanities	50	6	Humanities elective
American Government	50	3	SOCSC 1
American History 1 (Early Colonization to 1887)	50	3	Hist 17A
American History 2 (1865 to Present)	50	3	Hist 17B
Introduction to Sociology	50	3	SOCIL 1
Social Science & History	50	6	Social Science elective
Western Civilization (Ancient Near East to 1648)	50	3	Hist 4A
Western Civilization (1648 to Present)	50	3	Hist 4B
<b>Foreign Language</b>			
French 1	50	4	FRNCH 1 *
French 2	59	8	FRNCH 1 & 2 *
German 1	50	4	GERMN 1 *
German 2	60	8	GERMN 1 & 2 *
Spanish 1	50	4	SPAN 1 *
Spanish 2	63	8	SPAN 1 & 2 *
<b>Mathematics</b>			
Calculus	50	4	Math 1A
College Algebra	50	4	Math 20 , Math 50 or Math 52 *
College Mathematics	50	6	Math 52; + 2 units elective
Pre-Calculus	50	4	Math 7
<i>Trigonometry</i>	<i>50</i>	<i>3</i>	<i>Math 21</i>
<i>Algebra Trigonometry</i>	<i>50</i>	<i>3</i>	<i>Math 7</i>



## DANTES Exam Credit Acceptance Policy

The Yuba Community College District will accept student credit from the Defense Activity for Non-Traditional Education Support (DANTES), an internet based examination provide by the Department of Defense to support the off-duty, voluntary education to service members and their families as well as DOD personnel worldwide. WCC accepts the following courses for credit provided the required score is earned for each accepted DANTES examination.

DANTES Exams	Credits Offered	Course Equivalent
Intro Computer/Basic	3	COMSC 10L
Intro to Computing	3	COMSC Elective
Here's to Your Health	3	HLTH 1
Prin. Of Supervision	3	MGMT 5
Organizational Behavior	3	MGMT Elective
Fund. College Algebra	3	MATH Elective
Human Cult. Geography	3	SOCS Elective
Prin. Of Public Speaking	3	SPECH 1
Physical Science 1	3	PHYS Elective
Environment & Humanity	3	Elective Credits

## College Board Advanced Placement

The Yuba Community College District grants college credit for successful completion of *College Board Advanced Placement* program examinations. Students who complete special advanced placement courses and who present scores of three or higher (3,4, or 5) for the *Advanced Placement Examinations* to the Admissions and Records Office will receive credit ("P" grade) for specific college courses. A student may not enroll in any courses for which *Advanced Placement Examination* credit has been allowed. The following table indicates equivalencies and unit allowances at WCC.

Other colleges or universities have different policies concerning advanced placement and may not honor this policy. It is also possible that other colleges and universities may not honor WCC transcript entries which award advanced placement credit for regularly offered credit courses. All examinations require a score of 3, 4, or 5.

Advanced Placement Exam	Units Given	Equivalent Course	Advanced Placement Exam	Units Given	Equivalent Course
U. S. Government and Politics	3	Social Science 1	French Language**	8	French 1 and 2
U. S. History	3	History 17A	French Literature**	8	French 1 and 2
Art: History	6	ART 1A, 3 units of elective credit	German Language**	8	German 1 and 2
Art: Studio Drawing	6	6 Units elective credit	German Literature**	8	German 1 and 2
Biology	5*	Biology (no lab units)	Mathematics Calculus AB	4	Math 1S
Chemistry	10*	Chemistry (no lab units)	Mathematics Calculus BC	4	Math 1B
Computer Science A	3	Elective	Music Theory	3	Elective
Computer Science B	3	Elective	Physics B	6*	Physics 2A/2B (no lab units)
Computer Science AB	3	Elective	Physics C Mechanics	4*	Physics 4A (no lab units)
Economics— Macro	3	Elective	Physics C Elec. & Magnetism	4*	Physics B (no lab units)
Economics-Micro	3	Elective	Psychology	3	Elective
English Language/Comp	6	English 1A; 2 units elective credit	Spanish Language	8	Spanish 1 and 2
English Literature/Comp	6	English 1A; 2 units elective credit	Spanish Literature	8	Spanish 3 and 4
European History	3	History 4B			

\*Does not meet lab requirement for General Education.

\*\* Credit may not be awarded in both categories.



### Credit By Examination

A current, or formerly, enrolled student may take a special examination to earn credit or to meet a prerequisite. If the challenge is at a campus or center, it must be a course offered at that campus or center. If the course is successfully challenged for a credit, a "P" grade will be awarded. To be eligible to challenge a course a student must:

1. Not be enrolled in the course;
2. Not have completed nor enrolled in a more advanced course;
3. Have completed at least 12 units from the Yuba Community College District with a GPA of 2.0 or higher;
4. Have approval from the dean and recommendation from the instructor teaching the course to be challenged.

To request a challenge, a student must file a Petition for Credit by Examination. Credit by examination is not applicable to all courses. A course may be challenged only once unless the Dean or the President determines the existence of extenuating circumstances.

### Credit For Military Experience

Upon application, the College will evaluate military records to determine if a student may be awarded elective credit for military service. Service members should submit documentation for evaluation of credit, have spent at least four months in active service and have a discharge other than dishonorable. These units will satisfy the Health/Physical Education graduation requirement.

### Computer and Network Usage Policy

The Board of Trustees, in granting access to District computers and networks, expects that employees and students, in their use of these systems, will adhere to legal and ethical standards consistent with the District's mission. The Board hereby directs the administration to develop regulations and procedures setting forth the specific responsibilities and obligations related to use of District computers and networks. The administration shall also establish disciplinary procedures to enforce this policy that are consistent with policies and laws governing the conduct of employees and students.

### Directory Information

Any currently enrolled or former student of the Yuba Community College District has a right of access to any and all student records relating to his or her student record maintained by the District. No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information, and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.

Directory information shall include: name, address, telephone number, date and place of birth, major field of study, student participation in officially recognized activities and sports including weight, height and high school of graduation of athletic team members, degrees and awards received by students, including but

not limited to; honors, scholarship awards, athletic awards and Dean's List recognition, dates of attendance, and the most recent public or private school attended by the student.

Directory information is given out only when it is necessary or appropriate to do so in the opinion of a member of the Student Services professional staff. Students wishing to limit directory information may file a request with the Admissions and Records Office.

### Examinations

Midterm and Final Examinations may be given in all courses. Final Examinations in full-semester courses are given as listed on the Final Examination Schedule. No student exception may be allowed to the Schedule except upon approval of an individual Student Petition through the Dean. Such exceptions will be allowed only in the case of extreme emergency.

### Exemption from Academic Regulations

A student wishing to claim exemption from any academic regulation of the District must file a written Student Petition with the Student Success Committee.

### Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day Yuba Community College District (YCCD) receives a request for access.

If a student wishes to do so, he/she should see a counselor to start the process. The student folder contains copies of high school and college transcripts (if they were sent to YCCD by the student) and other data that may be important for student guidance. The College transcript includes summary information from other colleges attended when those transcripts have been sent to the College for evaluation. These records are available for review by the student with the counselor or Student Services administrator.

If this step does not cover the types of records requested, the student should submit to the Dean of Student Services, a written request that identifies the record(s) he/she wishes to inspect. The Dean will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Dean of Student Services, the Dean shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

A school official has a legitimate educational interest if the

official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.

Other than the permanent academic Yuba Community College District record, data is kept only as long as it is pertinent.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by WCC to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

### Financial Obligations

Student records will be withheld and all student/alumni privileges canceled in the case of a student failing to meet financial obligations to the District, including failure to pay transcripts, Enrollment Fees, Tuition, Child Care charges; return library materials/pay library fines; return or pay for athletic equipment; meet loan or scholarship fund obligations; return/replace any District equipment for which responsible. Students will not be able to register until all outstanding debts are paid to the District.

### Grades

Semester grades are permanent and are not changed unless extenuating circumstances are involved. Students who believe there is an error concerning their grade should contact the instructor. If the instructor agrees there is an error in the grade, the instructor will submit a "Change of Grade" to the Admissions and Records Office. If the instructor does not agree there is an error in the grade and the student wishes to pursue the matter further, the student should meet with the Dean concerning the appeal process.

Students can obtain their grades through Web Advisor at <http://wcc.yccd.edu>.



## Pass/No Pass Grading

In accordance with Title 5 regulations, some courses are offered on a Pass-No Pass grading basis. In those cases where a single standard of performance for which unit credit is assigned, the "P/NP" grading system shall be used to the exclusion of other grades. Units shall be assigned for meeting that standard, no units for failure to do so. The P/NP grading is indicated in the course description section of this Catalog, the Schedule of Classes and on WebAdvisor.

A student in good standing may also elect to take one regularly graded course, not in her or his major, each semester, on a Pass/No Pass basis. The student should consult a counselor to discuss transferability of courses placed on the "P/NP" option. The student must file the appropriate form with the Admissions and Records Office no later than the end of the fifth week (30%) of the semester or the end of 30% of class for short-term courses. After this date, the grading mode will be final.

The "P" grade symbol will be awarded for work completed at "C" (satisfactory) or better level. Units earned for satisfactory achievement shall be counted in the satisfaction of degree requirements. A grade of "D" or "F" work will result in an "NP" for the course. In neither case will units be counted in the determination of the student's grade point average, but the "NP" will be counted in Progress Probation.

## GRADING

The grading system is as follows:

Grade	Definitions	Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing, less than satisfactory	1
F	Failing	0

## Other

Notations	Definition
P	Pass: the "P" is awarded for work completed at the "C" or better level. Students earn no grade points, but they do earn the unit(s). Courses with a "P" grade are not computed in the GPA.
NP	No Pass: The "NP" is awarded for work completed at the "D" or "F" level. No units are earned for work at this level. Courses with an "NP" grade are not computed in the GPA.
AU	Audit: Students do not earn units, nor does the class appear on a student's permanent record.
W	Withdrawal: A "W" is recorded for students who officially withdraw from a course after the end of the fourth week

of the semester or 30% of term (whichever is less) or 30% deadline of the course for short-term classes. Full semester courses officially dropped after the end of the fourth week (30% of term for short term courses) but prior to the end of the thirteenth week (75% of term for short-term courses), will result in "W" on the student's transcript. The "W" notation indicates that the student was permitted to drop the course or was dropped by the instructor.

A "W" notation carries no connotation of quality of a student's performance and is not used in the calculation of grade point average.

Withdrawals for full semester classes after the thirteenth week of classes (end of 75% of term for short-term courses) must result in a grade other than a "W" (usually a failing grade). However, in cases of extenuating circumstances such as accident or serious illness, the student may file a petition and evidence (doctor's excuse, hospital bill, etc.) at the Admissions and Records Office requesting permission to withdraw after the final withdrawal deadline. Although the "W" notation is not used in computation of grade point averages, excessive "W," "NC," "NP," or "I" notations are considered in determining Progress Probation. Students are responsible for processing appropriate official forms prior to the deadlines.

MW Military Withdrawal: Special exemption— requires documentation.

## Temporary

Notations	Definition
I	Incomplete: At the end of a term, an "I" (incomplete) may be awarded by the instructor when a student has been unable to complete academic work for unforeseeable, emergency, and justifiable reasons. The incomplete signifies that the student was enrolled, has attended classes throughout the term, that only a minimal amount of course work has not been completed in the prescribed time, and there is still the possibility of earning credit. A copy of the Incomplete Grade Report Form will be emailed to the student indicating work to be completed for removal of the "I" and alternate letter grade to replace the "I" in the event the student fails to meet the conditions for removal of the "I." An "I" must be made up during the semester following the awarding of the incomplete notation (excluding summer). A final grade will be assigned by the instructor when the work has been completed or the alternate grade will be awarded in the event the student fails to complete the work during the prescribed time period.

**Note: A student may not enroll in the same course in which an incomplete grade was awarded.**

IP In Progress: This symbol indicates that a course is in progress and has not yet ended.

RD Report Delayed: This symbol indicates either the course has



not yet ended, or the instructor has not yet submitted the final grade for the student in the course.

**Note: “C” or higher grades are required for courses in a student’s major.**

### Grade Point Average (GPA)- Computing

The GPA is computed by dividing the total grade points by the total number of units attempted in the following manner:

1. Grade points are computed by multiplying the number of units represented by an individual course by the grade point value assigned to the grade. For example, a 3-unit course with a grade of “B” is 9 grade points (“B” 3 grade points x 3 units attempted). See “Grading” section for grade point values.
2. The total number of grade points earned in all courses is divided by the total number of units attempted. The result is the GPA.

### Honors List

The Honors List, produced at the end of each semester (except Summer Session), recognizes students who have maintained at least a “B” (3.0) grade point average in 12 or more GRADED units during that semester (does not count classes with P/NP grades). Students who are enrolled in at least 12 units and for whom the graded course work is at least a 3.00 GPA, may also be eligible for the Honors List if each Pass/No Pass course is required for the student’s major, and if the student Notification of Absence achieves Credit with Distinction as indicated by the instructor in each of those courses. Honors achievement will be noted on the student’s academic record.

### Notification of Absence

In cases where a student may be absent for four or more days, a Notification of Emergency Absence can be requested by a student from the College (in cases of accident, sickness, bereavement, etc.). Further, it is the responsibility of the student to contact instructors upon returning to make up missed course work. Call the Counseling Office for the WCC campus to request the Notification of Emergency Absence.

### Open Enrollment Policy

All courses, regardless of where offered, are open to members of the public who are eligible for admission, with the following exceptions:

Courses that are specifically exempted by statute, including “impacted” allied health programs (Radiologic Technology, Veterinary Technology, Associate Degree Nursing (ADN), Psychiatric Technician, etc.);

Courses closed by maximum enrollment of students by the “priority registration” process;

Courses with academic requisites that restrict enrollment of academically unqualified students; and

Courses with content that would be a repeat of a course of equivalent or more advanced course work previously taken by the student (exceptions require counselor approval).

### Prerequisites/Corequisites

“Prerequisite” means the preparation or previous course work considered necessary for success in the course. Prerequisites are required only for courses where specific academic background is necessary in order to assure students a reasonable chance of success in the course. Prerequisites which are listed as “required” include:

Courses for which specific prerequisites have been validated, Sequential course work in a degree or program, or “Corequisites” for a course are those courses which must be taken concurrently with the course. Corequisites provide the necessary skill or supplementary body of knowledge or laboratory time during the course to help assure success in the course.

It is the student’s responsibility to be aware of and comply with all prerequisite regulations. Prerequisites are shown for each course in the College Catalog, Schedule of Classes, and on WebAdvisor on the course descriptor.

Students are not allowed to register for any course that has a prerequisite/corequisite without meeting one or more of the following requirements:

Successful completion of the prerequisite course.

Appropriate placement score on the Yuba Community College District Placement Examination.

Requisite Equivalency form with an official grade report or transcript from another college/school showing grade of “C” or better in prerequisite course attached.

Requisite Equivalency form with an “In Progress” status under the condition that students will provide a transcript with final grade of “C” or better the Thursday prior to the term start or they will be dropped from the course.

### Policy for Prerequisite Challenge

Course placement is determined by a process in which the student and counselor review all assessment criteria available. Students who wish to petition their recommended placement or the waiver of a prerequisite should be prepared to give evidence or justification why the exemption should be granted. Reasons for seeking a prerequisite challenge may include one or more of the following:

- Student has the knowledge or ability to succeed in the course without meeting the prerequisite, or
- Student believes the prerequisite is discriminatory or is being applied in a discriminatory manner, or
- Prerequisite has not been validated, or
- Prerequisite course is not available.

Check with a counselor or the Admissions and Records Office to obtain the required forms.

Challenges to prerequisites/corequisites should be on the approved form and filed with the Admissions and Records Office.

### Public Law 101-542 & 102-26— Student Right To Know

In compliance with the Student-Right-to-Know and Campus Security Act of 1990, it is the policy of the Yuba Community College District to make available its completion and transfer rates to all current and prospective students. From Fall 2006, a cohort of all certificate, degree, and transfer-seeking first-time, full-time students were tracked over a three-year period. Their completion and transfer rates are listed below. These rates do not represent the success rates of the entire student population, nor do they account for student outcomes occurring after this three-year tracking period. Based upon the cohort defined above, 42 percent attained a certificate or degree or became "transfer prepared" during a three-year period, from Fall 2006 to Spring 2009. Students who are "transfer-prepared" have completed 56 transferable units with a GPA of 2.0 or higher. Based on the cohort defined above, 31.6 percent transferred to another postsecondary institution, prior to attaining a degree, certificate, or becoming "transfer-prepared" during a five-semester period, from Spring 2003 to Spring 2005.



### YCCD Certificate and Degree Totals

The following are the numbers of degrees and certificates awarded District-wide for the last four years (counts Fall, Spring, and Summer). These totals do not consider the students' status upon entering the District.

#### 2008-09

Associate in Arts	173
Associate in Science	478
Certificates of Achievement	141
Certificate of Completion	98
Certificate of Training	104
<b>Total</b>	<b>994</b>

#### 2009-10

Associate in Arts	139
Associate in Science	516
Certificate of Achievement	200
Certificate of Completion	13
Certificate of Training	64
<b>Total</b>	<b>932</b>

#### 2010-11

Associate in Arts	153
Associate in Science	573
Certificate of Achievement	262
Certificate of Completion	6
Certificate of Training	65
<b>Total</b>	<b>1,059</b>

#### 2011-2012

Associate in Arts	89
Associate in Science	450
Certificate of Achievement	232
Certificate of Training	3
<b>Total</b>	<b>774</b>

### Course Repetition

State law mandates the repeat regulations in YCCD classes.

**Repetition of courses with substandard grades:** Students may repeat a course for which they have earned a substandard grade and/or for which they have withdrawn up to two times (maximum 3 enrollments). Upon completion of the repeated course, the best grade earned will be computed in the cumulative grade point average. The lower grade will remain on the student's transcript, but will be coded with a symbol indicating the course has been



repeated and will be disregarded in the computation of the grade point average. The student's transcript will be notated so that all work remains legible, insuring a true and complete academic history.

A student who has completed a course with a substandard grade at another accredited college or university may repeat the equivalent course at YCCD. If successfully completed, the student may petition to have the substandard grade and units disregarded in the transfer totals from that other college.

**Repetition of courses with a non-substandard grade:** A course in which a grade of "C" or better was earned may be repeated when extenuating circumstances exist which justify such a repetition. Students must petition for approval. When the student completes the course, the course and grade will be listed on the student's transcript, but will be notated so the grade and units will not count. Reasons for justification of these repeats include: significant lapse in time (3 or more years), change in technology, recertification/training requirements, or other justifiable reasons.

### **Legally mandated training:**

Course repetition is allowed when the repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses may be repeated for credit, and the grade and units received each time shall be included for purposes of calculating the student's grade point average. A student must present documentation that course repetition is necessary to complete legally mandated training. The district may claim apportionment each time the student repeats the course.

### **Disabled students:**

Course repetition for disabled students is subject to the course repetition limitation; however, additional repeats may be authorized under the following circumstances:

1. When continuing success of the student in other general and/or special class is dependent on additional repetitions of a specific class;
2. When additional repetitions of a specific special class are essential to completing a student's preparation for enrollment into other regular or special classes; or
3. When the student has a student educational contract which involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.

Exceptions:

In special circumstances, the student may submit a petition for an additional repeat. No state funding (FTES) may be claimed for this additional repeat.

### **NOTE:**

A student who has satisfactorily completed the equivalent or more advanced high school or college course work may NOT be awarded credits for completion of the lower level college course work. Courses from other colleges will be checked for repeats at the time of graduation. At that time, any credit awarded for repeated classes

will be coded on the student's record. Therefore, students should consult a counselor for an evaluation of credits/requirements/repeats prior to petitioning for graduation.

No course repetition procedures established by the District will conflict with Education Code 76224 pertaining to the finality of grades assigned by instructors, or with Title V Section 59023, or District procedures relating to the retention and destruction of records.

## **Servicemembers' Opportunity College**

The Yuba Community College District is a designated Service members' Opportunity College (S.O.C.) involving an educational concept, jointly sponsored by educational agencies within the U.S. Department of Defense and the American Association of Community and Junior Colleges, recognizing that individuals serving in the Armed Forces often have unique educational needs. The District has committed its resources to aid in the quest of education. Admission, residency, course credit, and degree requirements are in accordance with the criteria for Service members' Opportunity Colleges.

Special academic assistance is provided and credit is granted for educational experience obtained in the Armed Services. Among the types of credit accepted are: College Examinations (CLEP), College Proficiency Examinations (CPEP), Defense Activity for Non-Traditional Education Support (DANTES), United States Armed Forces Institute (USAFI) courses, and on-campus "challenge" examinations. Under a Contract for Degree agreement, developed with the College Servicemembers' Counselor, a serviceperson may plan to earn an associate degree from the District as a result of a variety of learning options with a minimum of only 12 units earned, in any time sequence, in the District. Information regarding these opportunities may be obtained from any District counselor or from Veterans Services.

## **Standards for Probation/Dismissal**

Students are subject to "Probation" and/or "Dismissal," for reasons of deficient scholarship, in accordance with the provisions of Sections 55754 through 55756 of Title 5 California Education Code, and this Catalog. It is the policy of the Yuba Community College District Governing Board that no student be automatically dismissed, but that the individual case of each student subject to dismissal be reviewed by Student Personnel Services staff prior to invoking action.

**ACADEMIC PROBATION.** A student who has attempted at least 12 semester units of Yuba Community College District classes as shown by the official academic record shall be placed on Academic Probation when he/she has earned a cumulative grade point average of less than 2.0, including only grades earned in this District. Part-time students become subject to these Probation regulations after they have enrolled in an accumulated total of 12 semester units of Yuba Community College District classes.

**PROGRESS PROBATION.** A student who has enrolled, beginning fall 1981 or after, in a total of at least 12 semester units of Yuba Community College District classes as shown on the official

## Academic Regulations and Information

academic record shall be placed on Progress Probation when the percentage of all units in which a student has enrolled and for which entries of "W," "I," and "NP" are recorded reaches or exceeds fifty percent (50%).

**REMOVAL FROM PROBATION.** A student is removed from Academic Probation when the cumulative GPA (earned in Yuba Community College District classes only) reaches 2.0 or higher. A student is removed from Progress Probation when the units of "W," "I," and "NP" grades drop below 50% of the accumulated units of enrollment as shown on the official academic record.

**PROCEDURES AND REGULATIONS.** While on the first semester of Academic and/or Progress Probation, the maximum number of units for which a student may register is 16. The counselor may, and often will, reduce this maximum. The maximum is reduced to 12 units for a student who is on a second semester of probation. If, after the end of the semester, it becomes necessary to place the student on Academic or Progress Probation, the student will be notified by the Dean of Student Services. An appointment must then be scheduled by the student with a counselor. Regulations governing activities of students on Academic or Progress Probation are determined and enforced by the Student Success Committee. For those on Disciplinary Probation, see the provisions of the Yuba Community College District Code of Conduct for Students.

**DISMISSAL.** A student who is on Academic Probation shall be subject to dismissal if the student earned a cumulative GPA of less than 1.75 in all units attempted in 3 consecutive semesters even though a lapse of college attendance may occur between the semesters. A student who has been placed on Progress Probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "I," and "NP" are recorded in at least 3 consecutive semesters reaches or exceeds fifty percent (50%). Dismissal may be postponed by the Student Success Committee when evidence of academic improvement or extenuating circumstances exist.

A student who feels there are extenuating circumstances with these regulations should see a Counselor and file a petition with the Student Success Committee. The committee may conditionally reinstate a student when the circumstances are justifiable. Justifiable circumstances include accidents, illnesses, changes in working conditions, and other reasons beyond the student's control.

**READMISSION.** A dismissed student may petition for readmission (on probation) after consultation with a counselor. The Counselor will help the student select appropriate classes, limit the number of units of enrollment, and set up a visitation schedule to check the student's progress during the semester of attendance.

**NOTE:**

Students receiving financial aid must refer to the current Financial Aid Brochure concerning Probation Status. Students receiving

veterans benefits should contact the Veteran Affairs Liaison concerning consequences of probation. All students receiving aid/benefits should consult a counselor concerning consequences of probation. Students on probation may be prohibited from receiving aid/benefits.



## Student Definitions

### I. REGISTRATION STATUS

FULL-TIME STUDENT - registered for 12 or more units of credit (4 units or more in summer session).

PART-TIME STUDENT - registered for fewer than 12 units of credit (less than 4 units in summer session).

SPECIAL PART-TIME STUDENT - concurrent enrollment in high school under Education Code Section 76001 or 76002.

### II. ACADEMIC CLASS STATUS

FRESHMAN STUDENT - has earned to date fewer than 30 units of credit.

SOPHOMORE STUDENT - has earned to date 30 or more units of credit but has not completed all course and unit requirements for Associate in Arts or Associate in Science, or any higher degree.

CONTINUING STUDENT. A student who was enrolled in the previous semester (excluding summer session).

NEW STUDENT. A student who has never attended any college.

RETURNING STUDENT. A student who attended YCCD previously, but not during the previous semester (excluding summer session).

TRANSFER STUDENT. A student who attended another institution prior to applying to YCCD.

RETURNING TRANSFER STUDENT. A student who attended a YCCD class, then attended another institution, and plans to attend a YCCD class again.

## Transcripts

A student may apply for a transcript of college courses at the Admissions and Records Office. A student in good standing may receive a transcript at any time. Two copies are furnished free by the College; additional copies are charged for at the rate of five (\$5) dollars each. Transcripts requested "over the counter" will require a \$10.00 "Rush" fee. Fee subject to change.

Student's may print out their own free "unofficial" copy of their transcript through WebAdvisor and follow the instructions.

Academic transcripts are not generated for students who withdraw from the College during the first four weeks of a semester or during the first week of summer session or for students enrolled in noncredit or fee courses. When requesting transcripts students should include ID number, name, birth date, name attended under, address, last year in attendance and signature. This can be completed on the Transcript Request form in the Admissions and Records Office or downloaded from our webpage or portal.

Transcripts will not be released for students who have holds placed on records for outstanding obligations to the College. There is a processing time for all transcript requests. Please see form for more details.

## Veterans Standard of Progress

Students receiving VA educational benefits must comply with more stringent standards of Satisfactory Academic Progress than those required for non-aided veterans/dependents and the general student body. A veteran or eligible person is placed on academic probation if their cumulative grade point average falls below graduation requirements (2.0), or on progress probation if the percentage of all units graded with the symbols W, I, and NP exceeds 50 percent. Any student receiving veterans' educational benefits will have their benefits terminated if after two terms on probation their GPA remains below 2.0.

A veteran or eligible person may continue to receive veterans benefits while on probation for a maximum of two semesters, but shall be discontinued from benefits if their academic progress remains below graduation requirements (2.0) after two semesters. If the veteran or eligible person is allowed to remain on probation beyond this period, they will be ineligible for benefits. Students disqualified from benefits are required to check with the Veterans Affairs Office as to reinstatement of their benefits. Counseling may be required prior to reinstatement.

Under this policy it is possible that a veteran student or dependent VA educational benefit payment could be canceled due to unsatisfactory progress while they are still technically in a probationary status with the college and allowed to continue in attendance. Any questions regarding this policy should be directed to Veteran's Affairs Office at (530) 661-5704.

## Withdrawal Symbol

A student may officially drop (withdraw) from a course or courses during the first three weeks of full semester classes (short term courses vary). No notation will be entered on the student's academic record to indicate enrollment.

Full semester courses officially dropped after the end of the third week but prior to the end of the fourteenth week, will result in a "W" on the student's academic record. The "W" symbol indicates that the student was permitted to drop the course or was dropped by the instructor. As of the beginning of Summer 2012 a "W" is now counted in the number of repeats a student may accumulate towards a single credit course.

Withdrawals for full semester classes after the fourteenth week of classes must result in a grade other than a "W" (usually a failing grade). However, in cases of extenuating circumstances such as accident, illness, or circumstances beyond the control of the student, a student may file a petition and include supporting evidence (doctor's excuse, hospital bill, etc.) with the Admissions and Records Office requesting permission to withdraw after the final withdrawal deadline. Although the "W" symbol is not used in

computation of grade point averages, excessive “W,” “NP,” or “I” symbols are considered in determining Progress Probation (see “Standards for Probation”) and in the use of repeats towards courses.

Students are responsible for processing appropriate official forms prior to the posted deadlines.

### **Withdrawal - Military**

Military withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders (other than TDY) resulting in the need to withdraw from courses. A student must file a petition requesting this option and attach a copy of their military orders. Upon verification of such orders, a withdrawal symbol of “MW” will be assigned. Military withdrawals will not be counted in progress probation or dismissal calculations.





# Graduation Requirements

Woodland Community College has a formal graduation ceremony once a year at the end of the spring semester. Students may petition to graduate in the Fall, Spring, or Summer terms. Students must APPLY to graduate prior to the posted deadlines for each term in order to be considered for graduation. Applications are available at the Admissions and Records Office, or through MyCampus Portal.

This catalog describes the District's graduation and transfer requirements. Not all requirements can necessarily be met at all locations where classes are offered. Students should seek the consultation of Counselor's, the Schedule of Classes, or WebAdvisor to determine the type of classes and frequency of offerings.

All students, including transfers from other colleges, are encouraged to complete a placement examination (see "Placement Examination" information on page 25). Transfer students must have a 2.0 grade point average (GPA) in associate degree level course work, have a 2.0 GPA in Yuba Community College District associate degree level course work and have completed 12 units of associate degree level course work from Woodland Community College in order to graduate.

Students who desire to graduate may work toward an Associate in Arts, Associate in Science, Associate in Arts for Transfer, or an Associate in Science for Transfer degree. Students who plan to continue their education at a four-year college or university should also plan on completing transfer requirements and should consult a counselor for further information.

Common to both the Associate in Arts and the Associate in Science degrees is a strong general education program which fosters the following philosophy:

## General Education Philosophy Statement

"General Education in the Yuba Community College District is more than a set of required courses. It is a course of study designed to assist the student in beginning an effective lifelong learning process in which the interrelationships of human knowledge and experience are recognized. Embodied in this design is recognition of the student's need to think and communicate effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to develop the capacity for self-understanding; and to understand the issues related to and the ways in which health and well-being can be maintained."

**COURSE REQUIREMENTS FOR THE DEGREE:** Only courses completed by deadlines may be counted toward the degree to be issued for the requested term. (See "Course Numbering System," limitation of 100-299 courses for associate degree.)

## Associate in Arts/Associate in Science Degree

The Associate in Arts or Associate in Science degree may be awarded to a student who has completed the following requirements:

**REQUIREMENT 1:** All students must pass the reading, writing, and mathematics competency examinations or equivalents listed below.

### COMPETENCY REQUIREMENTS:

Reading competency may be met by:

1. Passing English 1A with a "C" or better; OR
2. Passing Reading 70 with "C" or better; OR
3. Achieving a passing score on the Reading Placement Examination; OR
4. Possession of an A.A., A.S., or higher degree at the time of admission to the District.

### NOTE:

Students seeking an A.A./A.S. degree should complete the reading competency requirement within the first 30 units of credits earned in the YCCD district, or be enrolled in a prerequisite reading course.

Writing competency may be met by:

Passing English 1A with "C" or better.

Mathematics competency may be met by:

1. Any mathematics or statistics course that has Math 50 as a prerequisite; or
2. any higher level mathematics or statistics course.

**REQUIREMENT 2:** All students must complete 18 units of general education, selecting at least 3 units each from Areas A, B, C, D1, D2, and E below.

### AREA A. NATURAL SCIENCE (Select 3 units)

Agriculture 45, 45L  
Astronomy 1L  
Anthropology 1  
Biology 1, 10, 10L, 11, 12, 15, 24, 25  
Chemistry 1A, 2A, 10  
Ecology 10, 12  
Geography 1  
Geology 10, 10L, 11L, 12, 20  
Physical Science 10A, 10AL, 10B  
Physics 2A, 10L, 4A, 4B, 4C  
Plant Science 20, 20L, 22, 22L

### AREA B. SOCIAL SCIENCE (Select 3 units)

Administration of Justice 10  
Anthropology 2  
Asian-American Studies 14  
Early Childhood Education 3  
Economics 1A, 1B  
Ethnic Studies 1, 15



# Graduation Requirements

History 4A, 4B, 5A, 5B, 6, 7, 8, 11, 14, 15, 17A, 17B  
Native American Studies 7  
Political Science 1  
Psychology 1A, 12, 31, 33, 41, 46  
Sociology 1, 2, 5, 6, 10

## AREA C. HUMANITIES (Select 3 units)

Administration of Justice 1  
Art 1A, 1B, 1C, 5  
Early Childhood Education 21  
English 1B, 2, 30B, 31R, 33, 34, 36, 37, 38, 44, 46B  
Humanities 3, 5, 10, 11, 12, 15, 33, 34  
Music 3, 12, 15  
Philosophy 1, 2, 3, 20  
Sign Language 1, 2, 3  
Spanish 1, 2, 3, 10, 20A, 20B  
Speech 2  
Theatre Arts 33, 34

## AREA D. LANGUAGE AND RATIONALITY

### D1. ENGLISH COMPOSITION (Select 3 units)

English 1A (met by writing competency)

### D2. COMMUNICATION AND ANALYTICAL THINKING (Select 3 units)

Business Computer Applications 15R  
Computer Science 10L  
English 1C  
General Business 56  
Mathematics 1A, 7, 9, 20, 21, 52  
Philosophy 12  
Psychology 8  
Sociology 3, 8  
Speech 1, 3, 6, 7, 8  
Statistics 1

## AREA E. ELECTIVES (Select at least 3 additional units)

1. A second course from any Area above;
2. OR Documentation of active military service (may also be used to meet Requirement 4 (Health/P.E.); OR
3. Course(s) listed below:  
Accounting 1L, 10A  
Administration of Justice 10, 19, 30  
Counseling 10, 25  
English 20LR  
Environmental Horticulture 20  
Family and Consumer Science 10, 11  
General Business 10, 25  
Health 1, 13  
Human Services 11  
Mass Communications 20LR  
Physical Education 1. course

REQUIREMENT 3: All students must complete the designated degree major courses with a grade of "C" or better. Majors are listed in the section headed "Certificate/Degree Programs" and in the Course Descriptions section of the catalog.

REQUIREMENT 4: All students are required to successfully complete either: Health 1, Health 4, Health 13, or Family and Consumer Science 11 OR two Physical Education activity courses one of which must be selected from the following:

Physical Education 1.21, 1.26, 1.27, 1.28, 1.36, 1.59.

Note: Students who will be completing degrees in the Allied Health areas (Nursing, Psychiatric Technology, Radiologic Technology, or Veterinary Technology), and students who submit documentation of active military

WCC has established institutional graduation requirements. Currently, these are the Health/PE and Multicultural graduation requirements. The courses used to satisfy these requirements must be listed on the specific Multicultural and Health/PE sections of the approved graduation requirements checklist at the time the courses are taken. These requirements are not based on catalog rights service are exempted from this requirement.

REQUIREMENT 5: All students are required to fulfill the Multicultural Graduation Requirement (MGR) by completing three or more units from the following courses or the programs listed below:

Administration of Justice 19; Anthropology 2; Art 1A, 5; Asian-American 14; ECE 27; Education 1; English 30B, 36, 37; History 5A, 5B, 6, 7, 14; Human Services 11; Humanities 5, 12, 16; Music 12, 16; Native American 7; Philosophy 1, 3, 20; Sociology 5; Spanish 20A, 20B; Speech 8.

Completion of the following programs also fulfills the requirement:

Associate Degree Nursing; Psychiatric Technician; and Radiologic Technology.

REQUIREMENT 6: All students are required to complete a minimum of 60 semester units in lower division associate degree level courses with at least a 2.0 ("C") grade point average. The grade point average that is calculated for associate degree purposes only counts units and grade points earned in associate degree level classes. Non-associate degree credit courses (numbered 100-199 and 200-299) completed fall 1989 and thereafter will not count toward the associate degree. For courses completed between July 1, 1983, and July 30, 1989, a maximum of 6 semester units of courses numbered 100-199 may be counted toward this requirement. All courses numbered 200-299 completed prior to fall 1989 may be counted toward this requirement.

REQUIREMENT 7: All students are required to complete a minimum of 12 semester units with at least a 2.0 ("C") grade point average in associate degree level classes at Woodland Community College.

**REQUIREMENT 8:** All students wishing to graduate must file a graduation petition as a Candidate for Graduation. Deadline dates to apply are: Fall-November 15; Spring-April 15; Summer-July 1.

### **Additional Associate Degrees**

An additional Associate in Arts or Associate in Science degree will be awarded to those already possessing an associate degree, subject to the following conditions:

1. All requirements in a different major from that of the previous associate degree(s) must be satisfied. Students may only earn one degree in a general major (Arts & Humanities, Communications, General Health, Natural Science & Mathematics, Social & Behavioral Sciences or later general education degrees earned prior to 2008).
2. All general education requirements go into effect at the time a new degree program begins. After meeting the above conditions, a student may petition for another degree for which he/she has met the graduation requirements.

Questions regarding this section should be directed to the Admissions and Records Office.

### **Courses from Other Colleges**

All course work from other colleges/universities should be turned in for appropriate consolidation with your record in a timely manner. Courses from other colleges will be checked for repeats when a student petitions for graduation. At that time, any credit awarded for repeated classes will be coded on the student's academic record.

### **Servicemembers' Opportunity College**

Members of the Armed Forces interested in a Contract for Degree which allows transfer of graduation requirements from other institutions with as few as 12 units earned in residency with the Yuba Community College District in any time sequence should consult with a counselor.



# Transfer Information

Do you wish to continue your education at a University?

- You will find some of the college or university preparatory curricula in the following pages.
- You will find the requirements for junior standing at the University of California and the California State University system on the following pages.
- You should see your counselor for specific requirements for other higher education institutions.
- Unless specifically exempt by statute, all courses of study (programs), regardless of where offered, are open to members of the public who are otherwise eligible for admission to the college.

Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) is a computerized information system that provides students with detailed course transfer and articulation information to help them plan their academic careers, facilitate a seamless transfer process, and reduce the number of redundant courses they may take as they move from community colleges to universities.

The ASSIST database includes all of the most current official articulation agreements that every CSU and UC campus has established with any of the 112 California Community Colleges. ASSIST also includes the following complete and historical information for all California Community Colleges — CSU Transferable Courses; CSU GE-Breadth Certification Courses;

ASSIST operates as California's official statewide source for course articulation and transfer information and is available to all students, faculty and staff via the Internet at <http://www.assist.org>.

## Preparation for Transfer

The requirements listed in the following section are subject to change without notice. Check with your WCC counselor and the Transfer Center for periodically updated information.

PREPARATION FOR ADVANCED STANDING AT FOUR-YEAR UNIVERSITIES AND COLLEGES. WCC, offers courses similar to courses offered in the lower division, or the first two years, of four-year universities and colleges. Since course requirements for graduation vary between colleges, it is to the student's advantage to choose the university or college to which he or she plans to transfer as early as possible, so as to complete the courses at WCC which best satisfy the lower division course requirements at that particular college or university to which the student ultimately transfers. Lower division course requirements typically include a set of "general education" courses as well as sequence of courses in the student's chosen "major" field of study.

Students interested in transferring should also be aware of critical application filing periods and procedures. Many universities require applications almost a year in advance. This information, as well as applications to most four-year institutions in California, can be obtained from the Transfer Center and from the counselors.

STUDENT RESPONSIBILITY FOR MEETING TRANSFER REQUIREMENTS. Students are advised to obtain a copy of the catalog for their chosen transfer college. Counselors provide assistance, but it is up to each individual student to decide upon an educational goal, to take the responsibility for devising a long-

range educational plan to achieve this goal, to read the college catalog of the transfer college or university of her or his choice, and then to choose the appropriate WCC courses to satisfy the requirements for transfer to that college or university.

TRANSFER TO A UNIVERSITY OF CALIFORNIA SYSTEM AND CALIFORNIA STATE UNIVERSITY SYSTEM. A program which community college transfer students may use to fulfill lower division general education requirements for almost all schools in either the California State University or University of California system is the Intersegmental General Education Transfer Curriculum (IGETC). Refer to the IGETC paragraphs in this Catalog.



### Associate Degrees For Transfer

California Community Colleges are now offering associate degrees for transfer to the CSU. These may include Associate in Arts (AA-T) or Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses.

Students who have been awarded an AA-T or AS-T are able to complete their remaining requirements for the 120-unit baccalaureate degree within 60 semester or 90 quarter units.

To view the most current list of Woodland Community College Associate Degrees for Transfer and to find out which CSU campuses accept each degree, please go to [wcc.yccd.edu](http://wcc.yccd.edu). Current and prospective community college students are encouraged to meet with a counselor to review their options for transfer and to develop an educational plan that best meets their goals and needs.

**IDENTIFICATION OF UC AND CSU COURSE TRANSFER STATUS.** The status of a transfer course is indicated next to the course title in the "Course Descriptions" section of this Catalog. If the course is transferable, the designator "Transfer Status:" appears. "Transfer Status: CSU" indicates that the course credit transfers to all of the California State Universities (for at least elective credit). "Transfer Status: CSU; UC" indicates that the course credit transfers to all of the California State Universities and all of the University of California campuses (for at least elective credit). If the designator "unit limitation" appears (i.e., Transfer Status: CSU; UC unit limitation), the transferability of the units to the University of California are limited in some way when combined with other courses in the discipline. (NOTE: Subject to change without notification.) Check with a counselor for current information.

**TRANSFER TO INDEPENDENT COLLEGES AND UNIVERSITIES.** Admission requirements to independent colleges and universities vary. Course transferability and course credit allowed at independent college and universities also vary. Students should consult the transfer school catalog for specific requirements and transferability, or make an appointment with a WCC counselor to clarify admission standards.

**ADVANCED STANDING SELECTION CRITERIA TO THE UNIVERSITY OF CALIFORNIA.** The University makes every effort to provide a place on one of its campuses for all applicants who meet the minimum admission requirements and file an application during the appropriate filing period. In recent years, the number of applicants for some campuses and some majors has far exceeded the number of spaces available. When a campus cannot accept all eligible applicants, it uses standards that are more demanding than the minimum requirements to select students. These criteria are listed below.

#### Academic Criteria:

1. Completion of a specified pattern or number of courses that meet general education or breadth requirements.
2. Completion of a specified pattern or number of courses that provide continuity with upper division courses in the major. GPA in all transferable courses.

Some colleges may also consider supplemental criteria, such as:

1. Special talents, interests, or experiences — beyond those indicated by the academic criteria — that demonstrate unusual promise of leadership, achievement, and service in a particular field such as civic life or the arts.
2. Special circumstances that have adversely affected the applicant's life experiences. These circumstances may include, for example, disabilities, personal difficulties, low family income, refugee status, or veteran status.

**CALIFORNIA STATE UNIVERSITY SYSTEM LOWER DIVISION REQUIREMENTS.** California State University requirements vary slightly from campus to campus and from major to major. Students should consult both the catalog of the State University or campus of their choice and their counselor at WCC for requirements.

The California Education Code, Title 5, Section 40409 provides that up to 70 semester (105 quarter) units of credit, exclusive of any credit granted for military service, may be transferred from a community college to any State University campus. Students must be certain, however, to select courses at WCC appropriate in the major and to the State University campus which they have selected. When otherwise appropriately selected, all WCC courses numbered 1 through 49 are designed for transfer to the State University.

State law compels all State University campuses to require a minimum of 48 units of General Education; 39 units are usually completed in lower division and the remaining 9 units in upper division. See also the following pages.

Many four-year institutions require Multi-Cultural classes for graduation. Consult a WCC counselor for more information.

**NOTICE:** California State University transfer students must take the English Placement Test (EPT) and the Entry Level Mathematics Test (ELM) before or during their first semester to determine proper placement in English and mathematics courses. The consequences for not taking the tests on time are serious.

Students will be exempt and not have to take these tests if they have taken an approved college composition course with a grade of "C" or better, and an approved General Education mathematics course above the level of intermediate Algebra with a grade of "C" or better. Consult with your counselor for further information.



**ADMISSION REQUIREMENTS TO THE CALIFORNIA STATE UNIVERSITY.** Community college students may be admitted to the CSU system as either upper division or lower division transfers depending on space availability. Upper division transfers (students with 60 or more CSU transferable units) will always be given priority consideration for admission and eligibility will be based upon academic performance at the college level. Lower division transfers will only be admitted if space permits and eligibility was established at the high school level.

A considerable number of WCC students transfer to the California State University system. Admission representatives from local CSU campuses visit the Transfer Center on a regular basis. Check with the Center for more detailed information.

**MAKING UP MISSING COLLEGE PREPARATORY COURSES.** To be eligible for admission to the California State University as a freshman, a student who graduated from high school in June, 1984, or later must have completed, with grades of "C" or better, four years of high school college preparatory English and two years of high school college preparatory mathematics in addition to meeting the eligibility index. Students who enter college fall, 1988, or later must have completed, with grades of "C" or better; four years of high school college preparatory English, four years of high school college preparatory mathematics, one year of United States History, one year of laboratory science, two years of foreign language, one year of visual or performing arts, and three years of electives, in addition to meeting the eligibility index.





# Transfer and Preparation Information

**YUBA COMMUNITY COLLEGE DISTRICT**  
Marysville, CA 95901

**WOODLAND COMMUNITY COLLEGE**

## CALIFORNIA STATE UNIVERSITY SACRAMENTO General Education Breadth Requirements 2013 – 2014 Counselor Advising Sheet

Student's Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Circle courses completed. List units in column (courses may be counted only once).

<b>Area A. English Language Communication and Critical Thinking – 9 semester units</b> (One course required from area A1, A2 & A3)	Required	Fulfilled	Need
A1. Oral Communication: Speech 1, 3, 6, 7	3		
A2. Written Communication: English 1A	3		
A3. Critical Thinking: English 1B, 1C (formerly English 41); Philosophy 12; Speech 3	3		
<b>Area B. Scientific Inquiry and Quantitative Reasoning – 9 semester units</b> (One course required from area B1 & B2 (including lab) & B4)	Required	Fulfilled	Need
B1. Physical Science: Astronomy 1L*, Chemistry 1A*, 1B*, 2A*, 2B*, 10, 18A*, 18B*; Ecology 10, 12; Geography 1; Geology 10, 10L*, 11L*, 12, 20; Physical Science 10A, 10AL*, 10B, 10C*, Physics 2A, 2B, 3A*, 3B*, 10L*;	3 – 4		
B2. Life Science: Agriculture 45, 45L*; Anthropology 1; Biology 1*, 2*, 3*, 4*, 5*, 6*, 10L*, 12, 15*, 24, 25; Ecology 10, 12; Plant Science 20, 20L*, 22, 22L*	3 – 4		
B3. Laboratory Activity: Courses with an asterisk (*) denotes a lab component			
B4. Mathematics/Quantitative Reasoning: Math 1A, 1B, 2A, 3, 7, 9, 21; Statistics 1	3 – 4		
<b>Area C. Arts and Humanities – 9 semester units</b> (Must include courses from area C1 & C2. Courses must be taken in at least two disciplines)	Required	Fulfilled	Need
C1. Arts (Art, Cinema, Dance, Music, Theatre): Art 1A, 1B, 1C, 5; English 2, 33, 34; Humanities 3, 5, 10, 11, 12, 15, 16, 33, 34; Music 3, 12, 15, 16; Speech 2; Theatre Arts 33, 34	3 – 6		
C2. Humanities (Literature, Philosophy, Languages Other Than English): Asian American Studies 14; Early Childhood Education 39; English 1B, 2, 30B, 36, 37, 39, 46B; Ethnic Studies 6, 7, 14, 15; History 4A, 4B, 5A, 5B, 6, 7, 8, 11, 15, 17A, 17B, 29; Humanities 10, 11, 12; Music 12; Native American Studies 7; Philosophy 1, 2, 3, 6, 20; Spanish 1, 2, 3, 10, 20A, 20B; Speech 2	3 – 6		
<b>Area D. Social Sciences – 9 semester units</b> (Courses must be taken in at least <u>two</u> disciplines)	Required	Fulfilled	Need
<b>Social Sciences (one, two or three courses):</b> Administration of Justice 10; Anthropology 2; Asian American Studies 14; Early Childhood Education 3, 31; Economics 1A, 1B; Ethnic Studies 1, 6, 7, 14, 15; Family & Consumer Science 31; History 4A, 4B, 5A, 5B, 6, 7, 8, 11, 15, 17A, 17B, 29; Mass Communications 2; Native American Studies 7; Philosophy 6; Political Science 1; Psychology 1A, 8, 12, 22, 31, 33, 41, 46; Sociology 1, 2, 3, 5, 6, 8, 10, 35; Speech 8			
<b>U.S. History, Constitution and American Ideals – 6 semester units</b> (CSU Graduation Requirement) Complete <u>one</u> course each from Group 1 <u>and</u> Group 2 <u>or</u> two courses from (3). Group 1. Ethnic Studies 15; History 15, 17A*, 17B* Group 2. Political Science 1 Group 3. History 17A* <u>and</u> History 17B*; Political Science 1 <u>and</u> History 17A* <u>or</u> History 17B*			
<b>Area E. Lifelong Learning and Self-Development – 3 semester units</b>	Required	Fulfilled	Need
Counseling 10, 25; Early Childhood Education 3, 5; General Business 25; Health Education 1; Physical Education (1.5 unit maximum) 1.21, 1.26, 1.27, 1.28, 1.36, 1.59, 5; Psychology 1A, 12, 31, 33, 41, 46	3		

This pattern is designed to satisfy the 39 units of lower division G.E. requirement to any of the CSU campuses. A minimum of 48 semester units in General Education (G.E.) is required for a BA/BS degree, 9 semester units must be at the upper division level. G.E. units in excess of 39 completed at YCCD campuses may transfer as lower division major and/or elective (70 C.C. units maximum). CSU campuses may have additional lower division graduation requirements outside of G.E. See a Woodland Community College Counselor for additional G.E. and major requirements for individual campuses.

**YUBA COMMUNITY COLLEGE DISTRICT**  
Marysville, CA 95901

WOODLAND COMMUNITY COLLEGE

CSU SACRAMENTO 2013 – 2014  
SPECIAL GENERAL EDUCATION REQUIREMENTS

CSU Sacramento requires that C1-World Civilizations, D2-Major Social Issues, and Race and Ethnicity In American Society be met with specific courses. These three requirements can be met by either lower or upper-division courses. The lower-division courses that meet these requirements at Yuba College are:

C1 - WORLD CIVILIZATIONS: AFRO/HIST 12A; History 4A, 4B, 7

Note: Any student who transfers with AREA C certification (9 units) will be exempt from the C1 - World Civilizations requirement.

D2 - MAJOR SOCIAL ISSUES: Ethnic Studies 1; Sociology 2, 30, 35; Women's Studies 35

NOTE: Any student who transfers with AREA D certification (9 units) will be exempt from the Major Social Issues requirement.

If you choose to meet C1 and D2 as part of the 9 required upper-division units of General Education at CSUS, be sure to discuss your plan with an advisor as soon as you arrive at CSUS.

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CSU SACRAMENTO GRADUATION REQUIREMENTS

1. Race and Ethnicity Graduation Requirement

- English 36 – Many Voices: 20th Century American Literature
- Ethnic/History 6 – Race and Ethnicity in America
- Speech 8 – Intercultural Communication

2. CSUS English 20

- Students with catalog rights Fall '92 and later will be held to completion of a second-semester composition "graduation" requirement.
- To satisfy this requirement, students may choose Yuba Community College District English 1B or English 1C.
- These courses may "double count" to meet both CSUS English 20 graduation requirement and Critical Thinking, Area A3.

3. CSUS Foreign Language Proficiency Graduation Requirement

- Students with catalog rights Fall '92 and later will be required to demonstrate proficiency in a foreign language prior to graduation from CSUS.
- Completion of any second semester college level foreign language course with a C or higher will satisfy the requirement (Foreign Language at Yuba Community College District; e.g., Spanish 2).
- Students who already speak a foreign language should petition for exemption from this requirement after transfer to CSUS.
- Completion of three years of a foreign language in high school will meet the requirement.
- Foreign Language also double counts for GE in area C2.

Please see a counselor/advisor for additional options for satisfying the requirement.

4. CSU Sacramento requires completion of 51 units of General Education by the time of graduation.

It is recommended that transfer students complete the recommended 39-units of G.E. at Yuba Community College District selected from front page, and an additional course selected from Area B (Physical and Life Science/Math Concepts and Reasoning. (A minimum of 9 additional upper-division units in General Education must be completed at CSUS after transfer.)

### Intersegmental General Education Transfer Curriculum (IGETC 2011-12)

NOTE: Students should check with a counselor for updates verified after Catalog publication date.

The Intersegmental General Education Transfer Curriculum (IGETC) is a general education program which community college transfer students may use to fulfill lower division general education requirements in either the CSU or UC . Because of its generic nature, and agreements between the CSU, the UC, and the community college system, completion of the IGETC to fulfill lower division general education requirements has become a common path taken by community college students who transfer to the CSU or UC.

Completion of the IGETC, in itself, does not improve eligibility for admission to the CSU or UC , or admission to a specific campus or program. The IGETC will permit a student to transfer from a community college to a campus in either the CSU or UC system without the need, after transfer, to take additional lower division, general education courses to satisfy campus General Education requirements Completion of the IGETC is not a requirement for transfer to a CSU or UC campus, nor is it the only way to fulfill the lower division, general education requirements of CSU or UC prior to transfer.

See a counselor for segmental and campus-specific admission requirements and lower division major requirements.

Some students may be better served by taking courses which fulfill the CSU General Education Breadth requirements or those of the UC campus or college to which they plan to transfer. Students pursuing majors that require extensive lower division major preparation may not find the IGETC option to be advantageous. The IGETC is most useful for students who want to keep their options open before making a final decision about transferring to a particular CSU or UC campus. Some colleges and majors will not accept IGETC – See a counselor for assistance.

All course work applicable to the IGETC must be completed and certified by the last California community college attended prior to transfer in order to be accepted by CSU and UC Except under special circumstances, “certification” means that the last community college attended prior to transfer to the UC or CSU campus will verify that the student has completed the IGETC (see “IGETC After Transfer Policy”). In addition to the course requirements for each subject area, full certification for the CSU must include completion of the Oral Communication requirement. For the UC, Oral Communication is not required, but the certification must include satisfaction of the foreign language proficiency requirement. All courses must be completed with a grade of “C” or better.





# Transfer and Preparation Information

**YUBA COMMUNITY COLLEGE DISTRICT**  
Marysville, CA 95901

**WOODLAND COMMUNITY COLLEGE**

## Intersegmental General Education Transfer Curriculum 2013 – 2014 Counselor Advising Sheet

Name (Please Print) \_\_\_\_\_  
Last First Middle Student I.D. Date of Birth

Completion of all the requirements in the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or the University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. NOTE: All courses must be completed with grades of "C" or better.

Circle courses taken at Yuba College, list courses taken at other colleges. Indicate name of test if requirement was met with Advanced Placement (AP).

Legend: C = Completed IP = In Progress R = Remaining  
+ Transfer credit is limited by either UC or CSU or both. (Consult with a counselor)  
\* Courses designated with an asterisk may be counted in only one area.  
# Indicates both courses must be completed to meet area requirement.

	C	IP	R
<b>AREA 1 – ENGLISH COMMUNICATION (CSU – 3 courses required, <u>one each</u> from Area A, B and C) (UC – 2 courses required, <u>one each</u> from Area A and B)</b>  <b>1A: English Composition (1 course, 3 semester units)</b> English 1A Course: _____ College: _____ Advanced Placement: _____			
<b>1B: Critical Thinking – English Composition (1 course, 3 semester units)</b> English 1B*, 1C (formerly English 41) Course: _____ College: _____ (No AP scores accepted for this area)			
<b>1C: Oral Communication (1 course, 3 semester units) (CSU requirement only)</b> Speech 1, 3, 6, 7 Course: _____ College: _____ (No AP scores accepted for this area)			
<b>AREA 2 – MATHEMATICAL CONCEPTS and QUANTITATIVE REASONING (1 course, 3 semester units)</b> Math 1A+, 1B, 2A, 3, 7, 9+, Statistics 1 Course: _____ College: _____ Advanced Placement: _____			
<b>AREA 3 – ARTS and HUMANITIES (At least 3 courses, with at least <u>one</u> course from the Arts and <u>one</u> course from the Humanities; 9 semester units)</b>  <b>3A. Arts:</b> Art 1A, 1B, 1C, 5; English 33, 34; Humanities 3, 5, 12, 15, 16, 33, 34; Music 3, 12, 15, 16; Theatre Arts 33, 34 Course: _____ College: _____ Advanced Placement: _____			
<b>3B. Humanities:</b> Asian American Studies 14*; English 1B*, 30B, 33, 36, 37, 46B; Ethnic Studies 6*, 7*, 15*; History 6*, 7*, 8, 11, 15*, 29; Humanities 10, 11, 15, 33; Music 15; Native American Studies 7*; Philosophy 1, 2, 3, 6*, 20; Spanish 3*+, 20A*+, 20B*+; Theatre Arts 33 Course: _____ College: _____ Advanced Placement: _____			
<b>AREA 4 – SOCIAL and BEHAVIORAL SCIENCES (At least 3 courses from at least <u>2 disciplines</u> or an <u>interdisciplinary sequence</u> (9 semester units)</b> Anthropology 2; Asian American Studies 14*; Early Childhood Education 3, 31; Economics 1A, 1B; Ethnic Studies 1, 6*, 7*, 15*; Family & Consumer Science 31; History 6*, 7*, 15*; Native American Studies 7*; Philosophy 6*; Political Science 1; Psychology 1A, 8, 12, 22, 31, 33, 41, 46; Sociology 1, 2, 3, 5, 6, 8, 10; Speech 8 Course: _____ College: _____ Advanced Placement: _____			



## Transfer and Preparation Information

cont'd:

	C	IP	R
<b>AREA 5 – PHYSICAL AND BIOLOGICAL SCIENCES</b> (At least 2 courses, <u>one</u> Physical Science course and <u>one</u> Biological Science course; at least <u>one</u> must include a laboratory; 7-9 semester units)			
<b>5A. Physical Science:</b> Astronomy 1L*; Chemistry 1A*+, 1B*+, 2A*+, 2B*+, 10+, 18A*, 18B*; Geography 1; Geology 10+, 10L*+, 11L*, 12, 20; Physical Science 10A+, 10AL*, 10B+, 10C*; Physics 2A, 2B, 3A*, 3B*, 10L*			
Course: _____ College: _____ Advanced Placement: _____			
<b>5B. Biological Science:</b> Agriculture 45L; Anthropology 1; Biology 1*, 2*, 3*, 4*, 5*, 6*, 10L*+, 15*+, 24, 25; Ecology 10, 12; Plant Science 20+*, 20L*+, 22*+, 22L*+			
Course: _____ College: _____ Advanced Placement: _____			
<b>5C. Laboratory:</b> Course with an asterisk (*) denotes a lab component			
Course: _____ College: _____ Advanced Placement: _____			
<b>6A. LANGUAGES OTHER THAN ENGLISH (UC Requirement Only)</b> Proficiency equivalent to: <input type="checkbox"/> Completion of two years of high school study in the same language with a grade of "C-" or better in each course. <input type="checkbox"/> Satisfactory completion, with a grade of "C" or better, of two years of formal schooling at the sixth grade level or higher in an institution where the language of instructions is not English. <input type="checkbox"/> Satisfactory score on the SAT II: Subject Test in Languages other than English <input type="checkbox"/> Satisfactory score, 3 or higher, on the College Board Advanced Placement examinations in languages other than English. <input type="checkbox"/> Satisfactory score, 5 or higher, on the International Baccalaureate Higher Level examinations in languages other than English. <input type="checkbox"/> Satisfactory completion of a course (or courses) at a college or university with a grade of "C" or better in each course: Sign 1, 2, 3; Spanish 1+, 2+, 3*+, 20A*+, 20B*+			
<b>CSU Graduation Requirement in U.S. History, Constitution and American Ideals (6 units, one course from Group 1 <u>and</u> one course from Group 2 <u>or</u> two courses from Group 3)</b> Group 1: Ethnic Studies 15; History 15, 17A, 17B Group 2: Political Science 1 Group 3: History 17A <u>and</u> History 17B; Political Science 1 <u>and</u> History 17A <u>or</u> History 17B  <b>Note:</b> Not part of IGETC; may be completed prior to transfer. Courses used to meet this requirement may not be used to satisfy requirements for IGETC.  Completed _____			

IGETC COMPLETED: California State University ☐ Yes

University of California ☐ Yes

California State University Graduation Requirement in U.S. History, Constitution and American Ideals ☐ Yes

6/5/2012

# Program Information

Do you wish to earn a college degree in a CAREER TECHNICAL FIELD?

You will find occupational curricula in the next section. See your counselor for assistance on forming your educational plan

Earn an associate degree from Woodland Community College.

You will have an opportunity to secure advanced training in several occupational fields.

Do you wish to earn a certificate and increase your skills?

You will find occupational curricula in the next section.

You could earn a Certificate of Achievement or Certificate of Training.

You may attend as a part-time or full-time student.

Unless specifically exempt by statute, all courses of study (programs), regardless of where offered, are open to members of the public who are otherwise eligible for admission to the College. Where prerequisites are necessary, they are academic in nature and may take the form of a course to complete, or a qualifying score to earn on an objective test.

## Avenues to Better Jobs

The following information provides avenues to better jobs, including Articulation Agreements, Certificates of Achievement, Associate in Science Degree and Associate in Arts Degree programs. These planned programs are a sample of the occupational-technical education available in the District. Certificate programs cannot be completed at all locations. Consult the Schedule of Classes, WebAdvisor and a counselor before selecting a particular training program.

## Career Technical Education Transitions

The Career Technical Education Transitions (CTE) Program of the Yuba Community College District coordinates the awarding of college credit to high school students who meet approved articulation requirements. An articulated course is one in which the high school instructor/Regional Occupational Program (ROP) and Woodland Community College faculty have formally agreed that the high school's/ ROPs course outline, syllabus, textbook, and final exam are comparable to those in a course of the same major within Woodland Community College. Students receive credit on a Woodland Community College transcript once articulation requirements have been completed. The CTE Transitions Program prepares students to earn a certificate, an associate's degree or transfer to a 4-year university.

For more information about the CTE Transitions Program, contact the YCCD Career Technical Education Transitions Office at (530) 634-7785, visit the Admissions and Records Office at any of the campuses, or see your counselor. Also visit the CTE Transitions website at <http://www.yccd.edu/cte/>.

## Programs Articulated with ROP and Secondary Institutions\*

Programs listed below have at least one class articulated with secondary institutions. Students should check with a counselor if they have questions about specific classes in which they may have earned college credit for courses completed at the secondary level.

### Accounting

### Agriculture

- Environmental Horticulture
- Environmental Science

## Business

-Business Computer Applications

-Office Administration

## Early Childhood Education

-Infant and Toddler

## Fire Technology

## Theatre Arts

## Veterinary Technology

## Welding

Note: This list reflects articulations throughout YCCD. Not all of these options are available at WCC.



## Woodland Community College Degrees and Certificates

### Administration of Justice

Degree: A.S. –Corrections  
A.S.– Law Enforcement

### Agriculture

Degree: A.S.-Agriculture  
A.S.-Environmental Horticulture  
Certificates: Agricultural Business  
Basic Sustainable Agriculture  
Environmental Horticulture  
Landscape Design  
Landscape Installation/Maintenance  
Sustainable Agriculture

### Business:

Degree: A.S.– Accounting  
A.S.– Business Administration  
A.S.– Business Computer Applications  
A. S.-General Business Management  
A.S.– Income Tax Preparation  
A.S.-Personnel Management  
A.S.-Small Business Management  
Certificates: Advanced Accounting  
Business Computer Applications  
Income Tax Preparation  
Management for Busy People  
Personnel Management  
Small Business Management/  
Entrepreneurship

### Early Childhood Education

Degree: A. S.– Early Childhood Education  
Certificates: Child Development Teacher  
Diversity in ECE  
Infant and Toddler  
Pediatric First Aid/CPR  
School Age Children

### Emergency Medical Technician

Certificate: EMT-1  
EMT-1 Refresher

### General Education

Degree: A.A.-Arts and Humanities  
A.A.-Communications  
A.S.-General Health  
A.S.– Natural Science and  
Mathematics  
A.S.– Social and Behavioral Sciences

### History

Degree: A.A.– History

### Human Services

Degree: A.S.– Chemical Dependency  
Awareness  
A.S.– Chemical Dependency  
Counselor  
A.S.– Human Services  
Certificates: Chemical Dependency Awareness  
Chemical Dependency Counselor

### Mathematics

Degree: A.S.-Mathematics

### Nursing (Yuba College Program)

Degree: A.D.N.

### Psychology

Degree: A.A.– Psychology  
A.A.-T Psychology

### Social Science

Degree: A.A.-Social Science

### Sociology

Degree: A.A.-Sociology  
A.A.-T-Sociology

### Speech

Degree: A.S.-Communication Studies  
A.A.-T-Communication Studies

### Associate Degree Programs

Students must file a Graduate Petition by the deadline during the term they wish to graduate. Petition deadlines are: Fall-November 15; Spring-April 15; Summer-July 1. Petitions are to be returned to the Admissions and Records Office with any additional college transcripts from other colleges/universities.

Any student who wishes to receive an Associate degree should consult with a counselor. Counselors will assist in planning courses required to satisfy each degree and all other graduation requirements.

Students who seek a degree in the Associate in Arts or Associate in Science with a specific major are required to complete all courses listed within those majors with a "C" or better grade. After successful completion of major requirements and all graduation requirements, (pp. 47-49) degrees will be posted and printed approximately two months after the end of the term in which requirements have been completed.

No course work for majors may be waived. Equivalent course work may be substituted with approval and by petition with counselor recommendation. Petitions will be forwarded to the Admissions and Records Office and final approval will be made by the Dean.

### Certificate Programs

Certificates are designed to prepare students for employment in specific career fields. The total number of units required for each certificate varies by discipline. Students should have basic knowledge in reading, writing, and math to advance in the occupation they select. Woodland Community College's certificates are identified on the Associate Degrees & Certificate page. Course requirements for specific certificates are listed alphabetically by subject under Programs & Courses.

The Certificate of Achievement requires 12-42 units and may be completed in one to two years. Certificates of Achievement will appear on a student's transcript of record. Many certificates of achievement can be used to satisfy associate degree major requirements. Interested students should review the degree requirements and supplement certificate courses with appropriate general education courses.

#### Requirements for a certificate to be issued are as follows:

All course work must be completed with a "C", "P", "CR", or better grade.

Residency requirements of 12 units at Woodland Community College must be met.

A grade point average of 2.0 or higher qualifies students for a certificate once requirements are achieved.

#### Requirements for a certificate to be issued are as follows:

- All course work must be completed with a "C", "P", "CR", or better grade.
- At least 6 units or the maximum number of units required for the certificate, whichever is less, must be completed in residence at Woodland Community College.

### Exceptions

Student petitions may be submitted to the Dean for consideration of outside work, not to exceed one-half of the required units of a certificate. Each petition will be taken into consideration individually and final determination rests with the Dean in consultation with faculty. Student Petitions are available through the portal or at Admissions and Records. Students must have recommendation from counselors and return to the Admissions and Records Office with appropriate supporting documentation prior to submittal to the Dean for further action. Students who are required to repeat a course for "recency" will not earn additional units for completion of the course. Students must file a Student Petition to repeat courses for recency and for courses in which they earned a "C" or better grade, or if they have received a substandard grade.

### Applying for Certificates

1. Complete all requirements for the certificate you are applying for as described in the college catalog.
2. Submit a Certificate Petition to Admissions and Records with all supporting documentation by the deadline; Fall-November 15; Spring- April 15; Summer- July 1.
3. Admissions and Records will review each student's petition for requirements being completed.
4. A letter will be sent notifying the student of the outcome of their petition.
5. After the term has ended the certificates will be posted to records for students who have completed all requirements. (Note: Only students who have received Certificates of Achievement will have degrees posted on their transcripts)

### Commencement

The Woodland Community College commencement ceremony is held once a year in May at the end of the spring semester. Students who submit a petition for an associate degree are eligible to attend the commencement ceremony provided they meet the requirements for the degree. Students who are eligible to attend the ceremony will receive a packet of information about participating in the ceremony from the Admissions and Records Office prior to the ceremony.





# Course Information

The Schedule of Courses and WebAdvisor provides a listing of courses available. Courses are continuously modified and updated, and may not be offered each term. Students should check with a counselor, the Schedule of Classes and WebAdvisor for the most up to date availability.

## REQUISITES

“Prerequisite” means the preparation or previous course work considered necessary for success in the course. Prerequisites are required only for courses where specific academic background is necessary in order to assure students a reasonable chance of success in the course. Prerequisites which are listed as “required” include:

Courses for which specific prerequisites have been validated,  
Sequential course work in a degree or program, or  
Courses in which a prerequisite is necessary for transfer to a four-year college.

**Responsibility for having met the prerequisite rests with the student. A grade of “C” or better is required to meet a course prerequisite.**

“Corequisites” for a course are those courses which must generally be taken concurrently with the course. Corequisites provide the necessary skill or supplementary body of knowledge or laboratory time during the course to help assure success in the course. Concerns about requisites are best resolved with a college counselor or the course instructor prior to the first day of Class.

## POLICY FOR PETITIONING OR WAIVING COURSE PREREQUISITES

Course placement is determined by a process in which the student and counselor review all assessment criteria available. Students who wish to petition their recommended placement or the waiver of a prerequisite should be prepared to give evidence or justification why the exemption should be granted. Reasons for seeking a prerequisite challenge may include one or more of the following:

- Prerequisite course is not available,
- Prerequisite has not been validated,
- Student has the knowledge or ability to succeed in the course without meeting the prerequisite, or
- Student believes the prerequisite is discriminatory or is being applied in a discriminatory manner.
- Check with a counselor or Admissions and Records to obtain the required forms. Challenges to prerequisites/corequisites shall be on the approved form and filed with Admissions and Records.

WCC strongly encourages that the language and mathematics skill levels of new students be assessed by the Placement Examination (CPT or equivalent) prior to enrollment in most courses. The placement scores provide students and counselors with information helpful to select appropriate courses that are taught at the skill levels of the student. These test scores serve as recommended guidelines in the selection of entry level courses for which the course content requires college level skill proficiency for successful participation. Other factors are also considered in a multiple measures approach.

## PLACEMENT LEVELS FOR “SKILLS COURSES.”

Placement Examination scores, in combination with other factors, are used to help place students levels of reading, writing, and mathematics courses listed below. After satisfactorily completing the appropriate skills course, students may progress by enrolling in the course at the next higher level. Students should consult a counselor for an evaluation of placement scores and discussion of other factors that affect placement. Refer to “Placement Levels” in this Catalog.

## Key to Numbers and Listings

Content and policies expressed in this Catalog are believed to be true and correct as of the date of publication. Courses are listed alphabetically by department and numerically within the listing of each department. Units of credit are shown in parenthesis immediately following the course title.

Any course listed in this Catalog may be offered in the summer session, evening, or off-campus programs at any time there is a sufficient number of students available, generally fifteen, to justify offering the course. Students should consult the printed Schedule of Classes or WebAdvisor to determine which courses will be offered during a given semester. Any course listed in the Schedule of Classes or WebAdvisor may be canceled when the enrollment is insufficient to justify offering the class, or an instructor is not available.

### **COURSE "10"**

The number "10" in each department is generally reserved for the basic General Education course in the discipline.

### **COURSE "47", "48", "49", "97"**

These courses are reserved for Special Topics, Independent Study, and Special Project course offerings.

Refer to "Course Descriptions"

### **COURSE NUMBERING/TRANSFER OF CREDITS**

It is imperative that students planning to transfer to a university or four-year college plan their program of study with a counselor as there may be variances in courses accepted at certain universities. The District's courses are listed within a variety of numbering series as an aid in interpreting the nature of the course, as follows:

**PRIOR TO JULY 1, 1974:** All courses numbered 1 through 99 were of collegiate grade and carried transfer credit to four-year colleges and universities. Courses numbered 100 and up were not intended for transfer to four-year colleges; however, all credit courses in the District were used toward requirements for degrees and certificates.

**JULY 1, 1974 TO JUNE 30, 1989:**

1-49: Designed as Admissions List courses intended to carry transfer credits to all baccalaureate degree-granting colleges and universities.

50-99: Not primarily designed for transfer purposes, but taught at the level and of such quality that acceptance is recommended at any college or university offering such course work or offering program in which such course would will be appropriate.

100-199: Series: Developmental/Remedial.

200-299: Series: Primarily designed at the technical level; usually will be courses specifically designed as part of a program(s) leading directly to employment. Under special circumstances, a Baccalaureate degree-granting institution may wish to accept such courses for transfer credit.

**JULY 1, 1983 TO JUNE 30, 1989:**

A maximum of 6 semester units of courses numbered 100 to 199 can be counted toward the associate degree.

### **CURRENT COURSE NUMBERING DEFINITIONS:**

1-49 Series: Designed as Admissions List courses intended to carry transfer credit to all baccalaureate degree granting colleges and universities.

50-99 Series: Not primarily designed for transfer purposes, but taught at the level and of such quality that acceptance is recommended at any college or university offering such course work or offering programs in which such course work will be appropriate.

100-199 Series: Non-associate degree credit basic skills remedial courses intended to prepare students to succeed in courses at the associate degree level.

200-299 Series: Non-associate degree credit courses that are either, (1) vocational courses intended to prepare students for post-secondary vocational education or for occupations not requiring associate degree level skills for entry or, (2) academic development courses, other than remedial basic skills, intended to prepare students to succeed in associate degree level course work.

500 Series: Noncredit courses sometimes referred to as "Adult Education Courses."

### Transfer Status Designation

As indicated previously, the course numbering system is a guide to course transferability. In addition, the status of a transfer course is indicated next to the course title. If the course is transferable, the designator CSU (for California State University) or UC (University of California) will be shown next to the course. The CSU indicator alone means that it transfers to all CSU campuses. CSU/UC means that it will transfer to all CSU and UC campuses. If the designator "unit limitation" appears (i.e., CSU/UC UC-Unit Limit), the transferability of the units to the University of California are limited in some way when combined with other courses in the discipline. Questions concerning these courses should be directed to a counselor.

### Repeatable Courses

Repetition of courses is conducted in compliance with California Title 5 Regulations, Sections 55040 through 55046. No course repetition procedures established by the District will conflict with Education Code 76224 pertaining to the finality of grades assigned by instructors, with Title 5 Section 59023, or District procedures relating to the retention and destruction of records.

For course repetition approval, the student may submit a petition to the Academic Integrity Committee at Yuba College.

#### (A) Course Repetition with a Substandard Grade:

Students may repeat a course up to two times in the Yuba Community College District in which a notation of D, F, NP (No Pass), or W (Withdrawal) was earned (maximum three enrollments). This regulation is effective across the district at both colleges. If a student enrolled in a course at Yuba College or Woodland Community College this counts as one of the three attempts.

Upon completion of the repeated course, the best grade earned will be computed in the cumulative grade point average. The lower grade will remain on the academic record, but will be coded with a symbol indicating the course has been repeated and will be disregarded in the computation of the grade point average. The student's academic record will be notated so that all work remains legible, insuring a true and complete academic history.

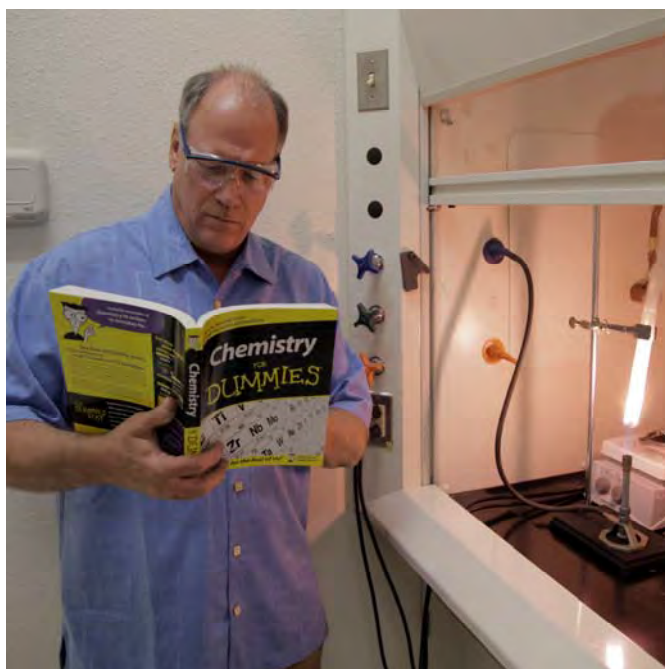
#### (B) Course Repetition without a Substandard Grade:

A course may be repeated when one of the following apply:

- The college finds there are extenuating circumstances. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the student's control. This is a one-time exception.
- A student may repeat a course because there has been a significant lapse of time since the student previously took the course (no less than three years) when the District has properly established a recency prerequisite for a course or program or another institution of higher education to

which the student seeks to transfer has established a recency requirement which the student will not be able to satisfy without repeating the course in question. Grades awarded for courses repeated under this circumstance shall not be counted when calculating a student's grade point average. This is a one-time exception.

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree. The District will retain supporting documentation that verifies that the repetition is necessary to meet the major requirements as a Class 3 record basic to audit. This is a one-time exception.
- Students may repeat courses listed in the college catalog to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. These repetitions are not limited and are granted based on the college's verification of established legal mandates. Such courses may be repeated for credit, and the grade and units shall be included for purposes of calculating the student's grade point average. The district may claim apportionment each time the student repeats the course.
- Course repetition for disabled students is subject to the course repetition limitation; however, additional repeats may be individually authorized through the DSPS Office under the following circumstances:
  1. When continuing success of the student in other general and/or special course (such as Adapted Physical Education), is dependent on additional repetitions of a specific course;



2. When additional repetitions of a specific special course are essential to completing a student's preparation for enrollment into other regular or special course;  
or

3. When the student has a student educational contract which involves a goal other than completion of the special course in question and repetition of the course will further assist with achievement of that goal.

The previous grade and credit shall be disregarded in the computation of grade point average each time the course is repeated.





# Administration of Justice

Contact: Leslie Deniz  
Phone: (530) 661-6207  
Counseling: (530) 661-5703  
Degrees Offered: A.S.- Corrections and Law Enforcement

The Administration of Justice Program at Woodland Community College prepares students for academic success. Students involved in this program are prepared for successful transfer and academic success within CSU and UC academia. Individuals are provided a comprehensive overview of the justice system and shown the versatility available within the career field. Students are coached and mentored in the development of a strategic plan that identifies the necessary steps to achieving their career goals.

## Student Learning Outcomes

- Effectively use language and non-verbal communication consistent with and appropriate for application in the Criminal Justice System through classroom discussion, exercises and written assignments.
- Evaluate and analyze information when addressing issues within the criminal justice system, draw reasonable conclusions that encompass criminal law, social expectation and ethical standards through classroom discussion exercises and written assignments.
- Demonstrate respect and acceptance for differing opinions, feelings and, values of others through the development of listening skills that promote ethical and equitable application of Criminal Law through classroom discussion, exercises and written assignments.

## LAW ENFORCEMENT (Associate in Science)

Required Courses	Units
AJ 10 Introduction to Law Enforcement.....	3
AJ 11 Criminal Law .....	3
AJ 13 Evidence.....	3
AJ 14 Criminal Justice Process .....	3
AJ 15 Criminal Investigation .....	3
AJ 19 Multicultural Communities/Justice System .....	3
<b>Total units required for degree major .....</b>	<b>18</b>
<b>Additional Recommended Courses</b>	
AJ 20 Juvenile Law and Procedures .....	3
AJ 21 Narcotics and Drugs .....	3
AJ 30 Introduction to Corrections .....	3

## CORRECTIONS (Associate in Science)

Required Courses	Units
AJ 11 Criminal Law .....	3
AJ 20 Juvenile Law/Procedures .....	3
AJ 30 Introduction to Corrections .....	3
AJ 31 Criminal and Delinquent Behavior .....	3
AJ 33 Introduction to Correctional Counseling .....	3
AJ 34 Correctional Treatment Programs .....	3
Plus three additional units from courses listed below .....	3
AJ 10 Introduction to Law Enforcement.....	3
AJ 14 Criminal Justice Process .....	3
AJ 19 Multicultural Communities/Justice System .....	3
AJ 21 Narcotics and Drugs .....	3
HUSEV 10 Introduction to Human Services .....	3
Psychology/Sociology electives.....	3
<b>Total units required for degree major .....</b>	<b>21</b>

AJ 1—Ethics in the Criminal Justice System (3 units)  
Lecture: 54 hrs CSU  
Examination of the types and history of ethical theories and development of moral and ethical behavior for criminal justice practitioners. Students learn how to analyze an ethical dilemma and apply this process to contemporary law enforcement issues.

AJ 10—Introduction to Law Enforcement (3 units)  
Lecture: 54 hrs CSU/UC  
Overview of the history and philosophy of the U.S. Justice System; study of the modern criminal justice system and its components, law enforcement, courts and corrections; identifying the roles of the various professionals within the system and their interrelationships; analysis of legal issues; study of theories of crime causation, punishment, and rehabilitation. (L)

AJ 11—Criminal Law (3 units)  
Lecture: 54 hrs CSU/UC  
History, philosophy, and constitutional provisions of criminal law; study of penal code statutes and other statutory and case law applicable to law enforcement, including exploration of crimes against persons and property, public peace, narcotics, and dangerous weapons. (L)

AJ 13—Evidence (3 units)  
Lecture: 54 hrs CSU  
Origin, development, and philosophy of evidence; the study of both codified evidentiary law and applicable court decisions. Specific topics include, types of evidence, the judicial process, the admission and exclusion of evidence, legal standards of proof, direct and circumstantial evidence, testimonial evidence and witness competency, the hearsay rule and its exceptions, demonstrative evidence, judicial notice, and issues relating to search and seizure. (L)

# Programs and Courses

## AJ 14—Criminal Justice Process (3 units)

Lecture: 54 hrs CSU  
Legal processes from pre-arrest, arrest through trial, sentencing, and correction procedures; a review of the history of case and common law; conceptual interpretations of law as reflected in court decisions; a study of case law methodology and case research as the decisions impact upon the procedures of the justice system. (L)

## AJ 15—Criminal Investigation (3 units)

Lecture: 54 hrs CSU  
Addresses procedures and concepts as applied to criminal investigations, including surveillance; crime scene response management; and identification, collection, and processing of physical evidence. Covers U.S. Constitution and Statutory/Case Law; interview/interrogation processes and techniques; identifying information sources; procuring search warrants; serving search warrants; exceptions to the search warrant rule, and court processes. Emphasis is placed on developing the student's capacity to analyze specific situations and identify sound ethical investigative procedures. (L)

## AJ 16—Police Operations (3 units)

Lecture: 54 hrs CSU  
Philosophy, functions, organization, duties, and analysis of police operational functions, including public service responsibilities and special police problems. (L)

## AJ 19—Multicultural Communities/Justice System (3 units)

Lecture: 54 hrs CSU/UC  
Examines the complex relationship between multicultural communities and the criminal justice system, analyzing cultural differences and strategies to effectively address crime related issues. Addresses potential societal barriers involving race, ethnicity, gender, religion, sexual orientation, age social class, culture and evolution of the law enforcement profession in understanding how relationships are developed, maintained and changed to meet ethnic and minority group needs. Additional topics include multicultural representation Law Enforcement, Cross-Cultural Communication, Community Policing, and restorative justice principles. (L)

## AJ 20—Juvenile Law and Procedures (3 units)

Lecture: 54 hrs CSU  
Organization, function and jurisdiction of juvenile agencies; processing and detention of juveniles; juvenile case disposition; legal statutes, and court procedures. (L)

## AJ 21—Narcotics and Drugs (3 units)

Lecture: 54 hrs CSU  
Analysis of narcotics and drugs, physical effects of addiction, and sociological problems of drug abuse. (L)

## AJ 30—Introduction to Corrections (3 units)

Lecture: 54 hrs CSU  
History, philosophy, and overview of corrections including probation, parole, and correctional institutions. (L)

## AJ 31—Criminal and Delinquent Behavior (3 units)

Lecture: 54 hrs CSU  
A study of the causes of crime and delinquency by analyzing various social, psychological, and cultural factors. (L)

## AJ 33—Introduction to Correctional Counseling (3 units)

Lecture: 54 hrs CSU  
History, objectives, and theories of counseling relevant to corrections; common methods, techniques, and interventions of counseling; understanding the client as a person. A basic course for students planning to enter or are already employed in the Corrections field. (L)

## AJ 34—Correctional Treatment Programs (3 units)

Lecture: 54 hrs CSU  
The study of correctional treatment programs concerning juveniles and adults, in both the casework setting and in a custody institution. (L)

## AJ 54A—Peace Officer Orientation (1.5 units)

Lecture: 33 hrs; Lab: 7 hrs  
832 PC; Laws of Arrest, search and seizure, communications, arrest and control techniques. Meets Peace Officer Standards and Training (POST) and Standards and Training for Corrections Program (STC). Recommended for students taking the correctional officer core course. (L)

## AJ 54B—Peace Officer Orientation – Firearms (.5 unit)

Lecture: 14 hrs; Lab: 10 hrs  
832 PC Firearms Training. Meets Peace Officer Standards and Training (POST) and Standards and Training for Corrections Program (STC). DOJ fingerprint clearance required. Recommended course for students taking the correctional officer core course. (L)

## AJ 200R—Probation Officer Core Course (10 units)

Lecture: 173 hrs; Lab: 27 hrs  
The Probation Officer Core Course is a 200 hour entry level training program designed to meet critical evidence based job performance specifications as outlined by the California Department of Corrections and Rehabilitation, Standards and Training Corrections (STC) division. Curriculum includes: roles and responsibilities of a probation officer, ethical standards, legal liability, California Penal Code, statute and case law, evidence-based practices, interviewing techniques – motivational interviewing techniques, determinate sentencing, case plan and supervision, violations of probation, principles of restraint and use of force, and physical conditioning. (Repeatable: maybe taken three times only). (L)

## AJ 208—Police Report Writing Essentials (3 units)

Lecture: 54 hrs  
Investigative report writing for the criminal justice professional relative to law enforcement, probation, correctional institutions, parole activities, and private security service. Includes practical experience in preparing field notes, letters, memorandums, and official administrative reports; the role of reports in civil litigation, criminal prosecution, and the presentation of court testimony. Emphasis will be placed on recognizing the characteristics of good report writing and addressing the common report writing problems, including use of proper criminal justice terminology, grammar, spelling and composition. (L)

## AJ 210—Child Care Health and Safety (0.5 unit)

Lecture: 9 hrs; Lab: 9 hrs  
Designed to meet the requirements of Assembly Bill 962. Subject matter relates to child day care and is appropriate for anyone dealing with children on a regular basis where knowledge of CPR, Pediatric First Aid, and Health and Safety Training may be needed. Satisfies all requirements of the American Red Cross California Childcare Course. Grades are P/NP.

# Agriculture

Contact: Brandi Asmus

Phone: (530) 661-5758

Counseling: (530) 661-5703

Degrees Offered: A.S.- Agriculture, Environmental Horticulture

Certificates Offered: Agricultural Business, Environmental Horticulture, Landscape Design and Landscape Installation/Maintenance.

California Agriculture represents a model of food and fiber production for the rest of the world. Producing over 300 different crops, the agriculture economy generates over \$20 billion on a continued decline of land acres. The program of courses offered in the Agriculture department will prepare students for a variety of occupations in Agriculture, and will prepare students for transfer to higher education institutions.

Courses in agriculture, environmental horticulture, and plant sciences are designed for total student access. Many courses are available on campus and online. Students completing courses offered by the Agriculture department will gain an appreciation for the interrelationships between agriculture, the environment, world influences, and economic and political pressures.

The Agriculture Department offers A.S. Degrees in Agriculture, and Environmental Horticulture. Certificates of Achievement are awarded to students in the areas of Agricultural Business, Environmental Horticulture, Landscape Design, and Landscape Installation/Maintenance. All of the programs offered by the agriculture department are designed to focus on individuality of each student; allowing each student to select specific electives to represent their specific interests, career, and educational goals.

## Student Learning Outcomes

- Evaluate agricultural data, draw reasonable conclusions, recognize the environmental implications of these conclusions, and apply these conclusions to examples used in industry.

## AGRICULTURE (Associate in Science)

Required Courses	Units
AG 14 Entrepreneurship .....	3
AG 45/45L Principles of Animal Science .....	3-4
PLSCI 20 or 20L Principles of Plant Science .....	3-4
PLSCI 22 or 22L Introduction to Soils .....	3-4
Agriculture/Plant Science/ Enviro. Horticulture Electives .....	9
<b>Total units required for degree major .....</b>	<b>21-24</b>

## AGRICULTURAL BUSINESS (Certificate of Achievement)

### Required Courses Units

AG 11 Agricultural Accounting .....	3
AG 12 Computers in Agriculture or BCA 15R Bus. Comp. Appl.....	3
AG 13 Marketing.....	3
AG 14 Entrepreneurship .....	3
Agriculture, Environmental Horticulture, OR Plant Science electives...	6
<b>Total units required .....</b>	<b>18</b>

### AG 4—Introduction to Agricultural Business (3 units)

Lecture: 54 hrs CSU

Provides a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day-to-day operation of an agricultural enterprise as they relate to the decision making process. (L)

### AG 5—Agricultural Economics (3 units)

Lecture: 54 hrs CSU

The place of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs effecting the farmer's economic position. (L,M)

### AG 6—Agricultural Sales and Communications (3 units)

Lecture: 54 hrs CSU

The study of principles and practices of the selling process: selling strategies and approaches, why and how people buy, prospecting, territory management, and customer service. Self-management, communication, and interpersonal skills necessary in developing managerial abilities, leadership qualities, and facilitating teamwork within the agribusiness sector will be explored. Students will gain experience through role-play, formal sales presentations, and job shadowing. The course content is organized to give students an in-depth understanding of the factors and influences that affect the agribusiness industry on a day-to-day basis. (L,M)

### AG 11—Agricultural Accounting (3 units)

Lecture: 54 hrs CSU

Basic principles of accounting as applied to agricultural business and farm operations. The class will develop the skills needed to create a general ledger, develop and analyze a balance sheet, and understand a profit-and-loss statement. Standard account procedures are covered with emphasis on both hand and computer applications. (L,M)

### AG 12—Computers in Agriculture (3 units)

Lecture: 36 hrs Lab: 54 hrs CSU

Computer use in the workplace with emphasis on agricultural applications. Computer applications including word-processing, spreadsheets, databases, and presentation managers will be covered. Also included will be assessing information using the Internet and World Wide Web, telecommunications and introduction to web page design and other software appropriate to agribusiness. (L,M)

### AG 13—Marketing (3 units)

Lecture: 54 hrs CSU

Principles and applications of marketing applied to entrepreneurial ventures including concepts, methods, tactics, and strategies. Traditional methods of marketing as well as marketing on the Internet will be included. Students will develop a marketing plan for a business of their choice. (L)

### AG 14—Entrepreneurship (3 units)

Lecture: 54 hrs CSU

Principles of establishing and managing a small business, including the preparation of a business plan; emphasis on goal-setting, types of business organizations, obtaining licenses and permits, financing options, accounting aspects, legal requirements, managing the enterprise, and other aspects in business entrepreneurship. Not open to students with credit in MGMT 14. (L,M)

### AG 15—Introduction to Agriculture Education and Careers (1 unit)

Lecture: 18 hrs CSU

Introduction to educational and agricultural employment opportunities. Includes portfolio and educational plan development and curriculum requirements that pertain to educational goals as they relate to agriculture majors. Assists students in setting goals and developing skills necessary for life-long success in obtaining, maintaining, and advancing in agriculture careers. Current events that impact agriculture and society will be discussed.

### AG 19R—Agricultural Leadership (1 unit)

Lab: 54 hrs CSU

Covers parliamentary procedures, planning, and implementation of organizations, problems and techniques of group dynamics, participation in community and competitive agricultural events. Recommended for agricultural club members and officers; open to all students interested in professional development. Grades are P/NP. (L) (Repeatable: May be taken four times only.)

# Programs and Courses

## AG 32—Internship (v1-4 units)

Lab: 300 hrs

CSU

On-the-job training that coordinates individual career goals with placement at the job site. A maximum of 4 semester units may be earned. Students enrolling in this class are not eligible for work experience classes or other internship classes during the same semester. (Students receive credit for on-the-job work-volunteer 60 hour/unit, paid 75 hours /unit.) Grades are P/NP.

## AG 44—Horse Production (3 units)

Lecture: 54 hrs

CSU

An overview of the principles of horse production, including anatomy, physiology, reproduction, nutrition, health, breeds and breeding, as well as basic horse vaccination and disease prevention. (L,M)

## AG 45—Principles of Animal Science (3 units)

Lecture: 54 hrs

CSU/UC

Overview of the principles of animal science and the interrelationships of domestic animals and humankind. This course will investigate animal anatomy, physiology, reproduction, nutrition, health, products and by-products, as well as behavior and genetic potential and productivity will be addressed. Experimental design and reporting, animal dissections, basic animal handling and husbandry practices, recognition of animal health, and use of biotechnology in animal science. Not open for credit to student with credit in AG 45L. (L)

## AG-45L—Principles of Animal Science (4 units)

Lecture: 54 hrs; Lab: 54 hrs

CSU/UC

An overview of the principles of animal science and the interrelationships of domestic animals and mankind. This course will investigate animal anatomy, physiology, reproduction, nutrition, health, products and by-products, as well as behavior and genetics from a scientific perspective. Current topics on influence of humans on genetic potential and productivity will be addressed. Experimental design and reporting, animal dissections, basic animal handling and husbandry practices, recognition of animal health, and use of biotechnology in animal science will also be addressed. Not open for credit to student with credit in AG 45. (L)

## AG 46—Animal Feeds and Nutrition (3 units)

Lecture: 54 hrs

CSU

Introduction to the feeds and nutrition of farm animals. This course will study digestive anatomy and physiology, composition and selection of feeds, characteristics of nutrients, principles of nutrition, nutrient requirements of ruminant and non-ruminant animals, and formulation of diets to meet these requirements. (L)

## AG 50—Fundamentals of Environmental Science (3 units)

Lecture: 54 hrs

Introduction to environmental studies with a focus on sustainability. The course will concentrate on the scientific issues relating to the study of environmental science, human impact on the natural environment and the search for solutions. Topics will include human population growth, natural resource use and degradation, and sustainable solutions. Specifically, we will discuss issues centered around use and management of biodiversity, land, air, water, climate, pollution, energy sources, and waste. (L,M)

## Sustainable Agriculture

### BASIC SUSTAINABLE AGRICULTURE

#### (Certificate of Training)

Required Courses	Units
AG 15 Introduction to Agriculture Education and Careers.....	1
AG 32 Internship OR	
CWEE 45 Occupational Work Experience.....	2
PLSCI 30 Principles of Pest Management.....	3
PLSCI 31 Introduction to Sustainable Agriculture.....	3
AGSA 11 Introduction to Sustainable Food Systems.....	3
AGSA 12 Agricultural Composting.....	2
PLSCI 21 Fertilizers and Plant Nutrition.....	3
<b>Total units required.....</b>	<b>14</b>

### AGSA 11—Introduction to Sustainable Food Systems (3 units)

Lecture: 54 hrs

CSU

Introduction to the study of social sustainability within the US Food and Agricultural systems, tracing the historical social forces that have shaped the direction of development of the US Agri-Food system. Principles of agricultural sustainability relating to existing international models of sustainable agri-food systems. Current social, political and economic obstacles to the advancement of more socially and environmentally sustainable food systems and alternatives.

### AGSA 12—Agricultural Composting (2 units)

Lecture: 18 hrs; Lab: 54 hrs

CSU

Introduction to organic matter decomposition processes, including soil health, and microbiology, composting approaches. Practical skills required for hot, aerobic composting methods will be emphasized as applied to small commercial fruit, vine and vegetable operations, all types of livestock operations, hay producers, as well as residential and backyard settings.

## Environmental Horticulture

### Student Learning Outcomes

- Critical Thinking: Evaluate agricultural data, draw reasonable conclusions, recognize the environmental implications of these conclusions, and apply these conclusions to examples used in industry.

### ENVIRONMENTAL HORTICULTURE

#### (Associate in Science)

Required Courses	Units
ENVHR 20 Fundamentals of Environmental Horticulture.....	3
ENVHR 21 Plant Propagation.....	3
ENVHR 22A or 22B Landscape Plant Identification.....	3
ENVHR 23A Principles of Landscape Design.....	3
PLSCI 20L Principles of Plant Science.....	4
Agriculture, Environmental Horticulture, OR Plant Science electives..	6
<b>Total units required for degree major .....</b>	<b>22</b>



Required Courses	Units
AG 32R Internship .....	3
ENVHR 20 Fundamentals of Environmental Horticulture .....	3
ENVHR 21 Plant Propagation .....	3
ENVHR 22A or 22B Landscape Plant Identification .....	3
ENVHR 23A Principles of Landscape Design OR ENVHR 24 Greenhouse Mgmt. ....	3
PLSCI 20L Principles of Plant Science .....	4
PLSCI 22L Introduction to Soils .....	4
Agriculture, Environmental Horticulture, OR Plant Science electives...	6
<b>Total units required .....</b>	<b>29</b>

Required Courses	Units
ENVHR 20 Fundamentals of Environmental Horticulture.....	3
ENVHR 22A Landscape Plant Identification.....	3
ENVHR 23A-23B Principles of Landscape Design/Advanced Design..	6
Agriculture, Environmental Horticulture, OR Plant Science electives..	6
<b>Total units required.....</b>	<b>18</b>

Required Courses	Units
ENVHR 22A-22B Landscape Plant Identification.....	6
ENVHR 23A Principles of Landscape Design .....	3
ENVHR 26 Landscape Installation and Maintenance.....	3
Agriculture, Environmental Horticulture, OR Plant Science electives.	6
<b>Total units required .....</b>	<b>18</b>

ENVHR 21—Plant Propagation (3 units)  
Lecture: 54 hrs CSU/UC  
Principles and practices in propagating plants; cuttings, budding, grafting, layering, division, separation, and tissue culture. Seed and asexual propagation will be covered, as will contemporary commercial techniques of propagation. (L)

ENVHR 22B—Landscape Plant Identification (3 units)  
Lecture: 36 hrs; Lab: 54 CSU/UC UC-Unit Limit  
Identification, growth habits, culture and ornamental use of landscape and indoor plants adapted to climates of California. Plants emphasized will come from the current California Association of Nurseries & Garden Centers (CANGC) and Professional Landcare Network (PLANET) Certification Tests Plant Lists. Plant materials from local regions will also be included. Covers different plants than those in ENVHR 22A.

ENVHR 23A—Principles of Landscape Design (3 units)  
Lecture: 36 hrs; Lab: 54 CSU/UC UC-Unit Limit  
Techniques of drafting and their relationship to landscape design. Emphasis on the use of landscape drafting equipment, drafting skills, and construction details. Project emphasis will be in residential and small commercial sites.

ENVHR 23B—Advanced Landscape Design (3 units)  
Lecture: 36 hrs; Lab: 54 CSU/UC UC-Unit Limit  
Emphasis on landscape design, with projects on sun/shade analysis, conceptual design, site analysis, site planning, presentation drawings and construction drawings. A set of landscape plans will be developed. Pre-requisite: ENVHR 23A. (L)

ENVHR 24—Greenhouse Management (3 units)  
Lecture: 36 hrs; Lab: 54 CSU  
Management of plant materials in the greenhouse including greenhouse operations, propagation, growth and development, cultural practices, record keeping and marketing.

ENVHR 26—Landscape Installation and Maintenance (3 units)  
Lecture: 36 hrs; Lab: 54 CSU  
This course covers the principles and practices of landscape installation and maintenance. Techniques for use in commercial, institutional and home and landscaping situations including: construction techniques, pruning, lawn maintenance, disease and pest control. (L,M)

ENVHR 50R—Workshop in Floral Design (1 unit)  
Lecture: 18 hrs  
Elements of design, color, care and handling of floral materials. Six selected arrangements vary from fall to spring semester; projects appropriate to the florist industry. Student must provide a floral knife, wire cutter, scissors, and hand towel. Grades are P/NP. (Repeatable: may be taken four times only.)

ENVHR-51R—Beginning Floral Design (1 unit)  
Lecture: 9 hrs; Lab: 27  
Introduction to floral design including the principles and elements of design, color theory, preparation, care of flowers and foliage plants, and formation of basic floral arrangements used in industry. Includes applied art principles, cut flower care, handling practices, use of florist tools and materials, pricing of floral products, and use of current floral business technology. Construction of corsages, floral arrangements, and foliage plant items. Student must provide floral knife, wire cutter, and hand towel. (L)  
(Repeatable: May be taken four times only.)

# Programs and Courses

## ENVHR 210—Landscape Pruning (v.5-1 unit)

Lecture: 15 hrs; Lab: 9 hrs (Option 1)

Lecture: 9 to 15 hrs; Lab: 0 (Option 2)

Principles and practices involved in the proper pruning of ornamental shrubs, ornamental trees, fruit trees, and roses. Grades are P/NP.

## ENVHR 211—Landscape Irrigation Systems (v.5-1 unit)

Lecture: 15 hrs; Lab: 9 hrs (Option 1)

Lecture: 9 hrs; Lab: 0 (Option 2)

Introduces the basics of design, placement, installation, and maintenance of landscape irrigation systems. Grades are P/NP.

## Plant Science

### Student Learning Outcomes

- Evaluate agricultural data, draw reasonable conclusions, recognize the environmental implications of these conclusions, and apply these conclusions to examples used in industry.

## PLSCI 20—Principles of Plant Science (3 units)

Lecture: 54 hrs

CSU/UC UC Unit Limit

Principles of plant growth including structure, growth processes, propagation, physiology, growth media, and biological competitors. Not open for credit to students with credit in PLSCI 20L. (L,M)

## PLSCI 20L—Principles of Plant Science (4 units)

Lecture: 54 hrs; Lab: 54 hrs

CSU/UC UC Unit Limit

Principles of plant growth including structure, growth processes, propagation, physiology, growth media, and biological competitors. Laboratory topics include microscope use, plant structures internal and external, photosynthesis, respiration and other aspects of plant growth and development. Not open for credit to students with credit in PLSCI 20. (L,M)

## PLSCI 21—Fertilizers and Plant Nutrition (3 units)

Lecture: 54 hrs

CSU

The study of the composition, value, selection and use of fertilizer materials and soil amendments within the context of soil, plant and fertilizer relationships. Organic fertilizers and the current application practices being used in California will be discussed. (L,M)

## PLSCI 22—Introduction to Soils (3 units)

Lecture: 54 hrs

CSU/UC UC-Unit Limit

Physical, chemical, and biological properties of soils as related to plant growth and soil formation. Including the study of soil development, classification and characteristics; soil use and management including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Not open for credit to students with credit in PLSCI 22L. (L,M)

## PLSCI 22L—Introduction to Soils (4 units)

Lecture: 54 hrs; Lab: 54 hrs

CSU/UC UC-Unit Limit

Physical, chemical, and biological properties of soils as related to plant growth and soil formation. Including the study of soil development, classification and characteristics; soil use and management including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Not open for students with credit in PLSCI 22. (L,M)

## PLSCI 30—Principles of Pest Management (3 units)

Lecture: 54 hrs

CSU

Principles of pest management including: pesticide laws and regulations; identification and symptoms of plant pests; modes of pesticide action; principles of integrated pest management; non-pesticide pest control; effective and safe use of herbicides, insecticides, fungicides and other crop protection chemicals; and pesticide record keeping. This course will assist students in preparation for the State applicator certification test. (L,M)

## PLSCI 31—Introduction to Sustainable Agriculture (3 units)

Lecture: 54 hrs

CSU

Introduction to the history, definitions, concepts, principles, and practices of sustainable agricultural systems. Sustainability topics to be discussed include: organic farming, integrated pest management, holistic resource management, non-organic sustainable agriculture, low-input sustainable agriculture, etc. Local examples of enterprises using sustainable agricultural systems will be discussed. (L)

## Anthropology

Contact: Monica Chahal

Phone: (530) 661-5714

Counseling: (530) 661-5703

### Student Learning Outcomes

- Students will be able to analyze data/information in addressing and evaluating problems and issues pertaining to Anthropology. (*Critical Thinking*)
- Students will be able to articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues as it pertains to Anthropology. (*Global Awareness*)
- Through an understanding of Anthropology, students will be able to interact with others by demonstrating respect for opinions, feelings, and values. (*Personal and Social Responsibility*)

## ANTHR 1—Introduction to Physical Anthropology (3 units)

Lecture: 54 hrs

CSU/UC

Study of human biology, genetics, theory of evolution, primatology, changes in humans through time, human fossil record, human variations today, significance of culture. (L)

## ANTHR 2—Cultural Anthropology (3 units)

Lecture: 54 hrs

CSU/UC

Diversity of cultures from aspects of universals of language, economics, kinship, art, religion, technology, etc.: functional aspects of culture and cultural change; varieties of customs and institutions of different peoples; significance of human culture. (L)

## Art

Contact: Monica Chahal  
Phone: (530) 661-5714  
Counseling: (530) 661-5703

### Student Learning Outcomes

- The student will be able to analyze and discuss different influences in the historical developments in the visual arts.
- The student will be able to demonstrate proficiency in the application of new technologies for the purpose of digital and/or other visual art presentations.
- The student will be able to collaborate with other artists through planning, presentation, and advertising to present an art exhibit for peer and public review.

### ART 1A—History of Art (3 units)

Lecture: 54 hrs CSU/UC  
Survey of Art history: painting, sculpture, and architecture. Art from the Paleolithic period through the Early Christian World, including preliterate art and Pre-Columbian art. (L)

### ART 1B—History of Art (3 units)

Lecture: 54 hrs CSU/UC  
Survey of European Art history, painting, sculpture and architecture from the Middle Ages to the Baroque period. (L)

### ART 1C—History of Art (3 units)

Lecture: 54 hrs CSU/UC  
Survey of Art history: painting, sculpture, photography, and architecture, including a survey of American art; the 19th through the 20th Century. Not open to students with credit in ART 10. (L)

### ART 4A—Drawing and Composition (1 or 2 or 3 units)

Lecture: 9 hrs; Lab: 27 hrs = 1 unit CSU/UC  
Lecture: 18 hrs; Lab: 54 hrs = 2 units  
Lecture: 27 hrs; Lab: 81 hrs = 3 units  
Drawing and composition using various materials; basic instruction in perspective, landscape, still life, and other subjects. (L)

### ART 4B—Drawing and Composition (1 or 2 or 3 units)

Lecture: 9 hrs; Lab: 27 hrs = 1 unit CSU/UC  
Lecture: 18 hrs; Lab: 54 hrs = 2 units  
Lecture: 27 hrs; Lab: 81 hrs = 3 units  
Drawing and Composition using various materials. Basic instruction in figure drawing and architectural studies. Prerequisite: ART 4A.

### ART 5—Art Appreciation (3 units)

Lecture: 54 hrs CSU/UC  
Introduction to art appreciation with an emphasis on two and three-dimensional works, film, and computer art in their relationship to humanities. Historical and contemporary work with a multicultural focus will be emphasized. Not open to students with credit in HUMAN 5. (L)

### ART 6A—Beginning Basic Design (3 units)

Lecture: 27 hrs; Lab: 81 hrs CSU/UC  
Elements and principles of design as they relate to all forms of art, including two-dimensional works. (L)

### ART 6B—Intermediate Basic Design (3 units)

Lecture: 27 hrs; Lab: 81 hrs CSU/UC  
Elements and principles of design as they relate to two and three-dimensional problems. Pre-requisite: ART 6A. (L)

### ART 7A—Creative Materials (3 units)

Lecture: 45 hrs; Lab: 27 hrs CSU  
Creative activities for young children (2-8 years old), including the planning and implementing of painting, drawing, print-making, weaving, stitchery, batik, collage, sculpture, puppet-making, and modeling materials. Not open for credit to student with credit in ECE 7A. (L)

### ART 7B—Worldwide Arts for Children (3 units)

Lecture: 45 hrs; Lab: 27 hrs CSU  
Multicultural/ethnic art activities for young children, including planning and integrating projects across the curriculum. Construction of age-appropriate art objects representative of cultures and regions in West Africa, the Middle East, Europe, Asia, Mexico, Central America, South America, Caribbean Islands, the United States, and Canada. Not open for credit to student with credit in ECE 7B or Art 23. (L)

### ART 9A—Beginning Painting (1 or 2 or 3 units)

Lecture: 27 hrs; Lab: 81 hrs = 3 units CSU/UC  
Introduction to the principles, elements, and practices of painting. Focus on painting materials, perceptual skills and color theory, paint mixing and technique, as well as creative response to material and subject matter. (L)

### ART 9B—Painting (1 or 2 or 3 units)

Lecture: 27 hrs; Lab: 81 hrs = 3 units CSU/UC  
Continued exploration of painting media and techniques. Emphasis on painting from life. Pre-requisite: ART 9A. (L)

### ART 11—Mural Painting (3 units)

Lecture: 27 hrs; Lab: 81 hrs CSU/UC  
Studio course focused on the actual creation of a large mural. Students will design the composition, prepare the wall and produce the mural. (L)

### ART 12A—Beginning Ceramics (3 units)

Lecture: 27 hrs; Lab: 81 hrs CSU/UC  
Basic studio techniques and processes in hand building and use of the Potter wheel, for creative and artistic expression using clay. (L)

### ART 12B—Intermediate Ceramics (1 or 2 or 3 units)

Lecture: 9 hrs; Lab: 27 hrs = 1 unit CSU/UC  
Lecture: 18 hrs; Lab: 54 hrs = 2 units  
Lecture: 27 hrs; Lab: 81 hrs = 3 units  
Intermediate techniques and processes; creative and artistic expression through the use of clay and glazes. Pre-requisite: ART 12A (L)

### ART 14A—Sculpture (3 units)

Lecture: 27 hrs; Lab: 81 hrs = 3 units CSU/UC  
Introductory course in sculpture; using and exploring the media of clay, plaster, wood and armature building. (L)

### ART 14B—Intermediate Sculpture (1 or 2 or 3 units)

Lecture: 27 hrs; Lab: 81 hrs = 3 units CSU/UC  
Further study of three-dimensional form and use of material such as wood, metal, and armature building. Prerequisite: ART 14A.

### ART 15A—Printmaking (3 units)

Lecture: 27 hrs; Lab: 81 hrs CSU/UC  
Practice of printmaking, relief, stencil, intaglio processes. To explore the visual and expressive potential of the fine art print. (L)

# Programs and Courses

**ART 15B—Printmaking (3 units)**  
Lecture: 27 hrs; Lab: 81 hrs CSU/UC  
Practice of printmaking, relief, stencil, intaglio processes. To explore the visual and expressive potential of the fine print, working at an intermediate skill level. Pre-requisite: ART 15A. (L)

**ART-19A—Introduction to Commercial Art (4 units)**  
Lecture: 36 hrs; Lab: 108 hrs CSU  
Basic concepts of commercial art and its uses, stressing layout design, lettering, and simple illustration. Special attention to studio problems from idea to production. (L)

**ART-19B—Commercial Art: Illustration (4 units)**  
Lecture: 36 hrs; Lab: 108 hrs CSU  
Studio practice in the basic concepts and techniques of commercial illustration, using typical projects that occur in employment situations. Stress on various media, portfolio, and camera-ready work. Pre-requisite: ART 19A. (L)

**ART-25—Multimedia Design & Writing (4 units)**  
Lecture: 36 hrs; Lab: 72 hrs CSU  
Principles and practice of designing and writing multimedia projects including newsletters, booklets, academic documents, presentations, reports, flyers, press releases, posters, and web pages. Emphasis on applying art theory and effective writing techniques to individual and group projects. (L)

**ART-36A—Digital Photography (3 units)**  
Lecture: 36 hrs; Lab: 54 hrs CSU  
Introduction to digital photography. Exposure control, file formats, archiving. Basic image editing/manipulation. Knowledge of basic computer operation is highly recommended. Pre-requisite: ART 31R or MCOMM 11R, or consent of instructor.

**ART-37—Basic Photography-Digital Format (4 units)**  
Lecture: 36 hrs; Lab: 108 hrs CSU  
An introduction to digital photography: camera use, types of cameras, and photo enhancement with Adobe programs. (L)

**ART 41—Individual Problems in Painting (1 or 2 or 3 units)**  
Lecture: 9 hrs; Lab: 27 hrs = 1 unit CSU  
Lecture: 18 hrs; Lab: 54 hrs = 2 units  
Lecture: 27 hrs; Lab: 81 hrs = 3 units  
Advanced painting in which student works on individual painting problems in consultation with instructor. Pre-requisite: ART 9B. (L)

**ART 41A—Beginning Individual Problems in Painting**  
Lecture: 27 hrs; Lab: 81 hrs = 3 units CSU  
Advanced painting in which student approach individual painting problems in consultation with instructor. Pre-requisite: ART 9A and 9B. (L)

**ART 41B-Advanced Individual Problems in Painting**  
Lecture: 27 hrs; Lab: 81 hrs CSU  
Advanced painting in which student work on self-directed painting and the development of creative portfolios. Pre-requisite: ART 41A, 9A, 9B. (L)

**ART 42—Individual Problems in Ceramics (1 or 2 or 3 units)**  
Lecture: 9 hrs; Lab: 27 hrs = 1 unit CSU  
Lecture: 18 hrs; Lab: 54 hrs = 2 units  
Lecture: 27 hrs; Lab: 81 hrs = 3 units  
Advanced techniques and processes for creative expression in Ceramics. Pre-requisite: ART 12A and 12B. (L)

**ART 42A—Individual Problems in Ceramics**  
Lecture: 27 hrs; Lab: 81 hrs = 3 units CSU  
Advanced techniques and processes for creative expression in Ceramics. Pre-requisite: ART 12A and 12B. (L)

**ART 43—Individual Problems in Printmaking (2 units)**  
Lecture: 18 hrs; Lab: 54 hrs = 2 units CSU  
Advanced exploration and in-depth approach in printmaking. Pre-requisite: ART 15A and 15B. (L)

**ART 44—Individual Problems in Drawing (2 or 3 units)**  
Lecture: 27 hrs; Lab: 81 hrs = 3 unit CSU  
Development of a personal drawing style at an advanced level, working in series with the goal of producing a coherent group of works. Prerequisite: ART 4B. (L)

**ART 46—Individual Problems in Sculpture (1 or 2 or 3 units)**  
Lecture: 9 hrs; Lab: 27 hrs = 1 unit CSU  
Lecture: 18 hrs; Lab: 54 hrs = 2 units  
Lecture: 27 hrs; Lab: 81 hrs = 3 units  
Advanced techniques and processes; creative and personal expression in three-dimensional forms. Pre-requisite: ART 14A and 14B.

**ART 46A—Beginning Individual Problems in**  
Lecture: 27 hrs; Lab: 81 hrs = 3 units CSU  
Advanced techniques and processes; creative and personal expression in three-dimensional form. Pre-requisite: ART 14A and 14B

## Astronomy

Contact: Monica Chahal  
Phone: (530) 661-5714  
Counseling: (530) 661-5703

### Student Learning Outcomes

- Mathematical calculations in Astronomy Problem Solving
- Learning how to think and reason scientifically to solve real life problems
- Awareness of the Scientific Method as it relates to Astronomy

**ASTRO-1L—Introduction to Astronomy With Lab (4 units)**  
Lecture: 54 hrs; Lab: 54 hrs CSU/UC  
Survey of the solar system, stars, galaxies; history and tools of astronomy, cosmology, and exploration of space. Laboratory covers the study and interpretation of astronomical observations through the use of prepared astronomy exercises, the use of telescopes or computer simulations of telescopes, naked eye observation of celestial bodies, and laboratory activities using various quantitative measuring devices. Not open for credit to student with credit in ASTRO 1. (L,M)

## Biology

Contact: Barbara Rhode, Ralph Robinson and Jaya Shah  
Phone: (530) 668-3686, (530) 661-5799, (530) 668-3689  
Counseling: (530) 661-5703

### Student Learning Outcomes

- Identify and apply the steps of the scientific method in order to design and conduct laboratory or field experiments, collect and analyze results, and solve problems in the biological sciences.
- Identify and apply the central concepts, hypotheses, and theories that comprise the major areas of the biological sciences, including cell and organism structure and function, evolution, and ecology.
- Communicate biological information in oral and/or written form (scientific lab reports, oral presentations, posters, research proposals, etc.), using appropriate oral and written presentation formats, proper scientific terminology, and appropriate use and evaluation of primary literature and/or news media reports.

**BIOL 1—Principles of Biology (5 units)**  
Lecture: 54 hrs; Lab: 108 hrs CSU/UC  
An introduction to biology for majors that emphasizes the molecular, cellular, and environmental processes that are common to most organisms. Topics include an introduction to: biomolecules, cell structure, reproduction, enzymes, fermentation, respiration, photosynthesis, molecular genetics, heredity, and evolution. Background in high school biology or chemistry is recommended. Pre-requisite: MATH 52. (L,C)



**BIOL 2—General Zoology (4 units)**  
Lecture: 36 hrs; Lab: 108 hrs CSU/UC  
Applies the concepts introduced in Biology 1 to the study of animals and evolution. Animal topics include: patterns of diversity and classification, anatomy and physiology, development and significance of sexual reproduction. Evolution topics include: emphasis on speciation, macro and microevolution, adaptation to environmental and social challenges, and natural selection. Designed for biology majors and related fields but open to all qualified students. Prerequisite: BIOL 1 or BIOL 15 AND MATH 52. (L)

**BIOL 3—General Botany (4 units)**  
Lecture: 36 hrs; Lab: 108 hrs CSU/UC  
This course applies the concepts introduced in Biology 1 to the study of plants and general ecology. Topics include morphology, physiology, systematics, and evolutionary trends among cyanobacteria, algae, fungi, and plants. Population, community, and ecosystems dynamics of higher plants will be emphasized. Designed primarily for biology majors and related fields, but open to all qualified students. Prerequisite: BIOL 1 or BIOL 15 AND MATH 52. (L)

**BIOL 4—Human Anatomy (4 units)**  
Lecture: 36 hrs; Lab: 108 hrs CSU/UC  
An introduction to the gross and microscopic structure of the human body. With an emphasis on the anatomy and the interrelationship between structure and function of the tissues, organs and organ systems. Pre-requisite: BIOL 1 or 15. (L)

**BIOL 5—Human Physiology (4 units)**  
Lecture: 36 hrs; Lab: 108 hrs CSU/UC  
Introduction to the physiological mechanisms of the human body that lead to homeostasis. Emphasis on the interrelationship of the cells, tissues, organs, and systems. Prerequisite: BIOL 1 or 15. (L)

**BIOL 6—Introductory Microbiology (4 units)**  
Lecture: 36 hrs; Lab: 108 hrs CSU/UC  
History, structure, metabolism, genetics, and ecology of microscopic life forms; their relationship to disease, immunology, agriculture, and industry. Laboratory emphasizes the development of techniques for the detection, isolation, and identification of both harmless and pathogenic species. Prerequisite: BIOL 1 or 15. (L)

**BIOL 10L—General Biology (4 units)**  
Lecture: 54 hrs; Lab: 54 hrs CSU/UC UC-Unit Limit  
The science of life for non-science majors. Provides an overview of the world of living organisms including their classification and unifying characteristics. Introduces basic biological processes such as homeostasis, photosynthesis, cellular respiration, DNA function, cellular reproduction, evolution, and ecosystem interactions with an emphasis on the relationship of structure to function and the interrelationships of living organisms. Lab and lectures. Not open for credit to student with credit in BIOL 10. (L)

**BIOL 12— Marine Biology (3 units)**  
Lecture: 54 hrs CSU/UC  
Introduction to the biology and natural history of marine organisms. Basic scientific principles, classification, ecology, behavior, and evolution of marine organisms are explored in relation to their environment. The impact of human populations on marine ecosystems and ocean resources is also addressed. Not open for credit to student with credit in ECOL 12. (L,M)

**BIOL 15—Bioscience (4 units)**  
Lecture: 54 hrs; Lab: 54 hrs CSU/UC UC-Unit Limit  
Introduction to the unifying principles of biology including the chemistry of life, cell structure and function, energy, genetics, evolution, and organismal structure. (L)

**BIOL 24—Human Biology (3 units)**  
Lecture: 54 hrs CSU/UC  
Introduction to general biology of human beings. Emphasis is placed on the concepts, mechanisms and terminology used in anatomy, physiology, and ecology. Topics include cell structure and function, human evolution, anatomy and physiology of the organ systems, genetics, and the human impact on the environment. (L)

**BIOL 25—Human Genetics (3 units)**  
Lecture: 54 hrs CSU/UC  
Designed for non-science majors to provide an understanding of basic principles of genetics, current developments in genetics, and the influence of genes and the environment in determining human characteristics. (L,M)

**BIOL 30—Emerging Infections and the History of Infections Disease Lecture: 54 hrs**  
Designed for non-science majors. This course examines current biological threats to societies including emerging and re-emerging diseases (such as AIDS and avian flu) and the release of infectious bio-agents either by terrorists or military organizations. We will also discuss these threats in a historical context by reviewing diseases that have had significant effects on human societies (such as smallpox and polio). The biology of infectious disease and treatment will be covered.

## Business

Contact: Sherry Spina, Donna McGill-Cameron  
Phone: (530) 661-5759, (530) 661-5751  
Counseling: (530) 661-5703

**Degrees Offered:** A.S.- Accounting, Administrative Assistant, Business Administration, Business Computer Applications, General Business Management, Income Tax Preparations, Personnel Management, Small Business Management and Word Processing.

**Certificates Offered:** Administrative Assistant, Advanced Accounting, Advanced Business Computer Applications, Advanced Small Business Management, Business Computer Applications, Clerical, Income Tax Preparation, Personnel Management, Small Business Management\* and Word Processing.

### Student Learning Outcomes

- Create accurate, professional, and appropriate accounting documents and reports for the business entity served.
- Compute financial data using accounting concepts and methods to understand, analyze, and communicate issues in quantitative terms.
- Analyze accounting data/information in addressing and evaluating problems and issues in making informed business decisions.
- Demonstrate effective use of technology applicable to the accounting field.

## Accounting

### ACCOUNTING (Associate in Science)

Required Courses	Units
ACCT 3 Computerized Accounting .....	3
ACCT 1L Principles of Accounting - Financial .....	4.5
ACCT 2L Principles of Accounting - Managerial .....	5
BCA 15 Business Computer Applications - Beg. ....	3
BCA 17 Business Computer Applications-Advanced .....	3

# Programs and Courses

BCA 34 Advanced Excel .....	1
BCA 41B Windows XP .....	1
GNBUS 10 Intro. to Global Business.....	3
GNBUS 18A Business Law or equivalent .....	3
GNBUS 56 Business Mathematics .....	3
OA 22 Machine Calculation .....	1.5
<b>Total units required for degree major .....</b>	<b>31</b>
<b>Additional Recommended Courses:</b>	
ACCT 6 Individual Income Taxes-Federal/State .....	4
ACCT 9 Business Payroll Procedures .....	3.5
ACCT 10A General Accounting .....	4
ECON 1A Elementary Economics-Macro .....	3
OA 15A Elementary Typewriting .....	3
SPECH 6 Group Communication .....	3
CWEE 45 Occ. Work Experience OR INTRN 46R Internship.....	1-4

## ADVANCED ACCOUNTING (Certificate of Achievement)

Required Courses	Units
ACCT 3 Computerized Accounting .....	3
ACCT 1L Prin. of Accounting-Financial .....	4.5
ACCT 2L Principles of Accounting-Managerial .....	5
BCA 15 Business Computer Applications - Beg. ....	3
BCA 17 Business Computer Applications-Advanced .....	3
BCA 34 Advanced Excel .....	1
BCA 41B Windows XP .....	1
GNBUS 10 Intro. to Global Business.....	3
GNBUS 56 Business Mathematics .....	3
OA 22 Machine Calculation .....	1.5
<b>Plus at least 6 units from the following:</b>	
ACCT 6 Individual Income Taxes-Federal/State .....	4
ACCT 9 Business Payroll Procedures .....	3.5
GNBUS 18A Business Law .....	3
SPECH 6 Group Communication .....	3
CWEE 45 Occ. Work Experience OR INTRN 46 Internship .....	1-4
<b>Total units required .....</b>	<b>34</b>

## BUSINESS ADMINISTRATION (Associate in Science)

Required Courses	Units
ACCT 1L Prin. of Accounting – Financial.....	4.5
ACCT 2L Prin. of Accounting - Managerial.....	5
ECON 1A Elementary Economics - Macro.....	3
ECON 1B Elementary Economics - Micro .....	3
Select one of the following classes:.....	3-4
STAT 1 Statistics.....	4

or MATH 9 Calculus for Business,  
Social and Life S (CSU Sacramento) .....4  
or MATH 25 Finite Math (CSU Chico).....3

### Plus 3 units from the following:

BCA 15 Business Computer Applications (CSU Sacramento) .....	3
COSMC 10L Computer Literacy (CSU Chico).....	3
GNBUS 10 Intro. to Global Business (CSU Chico).....	3
GNBUS 56 Business Mathematics .....	3
<b>Total units required for degree major .....</b>	<b>22.5</b>

## INCOME TAX PREPARATION

### (Associate in Science) or (Certificate of Achievement)

Required Courses	Units
ACCT 3 Computerized Accounting .....	3
ACCT 6 Individual Income Taxes-Federal/State .....	4
ACCT 10A General Accounting .....	
OR 1L Principles of Accounting - Financial .....	4-4.5
BCA 33A Introduction to Excel .....	1
GNBUS 10 Intro. to Global Business.....	3
GNBUS 56 Business Mathematics .....	3
OA 22 Machine Calculation .....	1.5
<b>Total units required for degree major .....</b>	<b>19.5-20</b>

#### ACCT 1—Principles of Accounting-Financial (4.5 units)

Lecture: 72 hrs

CSU

Study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. Includes issues relating to assist liability and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics. (L,M)

#### ACCT 1L—Principles of Accounting-Financial (4.5 units)

Lecture: 72 hrs; Lab: 27 hrs

CSU

Accounting for business activities, general ledger, special journals, accounts receivable, cash control, depreciation, inventories and other aspects. Includes computer applications for accounting partnerships and corporations. Pre- requisite: ACCT 10A with a grade of "C" or better or qualifying score on Mathematics part of placement exam; and BCA 15 and/or BCA 33A or equivalent. Not open for credit to student with credit in ACCT 1. (L,M)

#### ACCT 1A—Principles of Accounting-Financial Lab (4.5 units)

Lab: 27 hrs

CSU

Laboratory to accompany Principles of Accounting-Financial (ACCT1). Students use the computer as a tool in solving accounting problems. Includes spreadsheets and computerized accounting system. Each student is required to have some typed of storage device to save their files on. (L,M)

## ACCT 2L—Principles of Accounting-Managerial (5 units)

Lecture: 72 hrs; Lab: 54 hrs

CSU/UC

Emphasizes accounting principles and tools used by management in the decision-making process. Includes manufacturing accounting, budgetary techniques, cost flow procedures, financial statements, management reporting procedures and computer applications in accounting. Pre-requisite: ACCT1 or 1L with a grade of "C" or better. Not open for credit to student with credit in ACCT 1. (L,M)

## ACCT 3—Computerized Accounting (3 units)

Lecture: 45 hrs; Lab: 27 hrs

CSU

Computerized accounting using QuickBooks Pro. Basic through intermediate features for small and medium size businesses including banking, sales and customers, purchases and vendors, inventory, reports and graphs. Application of all aspects of accounting cycle. Prerequisite: ACCT 10A or equivalent. (L,M)

## ACCT 6—Individual Income Taxes-Federal/State (4 units)

Lecture: 72 hrs

CSU

Individual income tax preparation, forms, and computations; business and professional returns; federal and state returns. Meets State of California certification as a tax preparer. Recommendation: Completion of ACCT 10A or some experience will be helpful. (L,M)

## ACCT 9—Business Payroll Procedures (3 units)

Lecture: 48 hrs; Lab: 18 hrs

CSU

Introduction to payroll terminology, procedures, calculations, record-keeping, timelines, percentages, limitations, and laws that relate to maintaining payroll for business firms in California; computerized payroll procedures also presented. Prior accounting knowledge is not necessary. (L,M)

## ACCT 10A—General Accounting (4 units)

Lecture: 72 hrs

CSU

Introductory accounting course covering accounting principles and practices, the complete accounting cycle, and creation of financial reports. Use of proper procedures in the General Journal, Special Journals, General Ledger and Subsidiary Ledgers. Includes payroll processes and proper Financial Reporting. (L,M)

## Business Computer Applications

### Student Learning Outcomes

- The student will use multiple computer applications to solve business problems.
- The student will correctly use existing data and a broad range of computer application skills to solve unique functional area problems.
- The student will be able to correctly identify current trends of technology used in business applications.

## BUSINESS COMPUTER APPLICATIONS (Associate in Science)

Required Courses	Units
ACCT 3 Computerized Accounting .....	3
ACCT 10A General Accounting or ACCT 1L.....	4-4.5
BCA 15 Business Computer Applications - Beg. ....	3
BCA 17 Business Computer Applications-Advanced .....	3
BCA 37A Introduction to Access .....	1
BCA 37B Advanced Access.....	1
BCA 41B Windows XP.....	1
GNBUS 56 Business Mathematics.....	3
<b>Total units required for degree major .....</b>	<b>19-19.5</b>

## Additional Recommended Courses

BCA 23 Microsoft Outlook.....	1
BCA 25 Desktop Publishing.....	2
BCA 42A Internet Literacy and Safety.....	3
GNBUS 10 Introduction to Global Business.....	3
OA 15C Advanced Keyboarding.....	3
OA 17A Word Processing I .....	3
OA 17B Word Processing II .....	3
OA 21 Business Communications .....	2
OA 52/GNBUS 52 Business English .....	3
OA 60 General Office Procedures.....	4

## ADVANCED BUSINESS COMPUTER APPLICATIONS (Certificate of Achievement)

Required Courses	Units
ACCT 3 Computerized Accounting .....	3
BCA 15 Business Computer Applications - Beg. ....	3
BCA 17 Business Computer Applications-Advanced .....	3
BCA 22B Advanced Microsoft Word.....	1
BCA 34 Advanced Excel.....	1
BCA 37A Introduction to Access .....	1
BCA 37B Advanced Access.....	1
BCA 41B Windows XP.....	1
OA 22 Machine Calculation.....	1.5
<b>Plus at least 13 units from the following:</b>	
ACCT 10A General Accounting.....	4
BCA 23 Microsoft Outlook.....	1
BCA 25 Desktop Publishing.....	2
BCA 26 Microsoft PowerPoint.....	1
COMSC 10L Computer Literacy.....	3
GNBUS 10 Introduction to Global Business.....	3
GNBUS 56 Business Mathematics.....	3
<b>Total Units required.....</b>	<b>28.5</b>

## BCA 13B—Business Computer Laboratory (0 units)

Lab: 18 hrs

CSU

Laboratory to accompany many Business Computer Applications half term courses and Accounting including ACCT 1L, BCA 22A, BCA 22B, BCA 33A, BCA 34, BCA 37A, BCA 37B. Students use IBM-compatible computers to learn operating systems, spreadsheets, databases, and/or Accounting. Each student is required to have some type of storage device to save their files on. (L,M)

## BCA 13C—Business Computer Laboratory (0 units)

Lab: 36 hrs

CSU

Laboratory to accompany many BCA and Accounting full-semester courses, including BCA 15, 17, and ACCT 2L. Students use IBM-compatible computers to learn operating systems, spreadsheets, databases, and/or Accounting. Each student is required to have some type of storage device to store files created. (LM)

# Programs and Courses

BCA 15—Business Computer Applications – Beginning (3 units)  
Lecture: 36 hrs; Lab: 36 hrs CSU  
Develop a beginning/intermediate level of skills using the Microsoft Office Professional Edition Program. Basic features of Word, Excel, Access and PowerPoint are covered along with how to create simple integrated office documents. No prior experience is required. (L,M)

BCA 17—Business Computer Applications - Advanced (3 units)  
Lecture: 36 hrs; Lab: 36 hrs CSU  
Develop an intermediate/advanced level of skills using the Microsoft Office Professional Edition Program. Advanced features of Word, Excel, Access and PowerPoint are covered along with how to use Object linking and Embedding (OLE) to create integrated Office documents. Prior experience using Windows, Internet, and the Office Suite is assumed. Student is required to have some type of storage device to save assignments. Prerequisite: BCA 15. (L,M)

BCA 22A—Microsoft Word 1 (1 unit)  
Lecture: 9 hrs; Lab: 18 hrs CSU  
Overview of the basic features of Microsoft Word. Creating, editing, and saving documents/templates; file management; basic text, paragraph, page and document formatting; page numbering; headers, footers, footnotes, printing options; tables and columns, clip art. Grades are P/NP. (L)

BCA 22B—Microsoft Word 2 (1 unit)  
Lecture: 9 hrs; Lab: 18 hrs CSU  
Overview of advanced features of Microsoft Word. Topics include advanced formatting, including graphics, charts, themes, building blocks, merging, styles, and working with multipage documents. Grades are P/NP. (L)

BCA 23—Microsoft Outlook (1 unit)  
Lab: 12 hrs CSU  
Beginning and intermediate level features of Outlook. Create and manage e-mail communications within a network or over the Internet; improve personal efficiency using calendar, tasks, notes, and journal features. Grades are P/NP. (L, N, C)

BCA 25—Desktop Publishing (2 units)  
Lecture: 27 hrs; Lab: 27 hrs CSU  
Fundamentals of document design and layout with emphasis on the importance of visual communication in business documents such as newsletters, flyers, and brochures. Use of advanced software features. Creation of a portfolio. Students should have intermediate level knowledge of Word. (L,C)

BCA 26—Microsoft PowerPoint (1 unit)  
Lecture: 12 hrs; Lab: 18 hrs CSU  
Learn the basics of PowerPoint and more; create presentations, add visuals, include elements and data from other sources, modify master slides and timings. Customize, prepare for distribution, and deliver presentations. Familiarity with keyboard recommended. Grades are P/NP.

BCA 27—Introduction to Computers (0.5 unit)  
Lecture: 6 hrs; Lab: 9 hrs CSU  
Designed for the novice computer user or anyone thinking about purchasing a computer system. Introduction to the basics of hardware, software, operating systems and their uses, as well as present an overview of Word, Excel, Access, and the Internet. Grades are P/NP. (L)

BCA 33A—Introduction to Excel (1 unit)  
Lecture: 12 hrs; Lab: 18 hrs CSU  
Learn basic features of Microsoft Excel, Including: using the interface, working with text labels, values, formulas, functions, editing and formatting. Spreadsheets designed for decision-making, creating charts, list and data management. Hands-on coursework that focuses on business, academic and personal applications. Grades are P/NP. (L,M)

BCA 34—Advanced Microsoft Excel (1 unit)  
Lecture: 12 hrs; Lab: 18 hrs CSU  
Covers advanced features of Microsoft Excel spreadsheet software. These features include: Advanced formatting options, financial functions, 3-D formulas, and other advanced data functions. Hands-on exercises emphasizing business applications. Pre-requisite: BCA 33A. Grades are P/NP. (L,M)

BCA 37A—Introduction to Microsoft Access (1 unit)  
Lecture: 12 hrs; Lab: 18 hrs CSU  
Use Microsoft Access to develop simple to complex databases in Windows environment. Design databases, sort and filter records, create input forms and custom-formatted reports. Grades are P/NP. (L,M)

BCA 37BR—Advanced Microsoft Access (1 unit)  
Lecture: 12 hrs; Lab: 18 hrs CSU  
Explore advanced capabilities of Access and build comprehensive knowledge of relational databases. Includes: creating multiple database tables; design and use forms and subforms to input data; use Query by Example (QBE) to extract data; create reports from related tables; and use macros to manipulate files. (L,M)

BCA 41B—Windows XP (1 unit)  
Lecture: 9 hrs; Lab: 18 hrs CSU  
Introduction to Windows XP environment and its capabilities. Use of Windows XP and its graphical user interface to communicate with personal computers. Grades are P/NP. (L,M)

BCA 42A—Internet Literacy and Safety (3 units)  
Lecture: 54 hrs CSU  
Exposes the student to a wide range of topics relating to the Internet. Students will learn how to perform basic searches, work with email, manage and tune the web browser, and make the Internet a practical and functional part of everyday life. Designed to ease the fears of the novice and enhance the ability of the intermediate user. (L)

BCA 42B- Web Page Management and Design  
Lecture: 36 hrs; Lab 54:00 CSU  
Fundamentals of Web publishing utilizing web design and imaging software. The course will focus on HTML: design, coding, editing, and maintenance of web pages; emphasis on web page elements such as CSS, image editing, ADA design, and project management. Real-life information and interactive presentations to include testing and maintenance of web sites on the World Wide Web.

## General Business

### Student Learning Outcomes

- Understand business terms and concepts, and effectively communicate using the language of business.
- Use specific problem-solving tools to make informed decisions when assessing alternative courses of action.
- Apply concepts and processes to analyze and evaluate various business situations/actions.
- Understand information technologies as they influence the structure and process of organizations and economies, and as they influence the roles and techniques of management.



## GENERAL BUSINESS MANAGEMENT (Associate in Science)

Required Courses	Units
BCA 15 Business Computer Applications - Beg.....	3
GNBUS 10 Intro. to Global Business.....	3
GNBUS 18A Business Law .....	3
GNBUS 56 Business Mathematics .....	3
ECON 1A Elementary Economics-Macro .....	3
MGMT 5 Introduction to Supervision	
OR MGMT 10 Principles of Management .....	3
<b>Plus three additional units from courses listed below .....</b>	<b>3</b>
ACCT 1L Principles of Accounting-Financial .....	4.5
ACCT 2L Principles of Accounting-Managerial .....	5
ACCT 6 Individual Income Tax .....	4
GNBUS 25 Career Planning .....	3
MGMT 35 Management Psychology .....	3
OA 52/GNBUS 52 Business English .....	3
SPECH 1 Public Speaking OR 6 Group Communication .....	3
<b>Total units required for degree major .....</b>	<b>21</b>

### GNBUS 10—Introduction to Global Business (3 units)

Lecture: 54 hrs

CSU/UC

Survey of the diverse activities of businesses operating in a changing global environment. Examines how culture and customs, global economic systems, technology, legal factors that affect a business' ability to achieve its organizational goals and competitive advantage including entrepreneurship, organizational design and structure, leadership, human resource management and practices, communications, leadership and innovation, marketing and consumer behavior, e-business, legal issues, accounting, financial management and investing options. (L)

### GNBUS 18A—Business Law (3 units)

Lecture: 54 hrs

CSU/UC

Law and its relationship to business. Laws and regulations affecting managerial decisions. Dispute resolution, torts, contracts, government regulations and other area of commercial law explored through case analysis. Other legal concepts explored include ethics, employment, consumer transactions, competition, the environment, agency, and business organizations. Not open for credit to student with credit in GNBUS 20A, 20B, and 20C. (L)

### GNBUS 21—Business Law (3 units)

Lecture: 54 hrs

CSU

Application of principles of ethical and effective communication to the creation of letter, memos, e-mails, and written and oral reports for a variety of business situations. Development and refinement of written and oral business communication skills including planning composing, editing, and revising business documents using word processing software for written documents and presentation software to create and deliver professional oral reports. This course is designed for students who already have college-level writing skills. Not open for credit to students with credit in OA21.

### GNBUS 25—Career Planning and Development (3 units)

Lecture: 54 hrs

CSU

Survey of techniques of career exploration and selection. In the context of a study of the changes that occur during a typical life span. Each student constructs a personal profile of current and projected interests, aptitudes, skills, values, personality, and life and personal circumstances. Not open for credit to student with credit in COUNS 25. (L)

### GNBUS 52—Business English (3 units)

Lecture: 54 hrs

A review of English grammar with applications for written and oral business communications. Not open for credit to student with credit in OA 52. (L)

### GNBUS 56—Business Mathematics (3 units)

Lecture: 54 hrs

Math analysis typically found in corporate and personal business including math found in accounting, real estate, finance, banking and retail. Understand terminology in various aspects of business. Develop methods for problem solving. Develop analytical thinking skills to understand problems, determine solutions, and interpret results. For business and non-business majors. Prerequisite: GNBUS 100 or equivalent background. (L,M)

### GNBUS 100—Elementary Business Mathematics (3 units)

Lecture: 54 hrs

Mathematics operations involving whole numbers, fractions, decimals, and percents; applications including income, property and social security taxes, averages, wages and salaries, bank records, and algebraic solutions to find unknowns. (L,M)

## Information Technology

### IT 42A—Internet Literacy and Safety (3 units)

Lecture: 54 hrs

CSU

Exposes the student to a wide range of topics relating to the Internet. Students will learn how to perform basic searches, work with email, manage and tune the web browser, and make the Internet a practical and functional part of everyday life. Designed to ease the fears of the novice and enhance the ability of the intermediate user. (L)

### IT 45A Supporting Network Clients (3 units)

Lecture: 54 hrs

CSU

Implementation and support of network clients, which includes installation and deployment, configuration, administration, monitoring, and troubleshooting. Preparation for certification examination. (L,M)

### IT 45B—Supporting Network Servers (3 units)

Lecture: 54 hrs

CSU

Implementation and support of network servers, which includes installation and deployment, configuration, administration, monitoring, and troubleshooting. Provide network services such as file and print, security, fault-tolerance, printing, remote access and cross-platform, multi-protocol interoperability. Preparation for certification examination. Knowledge of supporting network clients is highly recommended. (L,M)

## Management and Supervision

### Student Learning Outcomes

- The student will design and complete professional management documents to support communication within the business environment.
- The student will assess business data in the evaluation of business management.
- The student will analyze various strategies for effective business management.
- The student will demonstrate an understanding of the role of technology within the management of business environment.

### PERSONNEL MANAGEMENT (Associate in Science)

Required Courses	Units
GNBUS 10 Intro. to Global Business.....	3
GNBUS 18A Business Law .....	3
GNBUS 56 Business Mathematics .....	3
MGMT 5 Introduction to Supervision .....	3
MGMT 10 Principles of Management .....	3
MGMT 35 Management Psychology .....	3
<b>Plus three additional units selected from courses listed below .....</b>	<b>3</b>
BCA 15 Business Computer Applications .....	3
OA 52/GNBUS 52 Business English .....	3
PSYCH 1A General Psychology .....	3
SPECH 1 Public Speaking OR 6 Group Communication .....	3
<b>Total units required for degree major .....</b>	<b>21</b>

### PERSONNEL MANAGEMENT (Certificate of Achievement)

Required Courses	Units
BCA 15 Business Computer Applications - Beginning OR equivalent .....	3
GNBUS 10 Intro. to Global Business.....	3
GNBUS 18A Business Law or equivalent .....	3
MGMT 5 Introduction to Supervision .....	3
MGMT 10 Principles of Management .....	3
MGMT 35 Management Psychology .....	3
<b>Plus at least 12 units from the following .....</b>	<b>12</b>
ACCT 1L Prin. of Accounting-Financial OR ACCT 10A General Accounting.....	4-4.5
GNBUS 25 Career Planning .....	3
GNBUS 56 Business Mathematics .....	3
OA 52 Business English .....	3
<b>Total units required .....</b>	<b>30</b>

## Small Business Management

The Small Business Management Associate in Science Degree is primarily for students who plan to manage a small business or work in a small business environment. The Small Business curriculum provides students with the basic understanding of existing business practices. Students will be able to understand and apply the principles of business ethics, social responsibilities of a business, basic functions of management, and the qualifications required in business management and/or ownership.

### SMALL BUSINESS MANAGEMENT (Associate in Science)

Required Courses	Units
ACCT 3 Computerized Accounting.....	3
BCA 15 Business Computer Applications - Beginning OR equivalent.....	3
GNBUS 10 Intro. to Global Business.....	3
GNBUS 18A Business Law or equivalent .....	3
GNBUS 52/OA 52 Business English .....	3
GNBUS 56 Business Mathematics .....	3
<b>Additional recommended courses:</b>	
BCA 33A Intro to Excel .....	1
BCA 34 Advanced Excel .....	1
MGMT 5 Introduction to Supervision .....	3
MGMT 10 Principles of Management .....	3
MGMT 35 Management Psychology .....	3
<b>Total units required for degree major .....</b>	<b>18</b>

### SMALL BUSINESS MANAGEMENT (Certificate of Achievement)

Required Courses	Units
BCA 15 Business Computer Applications - Beginning .....	3
GNBUS 18A Business Law or equivalent.....	3
MGMT 5 Introduction to Supervision .....	3
MGMT 35 Management Psychology .....	3
<b>Plus at least 15 units from the following.....</b>	<b>15</b>
ACCT 1L Prin. of Accounting-Financial OR ACCT 10A General Accounting.....	4-4.5
GNBUS 10 Intro. to Global Business.....	3
GNBUS 25 Career Planning .....	3
GNBUS 56 Business Mathematics .....	3
MGMT 75 Business Promotional Planning.....	3
OA 52 Business English.....	3
<b>Total units required for degree major .....</b>	<b>27</b>

MGMT 5—Introduction to Supervision (3 units)  
Lecture: 54 hrs CSU  
Introduction to the role of the supervisor and understanding of the basic fundamentals of supervision. A practical course designed for the potential working supervisor. (L)

MGMT 10—Principles of Management (3 units)  
Lecture: 54 hrs CSU  
Managerial and organizational theory and practice; planning, organizing, influencing, and controlling. Focusing on the role, functions, and responsibilities of management in a contemporary organization. (L)

MGMT 14—Entrepreneurship (3 units)  
Lecture: 54 hrs CSU  
Principles of establishing and managing a small business, including the preparation of a business plan; emphasis on goal-setting, types of business organizations, obtaining licenses and permits, financing options, accounting aspects, legal requirements, managing the enterprise, and other aspects in business entrepreneurship. Not open for credit to students with credit in AG 14. (L,M)

MGMT 15—Human Resource Management (3 units)  
Lecture: 54 hrs CSU  
Foundations for the contemporary theory and practices relating to the management of people; managing human resources within an organization; basic personnel processes. (L)

MGMT 35—Management Psychology (3 units)  
Lecture: 54 hrs CSU  
Assists students in understanding and applying theories of management and psychology to human behavior in the workplace; increases awareness of individual and group behaviors, conflict resolution, and organizational dynamics. (L)

OA 15B—Intermediate Keyboarding (3 units) CSU  
Lecture: 36 hrs; Lab 54 hrs  
Refinement of basic keyboarding skills and to complete more advanced level of document formatting to the intermediate level of competency. (L)

OA 15C—Advanced Keyboarding (3 units) CSU  
Lecture: 36 hrs; Lab 54 hrs  
Keyboarding skills development to the advanced professional level of document formatting to the advanced level of competency. (L)

OA 22—Machine Calculation (1.5 units) CSU  
Lecture: 22.5 hrs; Lab: 13.5 hrs  
Skill development in the operation of the electronic display and printing calculators. Functions include: addition, subtraction, multiplication, division, memory, percentages, and interest calculations to solve typical business problems. Speed and accuracy by touch method emphasized. (L,M)

OA 53—Filing(1 Unit)  
Lecture: 18 hrs; Lab: 9 hrs  
Introduction to the methods in coding and filing business correspondence for manual storage and retrieval; filing systems covered include alphabetic, serial numeric, terminal digit numeric, subject, and geographic. (L)

OA 61—Advanced Office Procedures(3 units)  
Lab: 54 hrs  
Develop and apply advanced level of principles, knowledge, and skills necessary for the proper operation of the automated office; emphasis is on higher level administrative assistant skills such as analysis, communication, decision-making, and supervision principles. Prerequisite: OA 15B. (LM)

## Marketing

MKT-13-Principles of Marketing (3 Units)  
Lecture: 54 hrs CSU  
This course is a general overview of marketing principles. The course covers the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational goals. Elements of the marketing environment such as, government regulation, environmental protection, competition, and consumer behavior will be analyzed. (L,M)

## Office Administration

### Student Learning Outcomes

- The student will effectively perform routine clerical, administrative, and business functions.
- The student will design and complete professional documents to support communications across the business environment.
- The student will be able to analyze and evaluate effective and appropriate office procedures.

OA 15A—Beginning Keyboarding (3 units)CSU  
Acquire basic beginning level of keyboarding and basic document formatting. (Repeatable: May be taken four times only.) (L)

# Chemistry

Contact: Julie Brown  
Phone: (530) 661-5779  
Counseling: (530) 661-5703

## Student Learning Outcomes

- Mathematical calculations in Chemistry Problem Solving
- Learning how to think and reason scientifically to solve real life problems
- Awareness of the Scientific Method as it relates to Chemistry

### CHEM 1A—General Chemistry (5 units)

Lecture: 54 hrs; Lab: 108 hrs CSU/UC UC-Unit Limit  
Fundamental principles of inorganic chemistry; nomenclature of inorganic compounds, chemical formulas, equations, and reactions; stoichiometry; structure of atoms, ions, and molecules and periodic table; oxidation-reduction and acid-base reactions; gas laws; thermochemistry and equilibrium. Prerequisite: CHEM 2A and MATH 52 with a grade of "C" or better or high school Chemistry with a grade of "B" or better. (L,M)

### CHEM 1B—General Chemistry (5 units)

Lecture: 54 hrs; Lab: 108 hrs CSU/UC UC-Unit Limit  
Principles of inorganic chemistry, including kinetics, thermodynamics, equilibrium, electrochemistry, and acid-base chemistry; descriptive chemistry and qualitative analysis. Prerequisite: CHEM 1A with a grade of "C" or better. (L,M)

### CHEM 2A—Introductory Chemistry (5 units)

Lecture: 54 hrs; Lab: 108 hrs CSU/UC UC-Unit Limit  
Introduction to fundamental principles of inorganic chemistry; structure and bonding, nomenclature, chemical equations and reactions, stoichiometry, acids, bases, and chemical equilibrium, redox, gases, solutions, and nuclear chemistry. Not open for credit to student with credit in CHEM 1A or equivalent. MATH 50 with a "C" or better strongly recommended. (L,M)

### CHEM 2B—Introductory Chemistry (4 units)

Lecture: 54 hrs; Lab: 54 hrs CSU/UC UC-Unit Limit  
Introduction to fundamental concepts of organic and biochemistry. Topics of instruction include (1) structure, nomenclature, and reactions of some organic compounds and drugs, (2) stereochemistry, (3) structure and metabolism of carbohydrates, lipids, proteins, enzyme activity and inhibition, nucleic acids and DNA, and (4) bioenergetics. Completion of this course along with CHEM 2A is designed to satisfy the requirements of those allied-health career programs which require two semesters of chemistry. Prerequisite: CHEM 1A or 2A. (L,M)

### CHEM 10—Concepts of Chemistry (3 units)

Lecture: 54 hrs CSU/UC UC-Unit Limit  
A survey of basic concepts and practices of chemistry. Designed for non-science majors desiring an introduction to fundamental chemistry concepts and skills. Not intended for students who will enroll in subsequent chemistry coursework. (L)

### CHEM 18A—Organic Chemistry for Health and Life Sciences (4 units)

Lecture: 54 hrs; Lab: 54 hrs CSU/UC  
Designed for students planning professional school studies in health and life sciences. A rigorous, in-depth presentation of basic principles with emphasis on stereochemistry and spectroscopy and preparations and reactions of aromatic and nonaromatic hydrocarbons, haloalkanes, alcohols and ethers. Reactions include SN1, SN2, E1 and E2. Prerequisite: CHEM 1B with a grade of "C" or better. (M)

### CHEM-18B Organic Chemistry for Health and Life Sciences (4 units)

Lecture: 54 hrs; Lab: 54 hrs CSU/UC  
This is a continuation course of Chem 18A designed for students planning professional school studies in health and life sciences. Emphasis on the preparation, reactions and identification of organometallic compounds, aldehydes, ketones, carboxylic acids, and their derivatives, alkyl and acyl amines, B-dicarbonyl compounds, and various classes of naturally occurring, biologically important compounds. Prerequisite: CHEM 18A with a grade of "C" or better. (M)

# Computer Science

Contact: Donna McGill-Cameron  
Phone: (530) 661-5759  
Counseling: (530) 661-5703

## Student Learning Outcomes

- The student will correctly apply data in the design of computer programs.
- The student will analyze computer application for accuracy and effectiveness.

### COMSC 10L—Computer Literacy (3 units)

Lecture: 36 hrs; Lab: 54 hrs CSU/UC  
Introduction to the computer and its applications. A survey of the history of computer hardware, software, social aspects and problem-solving techniques; hands microcomputer object oriented programming in will be examined. (L)

### COMSC 13—Computer Lab (0)

Lab: 36 hrs CSU  
Laboratory required for students enrolled in computer language courses. Corequisite: COMSC 6, 7, 9A, 9B, 10L, 11, 12 or 20.

### COMSC 20—Beginning Web Publishing with HTML (3 units)

Lecture: 36 hrs; Lab: 54 hrs CSU  
Fundamentals of web publishing using HTML, covering design, writing, and maintenance of webpages. Emphasis on real-life informational and interactive presentation to include testing, revising, and maintenance of web presentations on the World Wide Web.

# Cooperative Work Experience Education

Contact: Estelita Spears  
Phone: (530) 668-3696  
Counseling: (530) 661-5703

### CWEE 44—General Work Experience (v1-3 units)

Lab: 75-225 hrs CSU  
Coordination of on-the-job learning with college experience to develop desirable work habits, attitudes, and career awareness through supervised employment. Maximum of 6 units can be earned in General Work Experience during enrollment with a 3-unit maximum in any one semester. Maximum of 16 units can be earned in any combination of Work Experience (Occupational/General) and Internship enrollment. Those enrolling in this class are not eligible for other work experience/internship classes during the same semester. Co-requisite: Must have a paid job position. Grades are P/NP. (L)

### CWEE 45—Occupational Work Experience (v1-5.5 units)

Lab: 75-300 hrs CSU  
Coordination of on-the-job learning with college major to improve employment skills and career goals through supervised employment. Maximum of 16 units can be earned in Occupational Work Experience during enrollment at the college, with a 4-unit maximum in any one semester. Maximum of 16 units can be earned in any combination of Work Experience (Occupational/General) and Internship enrollment. Those enrolling in this class are not eligible for other work experience/internship classes during the same semester. Co-requisite: Must have a paid job position. Grades are P/NP. (L)



## Counseling

Contact: Cheryl Latimer, Jesse Ortiz and Estelita Spears  
Phone: (530) 661-5703

### Student Learning Outcomes

- As a result of discussing transfer with a counselor, a student will be able to identify online resources that they can utilize to facilitate their transfer process.
- Students will be able to identify courses needed for transfer through the development of an educational plan with a counselor.

### COUNS 10—College Success (3 units)

Lecture: 54 hrs

CSU/UC

Study skills and knowledge necessary to college success, including time management, memory techniques, note taking, reading skills, test-taking skills, critical thinking, writing, learning styles, diversity, communication skills, career planning, assessment, and other resources. (L)

### COUNS-15AR Orientation to College (0.5 unit)

Lecture: 9 hrs

CSU

Designed to provide students with information and skills to facilitate their transition to college. Familiarize students with the college community, rules, regulations, and policies. Introduces the use of student and campus services. Develop a thorough understanding of program requirements and the knowledge necessary for sound educational planning. (Repeatable: May be taken four times only.) (L)

### COUNS-15BR Orientation to College (0.5 unit)

Lecture: 9 hrs

CSU

Designed to provide students with information and skills to facilitate their transition to college. Familiarize students with the college community, rules, regulations, and policies. Introduce the use of student services. Develop a thorough understanding of program requirements and the knowledge necessary for sound educational planning. (L) (Repeatable: May be taken four times only.)

### COUNS 22—Peer Advising Seminar (2 or 3 units)

Lecture: 36 hrs = 2 units

CSU

Lecture: 54 hrs = 3 units

Designed for Peer Advisors. Methods of working with students from a wide variety of backgrounds, with the emphasis on individualized assistance to help in all areas of counseling: orientation to materials and resources; development of interpersonal skills. Grades are P/NP. (L)

### COUNS 25—Career Planning and Development (3 units)

Lecture: 54 hrs

CSU

Survey of techniques of career exploration and selection. In the context of a study of the changes that occur during a typical life span, each student will construct a personal profile of current and projected interests, aptitudes, skills, values, personality, and life and personal circumstances. Not open for credit to student with credit in GNBUS 25. (L)

### COUNS 30—Transfer Preparation (2 units)

Lecture: 36 hrs

CSU

Preparation for a successful transfer experience to a university; emphasis on understanding the public and private university systems in California. (L)

### COUNS 45—Career - College Planning (1 unit)

Lecture: 18 hrs

CSU

Designed to assist student in the decision-making process as it relates to maximizing potential in career, education, and personal development. Contact Counseling Department to schedule an appointment within one week after adding class. Grades are P/NP. (L)

### COUNS 56—Effective Parenting (1 unit)

Lecture: 18 hrs

Development of effective parent-child relationships. Topics include behavior, emotions, encouragement, and communications. Grades are P/NP. (L) Not open for credit to student with credit in ECE 56.

## Course "47" or "97" or "197" or "297"

### 47 OR 97 OR 197 OR 297--SPECIAL TOPICS (.5 to 3 units)

Exploration of selected areas or topics in a subject area. Procedures for implementing the course involve cooperative planning by instructor, Division Dean or Executive Dean, and Vice President of Instruction. Course "47" is intended for transfer and meets the definition of a baccalaureate-level course. Course "97" is not intended for transfer but is of the associate degree level. Course "197" non-associate degree credit basic skills remedial courses intended to prepare students to succeed in courses at the associate degree level. Course "297" non-associate degree credit courses that are either vocational courses intended to prepare students for postsecondary vocational education or for occupations not requiring associate degree level skills for entry; or academic development courses, other than remedial basic skills, intended to prepare students to succeed in associate degree level course work. On the transcript, the course will be shown with a regular department prefix, viz Art 47, followed by a title.

## Course "48"

### 48A-B-C-D--INDEPENDENT STUDIES (1 to 4 units)

These courses are used whenever circumstances warrant offering courses not yet part of an established curriculum. For example, media courses which are offered as Independent Studies requiring prior approval by the Chancellor's Office. Other Independent Studies courses may originate from the needs and curiosities of groups of students and faculty to study areas of mutual interest and concern. Media courses will be developed by the Instructional Services Division/or the Northern California Telecommunications Consortium. Students and faculty may identify areas of interest not taught in other courses to: (1 unit) Describe problems within identifiable areas of interest; (2 units) use procedures likely to develop further knowledge; (3 units) develop ways of acting on basis of new knowledge; and (4 units) use integrated approach to solution of problems. These courses are intended for transfer and meet the requirements of a baccalaureate-level course.

## Course "49"

### 49R--SPECIAL PROJECTS (1 unit)

When special circumstances warrant offering a special course to the individual student outstanding in a particular area, an instructor, with approval, may register a student in an individual Special Projects course which will be identified by the name of the department, the course number of "49", and the title "Special Projects." Registration in the course involves signing a contract under which the student and instructor agree upon the accomplishment which must be demonstrated by the student in order to receive credit, and which is approved by the cognizant Division Dean or Executive Dean and Vice President of Instruction. These courses are intended for transfer and meet the requirements of a baccalaureate-level course. Grades are P/NP. (Repeatable: May be taken four times in the area only.)

## Digital Media

Contact: Al Konuwa  
Phone: (530) 661-4222  
Counseling: (530) 661-5703

Combining classroom experience with real-world projects, this program is designed for students seeking entry level employments in digital video production, video editing, and motion graphics design. Students create persuasive, informational, educational and entertainment-based video, audio, and motion graphic content for use in multimedia, web, broadcast, and live event projects. Students are prepared to become production, digital video editors, motion graphic artists, videographers and multimedia specialists. This program has the potential to enhance existing job skills or build a new vocation.

### Student Learning Outcomes

- Critique motion graphic design works.
- Conceive visual solutions for successful visual communication.
- Analyze and implement design principles relevant to motion graphic design.
- Synthesize concepts of motion graphic design and apply them to visual compositing, animation, graphic design and digital video.
- Combine various technical skills in the field of motion graphic design.

### DIGITAL MEDIA

#### (Certificate of Achievement)

#### Required Courses

#### Units

DGMD 60 Career in Motion Graphic Design.....	2
DGMD 50R Introduction to Design and Typography for Motion Graphic Design.....	4
DGMD 51AR Animation for Motion Graphic Design.....	4
DGMD 52AR Digital Video Production for Motion Graphic Design.....	5
DGMD 51BR Advanced Animation for Motion Graphic Design.....	5
DGMD 52BR Compositing for Motion Graphic Design.....	5

Total units required .....25

### DGMD 50—Intro to Design & Typography for Motion Graphics

(4 units)

Lecture: 18 hrs; Lab: 162 hrs

Introduction to the principles of design and typography for motion graphics. Basic Computer skills are recommended. (C)

### DGMD 51A—Intro Digital Media: Animation for Motion Graphic Design

(4 units)

Lecture: 36 hrs; Lab: 108 hrs

Introduction to the principles and application of the software and techniques used to create motion graphics animations for commercial, broadcast, film title and music video. Basic computer skills are recommended. (C)

### DGMD 51B—Digital Media: Advanced Animation for Motion

Graphic Design (5 units)

Lecture: 54 hrs; Lab: 108 hrs

Introduction to advanced principles and application of the software and techniques used to create motion graphics animations for commercial, broadcast, film title and music video. Pre-requisite: DGMD 51A. (C)



**DGMD 52A—Intro to Digital Media: Digital Video Production for Motion Graphic Design** (5 Units)  
Lecture: 54 hrs; Lab: 108 hrs  
Introduction to the principles and operation of digital video cameras and digital non-linear editing software and application of techniques used to create, capture, and edit digital film for integration in motion graphic design projects. Basic computer skills are recommended. (C)

**DGMD 52B—Digital Media: Compositing for Motion Graphic Design** (5 units)  
Lecture: 54 hrs; Lab 108 hrs  
Introduction to the principles of visual effects and compositing and the application of software and techniques used to create 2D and 3D elements for use in visual effects and for integration in motion graphic design projects. Pre-requisite: DGMD 52A. (C)

**DGMD 60—Digital Media Careers in Motion Graphics** (2 units)  
Lecture: 36 hrs  
Overview of Motion Graphic Design as a profession: includes motion graphic design principles and techniques, visual effects compositing, workflow and commonly used software and hardware. Basic computer skills are recommended. (C)

## Early Childhood Education

Contact: Jeannine Mullin  
Phone: (530) 661-5760  
Counseling: (530) 661-5703  
Degree Offered: A.S.- Early Childhood Education  
Certificates Offered: Child Development Associate Teacher\*, Child Development Teacher, Diversity in ECE, Infant and Toddler, Pediatric First Aid/CPR and School Age Children

Training and experience in Early Childhood Education provides several career options.

### Student Learning Outcomes

- Develop and refine both non-verbal and verbal communication skills to enhance professionalism when working with children, families, and co-workers in the child care field.
- Evaluate and analyze the use of different developmental theories and instructional strategies that encourage development of critical thinking, problem solving, and performance skills when working with children and families.
- Students will learn and practice professional ethics, personal and social responsibility, and effective team membership in their work as child care professionals.

### EARLY CHILDHOOD EDUCATION (Associate in Science)

First Semester	Units
ECE 1A Preschool Teaching Practices (Programs) .....	3
ECE 3 Child Growth/Development .....	3
ECE 11 Observation and Assessment.....	3

### Second Semester

ECE 1B Preschool Teaching Practices (Curriculum) .....	3
ECE 31 Child, Family, Community .....	3
ECE 46 Field Experience .....	3

### Third & Fourth Semesters

Additional ECE Electives .....	6
<b>Total units required for degree major .....</b>	<b>24</b>
ECE 2A Administration of Children's Centers (recommended)	

**FAMILY DAY CARE PROVIDER** – Many WCC ECE courses provide valuable training for the in-home child care provider, i.e. ECE 3, 1A, 1B, 31, and electives. The California Resource and Referral Network conducts orientations for prospective providers. Call your local Resource and Referral Agency for details. To become a licensed provider, contact your county Community Care Licensing Division at <http://www.cclcd.ca.gov/>.

### Director of Private Day Care Center/Preschool Options

Requires 15 postsecondary units, the same 12 units as listed in above, plus ECE 2A Administration of Children's Center.

Other requirements for the director include:

- a. High school graduation or GED, and at least four years of teaching in a licensed child care or comparable group child care program; or b. Associate degree with a major or emphasis in early childhood education or child development and at least two years of teaching experience in a licensed child care center; or c. A bachelor's degree with a major or emphasis in early childhood education or child development and at least one year of teaching experience in a licensed child care center. To apply for a license to operate private day care center, write to State of California Health/Welfare Agency, Department of Social Services, Community Care Licensing.

### CHILD DEVELOPMENT TEACHER (Certificate of Achievement)

These programs are required to possess the California Child Development (Teacher) Permit issued by Commission on Teacher Credentialing. After completing required course work of 40 total units and 175 days of experience, apply for the permit at local county schools office.

Required Courses	Units
ECE 1A Preschool Teaching Practices (Programs) .....	3
ECE 1B Preschool Teaching Practices (Curriculum) .....	3
*ECE 1C Positive Social Dev. in Young Children (Guidance).....	3
ECE 3 Child Growth/Development .....	3
*ECE 7A Creative Materials OR 7B Worldwide Arts.....	3
*ECE 10 Health, Safety, and Nutrition .....	3
*ECE 11 Observation and Assessment .....	3
ECE 31 Child, Family, Community .....	3
*ECE 46R Field Experience .....	3
<b>Total units required.....</b>	<b>27</b>
ECE 2A Administration of Children's Centers ( <i>strongly recommended</i> )	

# Programs and Courses

PLUS GENERAL EDUCATION ELECTIVES. 16 diversified units with at least one course in each of the following General Education (graduation requirement) areas: Humanities, Social Science, Mathematics or Natural Science, and English 1A.

EXPERIENCE. In addition to specified courses, 175 days (3 or more hours per day) of experience. Renewals are issued for five-years with verification of 105 hours of professional development.

\*ECE 11, 10, 1C, 46 are required for certificate only. The Child Development Teacher Permit can be obtained with ANY 12 ECE elective units after completion of ECE 3, 31, 1A, 1B.

## DIVERSITY IN ECE (Certificate of Achievement)

Required Courses	Units
ECE 1A Preschool Teaching Practices (Programs) .....	3
ECE 1B Preschool Teaching Practices (Curriculum) .....	3
ECE 3 Child Growth/Development .....	3
ECE 6 Early Childhood Language Dev.....	3
ECE 7B Worldwide Arts for Children .....	3
ECE 11 Observation and Assessment.....	3
ECE 23 Cultural Diversity in ECE Classrooms OR	
ECE 27 Early Childhood Multicultural Curriculum and Issues .....	3
ECE 31 Child, Family, Community .....	3
SPECH 8 Intercultural Communications.....	3
<b>Total units required .....</b>	<b>27</b>
<b>Additional ECE Recommended courses:</b>	
ECE 5 Physical Activities for Young Children.....	1
ECE 16 Preschool Music Activities.....	1
ECE 25 Group Experience in Outdoor Environment.....	3
ECE 39 Children's Literature.....	3
ECE 83 Techniques of Storytelling.....	1

## INFANT AND TODDLER (Certificate of Achievement)

Required Courses	Units
ECE 1A Preschool Teaching Practices (Programs) .....	3
ECE 1B Preschool Teaching Practices (Curriculum) .....	3
ECE 3 Child Growth and Development .....	3
ECE 10 Health, Safety, Nutrition .....	3
ECE 11 Observation and Assessment.....	3
ECE 31 Child, Family, Community .....	3
ECE 33 Infants/Toddlers .....	3
ECE 46 Field Experience (with Infants/Toddlers) .....	3
Additional ECE electives .....	2
<b>Total units required .....</b>	<b>26</b>
<b>Recommended ECE courses:</b>	
ECE 17 Preschoolers with Exceptional Needs .....	3
ECE 23 Cultural Diversity in ECE Classrooms .....	0.5

## PEDIATRIC FIRST AID/CPR (Certificate of Training)

Required Courses	Units
ECE 210R California Child Care Health Safety .....	0.5

## SCHOOL AGE CHILDREN (Certificate of Achievement)

Required Courses	Units
ECE 1A Preschool Teaching Practices (Programs) .....	3
ECE 1B Preschool Teaching Practices (Curriculum) .....	3
ECE 3 Child Growth/Development .....	3
ECE 7A Creative Materials .....	3
ECE 11 Observation and Assessment.....	3
ECE 14 The School Age Child.....	3
ECE 31 Child, Family, Community .....	3
ECE 46R Field Experience (with School-Age Children) .....	3
<b>Additional ECE electives .....</b>	<b>3</b>
<b>Recommended:</b>	
ECE 1C Positive Social Dev. in Young Children (Guidance) .....	3
ECE 5 Physical Activities for Young Children .....	1
ECE 25 Group Experience/Outdoor Env. ....	3
<b>Total units required .....</b>	<b>27</b>

ECE 1—Introduction to ECE Curriculum (1 unit)  
Lecture: 18 hrs CSU  
Introduction to the early childhood center environment and playgrounds and appropriate curriculum activities for young children. Developmentally appropriate practices and activities in all areas of learning will be introduced and explored. Examples of planning for short-term and long-term projects, with appropriate evaluation and documentation will be given. Grades are P/NP. (L)

ECE 1A—Principles and Practices Teaching Young (3 units)  
Lecture: 54 hrs CSU  
An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching and teaching strategies in supporting physical, social, creative and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity. Co-requisite: ECE 3 or Concurrent. Pre-requisite: ECE 3 or concurrent. (L)

ECE 1B—Preschool Teaching Practices (Curriculum) (3 units)  
Lecture: 54 hrs CSU  
This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age six. Students will examine teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. Prerequisite: ECE 1A (L)



## ECE 1C—Positive Social Development in Young Children (Guidance) (3 units)

Lecture: 54 hrs

CSU

Designed to help teachers and caregivers of young children to establish relationships with children and apply principles of behavior management. Basic principles include helping young children develop positive self-esteem, enter into group play, form friendships and learn prosocial behavior. (L)

## ECE 2A—Administration of Children's Centers (3 units)

Lecture: 54 hrs

CSU

Administrative skills, knowledge, and techniques needed to organize and operate a child development center. Emphasis on budget, program management, regulatory laws, and development of policies and procedures. (L)

## ECE 2B—Administration of Children's Center (3 units)

Lecture: 54 hrs

CSU

This course examines administrative skills, knowledge and techniques needed for effective supervision to organize, manage and operate a child development center. This includes staff development and staff relations. There will be an emphasis on the role of program director, site supervisor or owner while studying management theory, budget, personnel policies, procedures, regulatory laws, working with families and professional ethics and growth. (L)

## ECE 3—Child Growth and Development (3 units)

Lecture: 54 hrs

CSU

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. Designed as a foundation course for careers in ece, education, human services, health and related fields. (L)

## ECE 5—Physical Activities for Young Children (1 unit)

Lecture: 18 hrs

CSU

Designed to give adults working with preschool and school-age children a variety of hands on activities useful in creating stimulating outdoor environments. Students will practice using equipment like bean bags and hula hoops as well as becoming familiar with games from diverse ethnic groups. Not open for credit to student with credit in PE 5. (L)

## ECE 6—Early Childhood Language Development (3 units)

Lecture: 54 hrs

CSU

Language development and influences in early childhood including theories of language acquisition, interrelatedness of growth, stages of development, and appropriate curriculum for enhancing speaking, listening, pre-reading, and pre-writing skills. (L)

## ECE 7A—Creative Materials (3 units)

Lecture: 45 hrs; Lab: 27 hrs

CSU

Creative activities for young children (2-8 years old), including the planning and implementation of painting, drawing, printmaking, weaving, stitchery, batik, collage, sculpture, puppet-making, and modeling materials. Not open for credit to student with credit in ART 7 or ART 7AR. (L)

## ECE 7B—Worldwide Arts for Children (3 units)

Lecture: 45 hrs; Lab: 27 hrs

CSU

Multicultural/ethnic art activities for young children including planning and integrating projects across the curriculum. Construction of age-appropriate art objects representative of cultures and regions in West Africa, the Middle East, Europe, Asia, Mexico, Central America, South America, Caribbean Islands, the United States, and Canada. Not open for credit to student with credit in Art 23 or 7B. (L)

## ECE 9—Children's Cooking Activities (1 unit)

Lecture: 18 hrs

CSU

Process of cooking as it relates to the developmentally oriented early childhood curriculum; cooking activities that promote language acquisition, cognitive development, psycho-motor skills, and social and emotional growth. Includes the importance of good nutrition education and how to prepare nutritious snacks and simple meals. Grades are P/NP. (L)

## ECE 10—Health, Safety, and Nutrition (3 units)

Lecture: 54 hrs

CSU

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children. (L)

## ECE 11—Observation and Assessment (3 units)

Lecture: 54 hrs

CSU

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods are explored. Child observations will be conducted and analyzed (L)

## ECE 12—Science for Young Children (1 unit)

Lecture: 18 hrs

CSU

Designed to provide teachers and caregivers of young children with principles of appropriate science curriculum. Emphasis on informal science experiences and the cognitive connections made by young children as they observe, manipulate, process, and communicate. Classroom organization and management, readily-found materials, and connections with other curriculum areas are also included. (L)

## ECE 14—The School Age Child (3 units)

Lecture: 54 hrs

CSU

Developmental characteristics and needs of the 5-12 year old child at home or in a group care setting. Includes developmental stages, program environment, developmentally appropriate curriculum, activities and materials, meeting the needs of families, classroom management, communication techniques, administrative requirements, skills, and characteristics of caregivers. (L)

## ECE 16—Preschool Music Activities (3 units)

Lecture: 54 hrs

CSU

Provides a foundation for musical experiences to involve young children in music by developing listening skills, movement, signing, playing an instrument, and incorporating the three basic element of rhythm, melody, and harmony. Student build a resource file and create developmentally appropriate lesson plans that include music activities for transitions and cultural diversity. Introduces a variety of instruments appropriate for young children. Grades are P/NP. (L)

## ECE 17—The Exceptional Child (3 units)

Lecture: 54 hrs

CSU

Focuses on identification of children with special needs, resource and referral, full inclusion, activities and teaching strategies within the preschool setting. Typical and exceptional development, family partnerships, the Individual Education Plan (IEP) and Individual Family Service Plan (IFSP), and approaches to environment, behavior, and planning are topics for individual and group study. (L)

## ECE-21 Music Skills for Pre-Ed Majors (3 units)

Lecture: 54 hrs

CSU

Development and application of basic music skills; study of notation, rhythm, melody, harmony, keyboard, recorder, and autoharp. For education majors and others who have no previous experience in reading or playing music notation. At least one hour per week of music skills drill required. Not open for credit to student with credit in MUSIC 1. (L)

# Programs and Courses

## ECE 22—Developing Number Concepts (1 unit)

Lecture: 18 hrs

CSU

This course focuses on ways adults can help make mathematical concepts meaningful to preschool and kindergarten children rather than emphasizing counting and number recognition. Students will explore and construct various games and activities for the early childhood classroom and home. Grades are P/NP. (L,M)

## ECE 23—Cultural Diversity in ECE Classrooms (0.5 unit)

Lecture: 9 hrs

CSU

Strategies for working with children and families of culturally diverse backgrounds; emphasis on self-awareness; guidelines for classroom materials, curriculum, and resources. Grades are P/NP. (L)

## ECE 25—Group Experience in Outdoor Environments (3 units)

Lecture: 54 hrs

CSU

Developing creative outdoor learning environments including playgrounds, activities and cooperative games. Circle time or daily planned group experiences will also be explored and developed through integrated, thematic instruction. (L)

## ECE 27—Teaching in a Diverse Society (3 units)

Lecture: 54 hrs

CSU

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self-evaluation and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. (L)

## ECE 31—Child, Family, and Community (3 units)

Lecture: 54 hrs

CSU/UC

An examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal, relationships that support and empower families. Not open for credit to student with credit in FCS 31. (L)

## ECE 32—Parenting (3 units)

Lecture: 54 hrs

CSU

Techniques and advice encouraging a positive parenting style and effective child-rearing procedures, interaction patterns and levels of communication between family members and care giver. Not open for credit to student with credit in FCS 32. (L)

## ECE 33—Infants and Toddlers (3 units)

Lecture: 54 hrs

CSU

Introduction to infants and toddlers birth to three years, including growth and development through and understanding of biology and environment. Emphasis will be placed on the appreciation of the interrelatedness of theory and application, and consider infants and toddlers in group care situations, multicultural approaches to care, and infants-toddlers with special needs. (L)

## ECE 37—Adult Supervision (2 units)

Lecture: 36 hrs

CSU

Methods and principles of supervising student teachers in the ECE classrooms. Emphasis is on the role of experienced classroom teachers who function as Mentors to new teachers while simultaneously addressing the needs of children, parents, and other staff. Satisfies adult supervision requirement for State Department of Social Services. (L)

## ECE 39—Children's Literature (3 units)

Lecture: 54 hrs

CSU

An introduction to children's literature: history, elements, and types of books of interest to children from birth through eight years old. Students will read, share, and plan activities around classical, cultural, and award-winning books. Methods of selecting and evaluating books will be applied. Not open for credit to student with credit in ENGL 39. (L)

## ECE 41—Child Guidance and Discipline (1 unit)

Lecture: 18 hrs

CSU

Introduces the major theories of social, emotional, and moral development with particular emphasis placed on the implications of the utilization of a developmental approach to child guidance and discipline in the preschool setting. Grades are P/NP. (L)

## ECE 46—Field Experience - Preschool (3 units)

Lecture: 18 hrs; Lab: 108 hrs

CSU

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Student will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. Tuberculosis clearance for admission; ECE 1B may be taken previously or concurrently. Pre-requisite: ECE 1A and ECE 3. (L)

## ECE 46A—Practicum Field Experience - Infant/Toddler (3 units)

Lecture: 18 hrs; Lab: 108 hrs

CSU

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment promote positive development and learning for infants and toddlers. (L)

## ECE 46B—Practicum Field Experience - School Age Children (3 units)

Lecture: 18 hrs; Lab: 108 hrs

CSU

Provide practical experience for the student teacher in an early childhood program with emphasis on school age children, under qualified supervision. Tuberculosis clearance required for admission; ECE 1B & ECE 14 may be taken previously or concurrently. Prerequisites: ECE 1A and ECE 3. (L)

## ECE 46C—Practicum - Children with Special Needs (3 units)

Lecture: 18 hrs; Lab: 108 hrs

CSU

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Student will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children, with emphasis on children with special needs. Prerequisites: ECE 1A and Tuberculosis clearance required for admission; ECE 1B & ECE 17 may be taken previously or concurrently. (L)

## ECE 51R—Special Topics in ECE (.5 to 2.5 units)

Lecture: 9 hrs; .5 unit

Lecture: 18 hrs; 1 unit

Lecture: 27 hrs; 1.5 units

Lecture: 36 hrs; 2. Units

Lecture: 45 hrs; 2.5 units

Contemporary issues and practices for teachers and caregivers in the early childhood area, including curriculum, health and safety, legislation and advocacy, licensing regulations, and other related subjects. Students will apply the principles to their own work setting and age groups. Grades are P/NP. (L)

## Economics

### ECE 56—Effective Parenting (1 unit)

Lecture: 18 hrs

Development of effective parent-child relationships. Topics include behavior, emotions, encouragement, and communication. Grades are P/NP. (L) Not open for credit to students with credit in COUNS 56.

### ECE 59—Child Abuse: Causes, Effects, Remedies (0.5 unit)

Lecture: 9 hrs

Overview of the nature and types of child abuse and its effects. Procedures for reporting child abuse and crisis counseling. Grades are P/NP. (L)

### ECE 83—Techniques of Story Telling (1 unit)

Lecture: 18 hrs

Methods of effective story-telling, including classroom use and ways to develop stories. Students will produce at least one story. Grades are P/NP. (L)

### ECE 210—California Child Care Health Safety Course (0.5 unit)

Lecture: 9 hrs; Lab: 9 hrs

Designed to meet requirements of Assembly Bill 962 subject matter. relates to child day care and is appropriate for anyone dealing with children on a regular basis where knowledge of CPR, Pediatric First Aid, and Health and Safety Training may be needed. Satisfies all requirements of the American Red Cross California Childcare Course. Grades are P/NP. Not open for credit to student with credit in AJ 210

## Ecology

Contact: Barbara Rhode, Ralph Robinson

Phone: (530) 668-3686, (530) 661-5799

Counseling: (530) 661-5703

### Student Learning Outcomes

- Identify and apply the steps of the scientific method in order to design and conduct laboratory or field experiments, collect and analyze results, and solve problems in the biological sciences.
- Identify and apply the central concepts, hypotheses, and theories that comprise the major areas of the biological sciences, including cell and organism structure and function, evolution, and ecology.
- Communicate biological information in oral and/or written form (scientific lab reports, oral presentations, posters, research proposals, etc.), using appropriate oral and written presentation formats, proper scientific terminology, and appropriate use and evaluation of primary literature and/or news media reports.

### ECOL 10—Environment-Concepts and Issues (3 units)

Lecture: 54 hrs

CSU/UC

Ecology studies the interaction and interdependence among living organisms in their environment. The course presents fundamental scientific principles in examining how natural ecosystems function and how human actions affect natural ecosystems. Emphasis is placed on the role of science in determining causes and in contributing solutions to local and global environmental problems. (L)

### ECOL 12—Marine Ecology (3 units)

Lecture: 54 hrs

CSU/UC

An introduction to the physical marine environment, marine life, and the interactions between the two. Course also includes a study of human impact upon the marine environment. including human interaction in the marine environment. (L)

Contact: Donna McGill-Cameron

Phone: (530) 661-5751

Counseling: (530) 661-5703

Economic wisdom is nearly proverbial, but in a negative sort of way. Despite this prevailing prejudice, economics does have useful lessons for understanding the world. The purpose of the economics program is to contribute to this understanding. The courses are aimed at providing a basic level of sophistication in economic matters that will help to explain both the U.S. and global economies. Thus the program is divided into the traditional categories of macro-economics: How governments act to constrain or release economic forces (ECON 1A); and micro-economics: How individuals and businesses operate in the context of supply and demand (ECON 1B). Course topics and terms that are frequently encountered in newspapers, both on the front page and in the business section, will be explained: Supply and demand, interest rates, wages, financial markets, public goals versus private interests, regulation and deregulation, unemployment, the poverty level, inflation, trade balances, budget and deficits, taxation, exchange rates, and the new "global economy."

### Student Learning Outcomes

- The student will analyze specific economic markets to explain and predict changes in price and economic behavior.
- The student will be able to identify various international policy options using economic terminology when given an economic problem.
- The student will demonstrate an understanding of individual choices as they relate to overall economic systems.

### ECON 1A—Elementary Economics-Macro (3 units)

Lecture: 54 hrs

CSU/UC

Economic principles, problems, and policies. Theories related to various economic problems and policies, i.e., inflation, recession, taxation, poverty, agriculture, economic development, and the environment; includes possible solutions to these problems; emphasizes macro economics. (L)

### ECON 1B—Elementary Economics-Micro (3 units)

Lecture: 54 hrs

CSU/UC

Economic principles, problems, and policies. Theories include price theory or theory of the firm, labor economics, foreign trade, and comparative economic systems. Emphasizes micro economics. (L)

## Education

EDUC 1—Introduction to Teaching with Field Experience (3 units)

Lecture: 54 hrs

CSU/UC

Prospective teachers are placed in selected K-12 schools that have been recognized for exemplary practices and whose student population represents California's diversity. Course content includes a review of California Standards for the Teaching Profession, review of cognitive and learning studies, current issues in K-12 education, characteristics of successful teachers, and effective communication skills for the teaching profession. (L)

## Emergency Medical Technician

Contact: Leslie Deniz

Phone: (530) 661-6207

Counseling: (530) 661-5703

Certificates Offered: EMT-1, EMT-1 Refresher

The Emergency Medical Technician class prepares students to take the certification examination as an EMT-1 and meet State EMT-1 training standards. In addition, the class provides for review and updating of information and skills necessary for recognition and pre-hospital care of medical emergencies, satisfying State EMT-1 Refresher requirements.

### Student Learning Outcomes

- Demonstrate and confirm knowledge of current information they need to work in the field of emergency medicine as an EMT.
- Comprehend and achieve the basic educational requirements for most paramedic programs in the state and country. Most paramedic programs will require at least 1 year work experience as an EMT on an ambulance as an application requirement for Paramedic school.
- Demonstrate and incorporate professional values and standards for medical personal that the industry requires in pre-hospital emergency medicine.

### EMT-1

(Certificate of Training)

#### Required Courses

#### Units

EMT 61 Emergency Medical Technician I .....6

EMT 61—Emergency Medical Technician I (6 units)

Lecture: 80 hrs; Lab: 80 hrs

Prepares students to take certification examination as an EMT 1. Designed to provide the student with information and skills assessment necessary for pre-hospital care of medical and traumatic emergencies. Includes AED instruction. Satisfies National Registry instruction and State requirements for EMT 1 certification training standards. Pre-requisite: Current CPR Certification. Not open for credit to student with credit in FIRSC 53, 56, EMT 51 or 53. (L) (Repeatable: may be taken four times only.)

### EMT-1 REFRESHER

(Certificate of Training)

#### Required Courses

#### Units

EMT 252 EMT-1A Refresher .....1

EMT 252—EMT-I Refresher (1 unit)

Lecture: 16 hrs; Lab: 8 hrs

Designed to provide the student with review, update of information, and skills assessment necessary for pre-hospital care of medical and traumatic emergencies. Includes AED instruction. Satisfies National Registry Instruction and State requirements for EMT-1 refresher certification. Must meet above prerequisites or possess current certification as and EMT, current CPR Certification for Healthcare Provider or Professional Rescuer. Prerequisite: EMT 53 or EMT 51 or EMT 61 or FIRSC 53 and EMT 54, or current certification as EMT IFS and EMT 63. Grades are CR/NC.

## English

Contact: Kevin Ferns

Phone: (530) 661-5798

Counseling: (530) 661-5703

Degree Offered: A.A.- English

### Student Learning Outcomes

- Interpret, analyze, or respond to the writing of others and incorporate the ideas of others in their own writing.
- Write clearly and concisely on assigned topics consistent with and appropriate for the intended audience and purpose.

### ENGLISH

(Associate in Arts)

#### Required Courses

#### Units

ENGL 1A College Composition and Reading .....4

ENGL 1B Critical Thinking and Writing About Literature .....3

ENGL 30B Introduction to American Literature .....3

ENGL 46B Intro to English Literature II .....3

Plus 6 additional units selected from:

ENGL 1C, 31, 36, 37, 39, or 43.....6

Total units required for degree major .....18

ENGL 1A—College Composition and Reading (4 units)

Lecture: 72 hrs

CSU/UC

Development of analytical reading and the writing of college-level essays, including critical analysis, rhetorical forms, and collegiate research. Prerequisite: Satisfactory score on Placement Examination or a grade of "C" or better in ENGL 51. (L)



# Programs and Courses

## ENGL 1B—Critical Thinking/Writing About Literature (3 units)

Lecture: 54 hrs

CSU/UC

Critical thinking and writing about literature; develops critical thinking, reading, and writing skills applicable to the analysis of prose, poetry, drama, and criticism from diverse cultural sources and perspectives; emphasis on the techniques and principles of effective written argument; some research required. Prerequisite: ENGL 1A with a grade of "C" or better. (L)

## ENGL 1C—Critical Thinking/Advanced Composition (3 units)

Lecture: 54 hrs

CSU/UC

Principles of critical thinking, reading, and writing beyond freshman composition; focuses on the principles of, and the development of, logical and analytical reasoning, argumentative writing, and on the principles of rhetoric (invention, arrangement, style, memory, delivery, modes of discourse, audience). Prerequisite: ENGL 1A with a grade of "C" or better. (L)

## ENGL 2—Oral Interpretation of Literature (3 units)

Lecture: 54 hrs

CSU/UC

Introduction to the analysis and interpretation of literature for oral reading. Encourages a deeper richer experience of prose, poetry, and drama. Enables sharing the love of literature in the oral tradition. Prerequisite: ENGL 51 or passing score on English Placement Exam and appropriate skills. Not open for credit to student with credit in SPEECH 2. (L)

## ENGL 23—Literature Through Film (3 units)

Lecture: 54 hrs

CSU

A close analysis of selected themes in literature and its fundamental elements as interpreted on film. Students view and analyze film interpretations of the traditional genres of fiction, poetry, and drama. (L)

## ENGL 30A—Introduction to American Literature I (3 units)

Lecture: 54 hrs

CSU/UC

Survey of American Literature from its beginning in 1620 to 1865. Writers include, among others, Bradstreet, Taylor, Franklin, Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, Dickinson. Special attention will be paid to major literature genres, themes, and historical backgrounds.

## ENGL 30B—Introduction to American Literature II (3 units)

Lecture: 54 hrs

CSU/UC

Survey of American Literature from 1865 through the Twentieth Century. Writers include, among others, Clemens, James, Wharton, Frost, Faulkner, Hughes, Lowell, Warren, Walker, Brooks, Wright, and Rich. Special attention will be paid to major literature genres, themes, and historical backgrounds. (L)

## ENGL 31—Creative Writing (3 units)

Lecture: 54 hrs

CSU/UC

Emphasizes principles of writing poetry, short fiction and/or nonfiction, and drama. Students write in prescribed forms and in experimental forms of their own choosing. Work done in the course may be contributed to the college literary magazine. Prerequisite: ENGL 51. (L)

## ENGL 33—History of Film (3 units)

Lecture: 54 hrs

CSU/UC

Chronological survey of the motion picture; traces the development of the art, technology and social importance of film during the last 100 years; screenings of significant and representative documentary and experimental films from the silent to modern era. Not open for credit to student with credit in HUMAN 33 or THART 33.

## ENGL 34—Introduction to Film (3 units)

Lecture: 54 hrs

CSU/UC

Study of film as art and its influence on society; including interpretation, criticism and technical developments; students view and discuss full-length feature films. Not open for credit to student with credit in HUMAN 34 or THART 34.

## ENGL 36—American Ethnic Voices (3 units)

Lecture: 54 hrs

CSU/UC

Survey of selected American ethnic writers of African, European, Native American, Central/South American, Mexican-American, Asian, and Middle Eastern descent, focusing on how these writings contribute to the dialogue of American voices and how the writings both reflect and shape a definition of American culture. (L)

## ENGL 37—Women's Voices (3 units)

Lecture: 54 hrs

CSU/UC

A survey of selected women's literature from a variety of different ethnic group in the United States and/or the world touching on historical and ancient cultures as a foundation for understanding contemporary women's literature. Not open for credit to student with credit in WOMEN 37. (L)

## ENGL 38—Classic and Contemporary Youth Literature (3 units)

Lecture: 54 hrs

CSU/UC

Social-historical context and tools for analyzing literature directed toward young readers. Emphasizes contemporary U.S. texts, classic works, and the origins of youth literature (including fables, folk tales and fairy tales). Explores subgenres and literary elements common to young adult literature, including fantasy and the quest. Emphasizes literature from diverse authors and communities, and the impact of this literature on the psychological, sociological, and cultural growth for young readers.

## ENGL 39—Children's Literature (3 units)

Lecture: 54 hrs

CSU

Introduction to children's literature: history, elements, and types of books of interest to children from birth through eight years old. Students will read, share, and plan activities around classical, cultural, and award-winning books. Methods of selecting and evaluating books will be applied. Not open for credit to student with credit in ECE 39. (L)

## ENGL 42—Introduction to Shakespeare (3 units)

Lecture: 54 hrs

CSU

Introduction to the major works of William Shakespeare with special attention to tragedies, comedies and histories. (L)

## ENGL 43—Shakespearean Festival (1 or 2 units)

Lecture: 18 hrs; Lab: 18 hrs = 1 unit

CSU

Lecture: 36 hrs; Lab: 36 hrs = 2 units

Study of literature through reviewing, analyzing, and viewing selected plays of Shakespeare and other major playwrights offered at the Ashland Shakespearean Festival. Students are responsible for transportation, lodging, and other expenses. (L)

## ENGL 44—Themes in World Literature

Lecture: 54 hrs

CSU

A study of selected works of world literature in translation, approached from a cultural perspective. Covers selected works from ancient time to today. (L)

## Programs and Courses

# English as a Second Language

Contact: Monica Chahal  
Phone: (530) 661-5714  
Counseling: (530) 661-5703

ENGL 46A—Introduction to English Literature I (3 units)  
Lecture: 54 hrs CSU/UC  
Study of English Literature from its beginnings to the end of the 18<sup>th</sup> Century; writers include, among others, Chaucer, Shakespeare, Donne, Milton, and Pope; special attention paid to major literary genres. (L)

ENGL 46B—Introduction to English Literature II (3 units)  
Lecture: 54 hrs CSU/UC  
Survey of English Literature from the end of the Eighteenth Century to the present; writers will include, among others, Blake, Wordsworth, Coleridge, Tennyson, Arnold, Joyce, Yeats, and Eliot; special attention paid to major literary genres. (L)

ENGL 51—Preparatory Composition and Reading (4 units)  
Lecture: 72 hrs  
Improving reading skills and writing pre-college level essays; includes basic writing elements, rhetorical modes, and a review of sentence structure and mechanics. Concurrent enrollment in READ 70 is recommended. Prerequisite: ENGL 105 or ESL 105, 105R, with a grade of "C" or better, or satisfactory score on Placement Examination. (L)

ENGL 105—Pre-Collegiate Composition and Reading (4 units)  
Lecture: 72 hrs  
Stresses the development of student's writing skills by practicing/refining writing at the sentence, paragraph, and essay levels and by reading and analyzing short essays that serve as models for writing.

ENGL 110 BLR—Fundamentals of Composition (4 Units)  
Lecture: 54 hrs; Lab: 36 hrs  
Emphasizes varied sentence types, use of phrases and clauses, grammar and mechanics, paragraphs, short essays, and the writing process. Concurrent enrollment in Reading 110A, 100B, or 105 is highly recommended.

ENGL 110R—Fundamental of Composition  
Lecture: 72 hrs  
Introduction academic writing skills. Emphasizes basic grammar and mechanics, varied sentence types, paragraphs, short essays, and the writing process. Concurrent enrollment in Reading 110A, 110B, or 105 is highly recommended. Repeatable: May be taken four times only.



### Student Learning Outcomes

- Effectively use English language in academic and social situations as appropriate.
- Evaluate and respond to ideas and arguments in academic and nonacademic situations.

ESL 105—Pre-Collegiate Composition and Reading (4 units)

Lecture: 72 hrs  
Stresses the development of student' reading and writing skills by practicing/refining writing at the sentence, paragraph, and essays levels and by reading and analyzing short essays that serve as models and as topics for writing. Difficulties associated with English language learners addressed, including grammar, idiom, and aspects of American Culture. Concurrent enrollment in ESL 40 Grammar classes highly recommended.

ESL 111A—Developmental Reading, Part 1 (3 units)

Lecture: 54 hrs  
The first course in developmental reading and vocabulary. Develops ability to read and understand long paragraphs, articles, and stories with emphasis on metacognitive strategies, reading skills, and vocabulary development. Prepares students for ESL 111BR and READ 110B. Concurrent enrollment in ESL 40A, 40B, 40C and/or ESL or ENGL 110A, 110B, or 105 is highly recommended.

ESL 111B—Developmental Reading, Part 2 (3 units)

Lecture: 54 hrs  
The second course in developmental reading and vocabulary. Further develops ability to read and understand long paragraphs, articles, and stories with emphasis on metacognitive strategies, reading skills, vocabulary development, and retention strategies. Prepares students for ESL 106 and READ 105. Concurrent enrollment in ESL 40A, 40B, 40C and/or ESL or ENGL 110A, 110B, or 105 is highly recommended. Prerequisite: ESL 111AR or 241R or READ 110A with a grade of "C" or better or satisfactory score on College Placement Exam or ESL Placement Examination.

# Programs and Courses

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## ESL 215—Integrated ESL Skills, Level 1 (2 or 3 or 5 units)

Lecture: 36 hrs = 2 units

Lecture: 54 hrs = 3 units

Lecture: 90 hrs = 5 units

Basic language development for beginning English speakers. Concentration on all language skills—listening, speaking, reading, writing, and grammar—while focusing on everyday life skills. Prepares students for ESL 225 and other level 2 courses. (First in a series of four courses.)

## ESL 225—Integrated ESL Skills, Level 2 (2 or 3 or 5 units)

Lecture: 36 hrs = 2 units

Lecture: 54 hrs = 3 units

Lecture: 90 hrs = 5 units

Language development for low-intermediate limited English speakers; concentration on all language skills—listening, speaking, reading, writing, and grammar—while focusing on everyday life skills. Prepares student for ESL 235 and other Level 3 courses. (Second in a series of four courses.)

## ESL 226L—English As a Second Language Lab, I (.5 or 1 unit)

Lab: 27 hrs = 0.5 units

Lab: 54 hrs = 1 unit

Supplements English as a Second Language Level 1 and Level 2 classes by providing additional practice, exercises, and other academic activities in grammar, reading, writing, vocabulary, listening comprehension, pronunciation, and conversation in laboratory setting. Student to pursue individual and group instruction under supervision.

## ESL 234—English Conversation, Level 3 (2 units)

Lecture: 36 hrs

Pair, small, and large group discussion for limited English proficient students topics; includes personal history, likes and dislikes, future plans, and other subjects of interest; new relevant vocabulary introduced. Third in a series of four courses. Grades are P/NP.

## ESL 235—Integrated ESL Skills, Level 3 (2 or 3 or 5 units)

Lecture: 36 hrs = 2 units

Lecture: 54 hrs = 3 units

Lecture: 90 hrs = 5 units

Language development for intermediate limited English speakers; concentration on all language skills—listening, speaking, reading, writing, and grammar—while focusing on everyday life skills. Prepares students for ESL 245 and other Level 4 courses. (Third in a series of four courses)

## ESL 244—English Conversation, Level 4 (2 units)

Lecture: 36 hrs

Pair, small, and large group discussion for limited English proficient students, including hypothetical situations, jobs and careers, and explaining a process; new relevant vocabulary introduced. Last in a series of four courses. Grades are P/NP.

## ESL 245—Integrated ESL Skills, Level 4 (2 or 3 or 5 units)

Lecture: 36 hrs = 2 units

Lecture: 54 hrs = 3 units

Lecture: 90 hrs = 5 units

Language development for intermediate limited English speakers. Concentration on all language skills—listening, speaking, reading, writing, and grammar. Prepares student to continue college course work. (Last in a series of four courses.) Prerequisite: ESL 267 or 237 or ESL Placement Test.

## ESL 282—Fundamentals of Composition (3 units)

Lecture: 54 hrs

Introduction to basic writing skills for limited English speakers, including composition of sentences and basic punctuation. Preparation for ESL 105 or other appropriate composition course. Concurrent enrollment in ESL 60A or 60B and ESL 241A highly recommended. Prerequisite: ESL 231B or 291B or equivalent. Grades are P/NP.

## ESL 510—Integrated ESL Skills, Level 1 (0 units)

Lecture: 36-90 hrs

Basic language development for beginning English speakers. Concentration on all language skills—listening, speaking, reading, writing, and grammar—while focusing on everyday life skills. (First in a series of four courses.) It corresponds to a low beginning and beginning ESL credit courses.

## ESL 520—Integrated ESL Skills, Level 2 (0 units)

Lecture: 36-90 hrs

Basic language development for low-intermediate English speakers; concentration on all language skills—listening, speaking, reading, writing, and grammar—while focusing on everyday life skills. (Second in a series of four courses.) Completion Level 1 ESL course. It corresponds to all the credit ESL courses the the high-beginning and low-intermediate levels.

## ESL 530—Integrated ESL Skills, Level 3 (0 units)

Lecture: 36-90 hrs

Basic language development for high-intermediate English speakers. Concentration on all language skills—listening, speaking, reading, writing, and grammar—while focusing on life skills. (Third in a series of four courses.) Level 2 ESL courses complete. No conditions. It corresponds to all the ESL courses at the intermediate and high-intermediate levels.

## ESL 540—Integrated ESL Skills, Level 4 (0 units)

Lecture: 36-90 hrs

Language development for limited English speakers above the intermediate level; concentration on all language skills—listening, speaking, reading, writing, and grammar. Prepare students to continue college course work. (Fourth in a series of four courses.) It corresponds to all credit ESL courses from the low-advanced to high-advanced levels. Complete level 3 courses.

## Ethnic Studies

Contact: Melissa Moreno  
Phone: (530) 661-6217  
Counseling: (530) 661-5703

### Student Learning Outcomes

- Students who complete the Ethnic Studies program will understand, compare, and contrast the concepts of race and ethnicity in U.S. Society.
- Students who complete the Ethnic Studies program will identify global historical events and social movements that have shaped racial ethnic relations in U.S. society.
- Students who complete the Ethnic Studies program will understand the implications of institutional racism.
- Students who complete the Ethnic Studies program will understand the social construction of ethnic identity.

### ETHN 1—Introduction to Chicano Studies (3 units)

Lecture: 54 hrs

CSU/UC

Emphasizes an interdisciplinary analysis of historical, socio-political, economic, educational, and cultural conditions related to the Chicano population in the United States. The focus is on past and contemporary Chicano social movements and the intersections of race/ethnicity, class, and gender. Not open for credit to students with credit in LARAZ 1. (L)

### ETHN 6—History of Race and Ethnicity (3 units)

Lecture: 54 hrs

CSU/UC

Covers the social, cultural and economic interaction between various racial and ethnic groups in America from the fifteenth century to the present. Topics include immigration, discrimination, group identity, and multiculturalism. Not open for credit for students with credit in HIST 6. (L)

### ETHN 7—Indians of North America (3 units)

Lecture: 54 hrs

CSU/UC

Survey history of Indians of the United States and Canada from pre-Columbian societies through European conquest to the modern day. Not open for credit to students with credit in HIST 7 or NATAM 7. (L)

### ETHN 11—Introduction to Ethnic Studies (3 units)

Lecture: 54 hrs

CSU

This course introduces the diverse institutional, cultural, and historical issues relating to the past and present life circumstances of Asian Americans, Mexican Americans, Black Americans, and Native Americans. Specifically, students will be introduced to information presented in upper division courses with ethnic studies content. (L)

### ETHN 14—Asian-American History (3 units)

Lecture: 54 hrs

CSU

Chronological study of Asian-Americans from the early immigrants to recent arrivals. Emphasis on Chinese-, East Indian-, Japanese-, Korean-, and Filipino-Americans, and the boat people (Cambodians, Laotians, and Vietnamese). Not open for credit to students with credit in ASIAN 14 or HIST 14. (L)

### ETHN 15—Mexican-American History (3 units)

Lecture: 54 hrs

CSU/UC

Historical development of Mexican-Americans from Mexican origins, settlement in the United States, to the present time. Emphasis is given to the pre-Columbian setting, the indigenous heritage, European conquest and legacy, distinctive colonial institutions, and the growth of independence movements in the United States and Mexico. Major political, social, economic, and cultural factors will be presented, focusing on the roles played by diverse peoples and cultures who shared in the development of the United States and Mexico. Satisfies CSU Title 5, Section 40404, U.S. History, Constitution, and American Ideals requirement when both ETHN/HIST 15 and POLSCI 1 are completed. Not open for credit to students with credit in HIST 15 or LARAZ 15. (L)

### NATAM—7 Indians of North America

Lecture: 54 hrs

CSU

Survey history of Indians of the United States and Canada from pre-Columbian societies through European conquest to the modern day. Not open for credit to student credit in History 7. (L)

## General Education

Contact: Cheryl Latimer, Jesse Ortiz, Estelita Spears  
Phone: (530) 661-5703

The General Education area major is approved by the California Community College Chancellor's Office and is designed to provide students with the opportunity to earn an Associate in Arts or Associate in Science degree in a broad area of study. Students who wish to transfer to a four-year college or university should consult with a counselor prior to beginning one of these majors for appropriate course selection. Note: These Majors will be printed on the diploma.

For the General Education Degree, you will need to complete ONE of the FIVE AREAS listed. You may select the general education major of:

1. ARTS & HUMANITIES -- Associate in Arts and Associate in Science Degree
2. COMMUNICATIONS -- Associate in Arts and Associate in Science Degree
3. GENERAL HEALTH -- Associate in Arts and Associate in Science Degree
4. NATURAL SCIENCE AND MATHEMATICS -- Associate in Arts and Associate in Science Degree
5. SOCIAL AND BEHAVIORAL SCIENCES -- Associate in Arts and Associate in Science Degree



## **ARTS & HUMANITIES** **(Associate in Arts)** **(Associate in Science)**

This degree emphasizes the study of cultural, literary, humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation. Students will learn to value aesthetic understanding and incorporate these concepts when constructing value judgments.

**Students must complete 18 units from at least 3 of the areas listed below. Course must be completed with a grade of "C" or higher.**

Art 1A, 1B, 1C, 5  
Asian American Studies 14  
Early Childhood Education 21, 39  
English 1B, 2, 30B, 33, 34, 36, 37, 39, 46B  
Ethnic Studies 15  
History 4A, 4B, 5A, 5B, 6, 7, 8, 11, 15, 17A, 17B, 29  
Humanities 3, 5, 10, 11, 12, 15, 16, 33, 34  
Mass Communications 11  
Music 3, 12, 15, 16  
Native American Studies 7  
Philosophy 1, 2, 3, 20  
Sign 1, 2, 3  
Spanish 1, 2, 3, 10, 20A, 20B  
Speech 2  
Theatre Arts 33, 34

## **COMMUNICATION** **(Associate in Arts)** **(Associate in Science)**

This degree emphasizes the content of communication as well as the form and should provide an understanding of the psychological basis and social significance of communication. Students will be able to assess communication as the process of human symbolic interaction. Students will also develop skills in the areas of reasoning and advocacy, organization, accuracy, reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analysis, critical evaluation, to reason inductively and deductively that will enable them to make important decisions regarding their own lives and society at large.

**Students must complete 18 units, selecting at least one course from each of the areas listed below. Courses must be completed with a "C" or higher grade.**

English 1A, 1B, 1C  
Philosophy 12  
Speech 1, 3, 6, 7

## **GENERAL HEALTH** **(Associate in Arts)** **(Associate in Science)**

This degree emphasizes the principles of healthful living by the integration of physical, psychological, social, and spiritual factors. Students will learn how to incorporate these principles into their own lives. Students will be able to critically evaluate their personal choices regarding disease prevention, healthy living, and making positive choices.

**Students must complete 18 units from at least three of the areas listed below. Courses must be completed with a "C" or higher grade.**

Counseling 10, 25  
General Business 25  
Health Education 1  
Approved Physical Education Activities (1.5 units maximum)  
Psychology 1A, 1B, 12, 31, 33, 41, 46

## **NATURAL SCIENCE AND MATHEMATICS** **(Associate in Arts)** **(Associate in Science)**

This degree allows the student to take courses that will prepare them for possible majors within the fields of science, including the allied health fields, nursing preparation, health science and related fields, pre-med and more.

**Students must complete 18 units from at least three of the areas listed below. At least one course MUST be selected from Mathematics. Courses must be completed with a "C" or higher grade.**

Anthropology 1  
Biology 1, 2, 3, 4, 5, 6, 10L, 15, 25  
Chemistry 1A, 1B, 2A, 2B, 10  
Ecology 10, 12  
Geography 1  
Geology 10, 10L, 11L  
Mathematics 1A, 1B, 7, 9, 21  
Physical Science 10A, 10B, 10C  
Physics 2A, 2B, 3A, 3B  
Plant Science 20, 20L, 22, 22L  
Statistics 1

## Programs and Courses

# Geology

## SOCIAL AND BEHAVIORAL SCIENCES

(Associate in Arts)

(Associate in Science)

This degree emphasizes the perspective, concepts, theories and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the Social and Behavioral Sciences. Students will study about themselves and as members of a larger society. Topics and discussion to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate.

Students must complete 18 units from at least three of the areas listed below. Courses must be completed with a grade of "C" or higher.

Administration of Justice 10  
 Anthropology 2  
 Asian American Studies 14  
 Early Childhood Education 3, 31  
 Economics 1A, 1B  
 Ethnic Studies 1, 7, 15  
 History 4A, 4B, 5A, 5B, 7, 8, 11, 15,  
 17A, 17B, 29  
 Mass Communications 2  
 Political Science 1  
 Psychology 1A, 1B, 12, 22, 31, 33, 41, 46  
 Sociology 1, 2, 5, 6, 10  
 Speech 8

## General Studies

GENST 251—Academic Evaluation (0.5 unit)

Lecture: 9 hrs

Designed for students who wish to better understand their individual spectrum of learning aptitudes including current achievement levels. Eligibility for academic accommodations may be considered based on testing information using step-by-step guidelines mandated by the California Community College system. Grades are P/NP.

## Geography

Contact: Jennifer McCabe

Phone: (530) 661-5754

Counseling: (530) 661-5703

### Student Learning Outcomes

- Students will be able to use appropriate mathematical concepts and methods to understand, analyze, and communicate issues of geology, geography, and/or physical science in quantitative terms.
- Students will be able to analyze data/information in addressing and evaluating problems and issues pertaining to geology, geography, and/or physical science.
- Students will be able to understand the purpose of scientific inquiry and the implications and applications of basic scientific principles within the fields of geology, geography, and/or physical science.

GEOG 1—Physical Geography (3 units)

Lecture: 54 hrs

CSU/UC

A spatial study of Earth's dynamic physical systems and processes. Topics include maps, Earth-sun relations, weather, climate, water, landforms, soils, and the biosphere. Emphasis is on interrelationships among systems and processes and their resulting patterns and distributions. (L)

Contact: Jennifer McCabe

Phone: (530) 661-5754

Counseling: (530) 661-5703

### Student Learning Outcomes

- Students will be able to use appropriate mathematical concepts and methods to understand, analyze, and communicate issues of geology, geography, and/or physical science in quantitative terms.
- Students will be able to analyze data/information in addressing and evaluating problems and issues pertaining to geology, geography, and/or physical science.
- Students will be able to understand the purpose of scientific inquiry and the implications and applications of basic scientific principles within the fields of geology, geography, and/or physical science.

## GEOLOGY

(Associate in Science)

### Required Courses

### Units

GEOG 10L Physical Geology with Lab .....	4
GEOG 11L Historical Geology with Lab .....	4
CHEM 1A General Chemistry I.....	5
CHEM 1B General Chemistry II.....	5
MATH 1A First Year Calculus I.....	5
MATH 1B First Year Calculus II.....	4
<b>Required Subtotal .....</b>	<b>27 Units</b>
CSU General Education or IGETC Pattern.....	37-39
Degree Total .....	64-66

### Strongly Recommended Courses:

PHYS 4A Mechanics.....	4
PHYS 4B Electromagnetism .....	4
Or	
PHYS 2A & 3A General Physics with lab .....	4
PHYS 2B & 3B .....	4

## GEOLOGY

(Associate in Science- Transfer Degree)

### Required Courses

### Units

GEOG 10L Physical Geology with Lab .....	4
GEOG 11L Historical Geology with Lab .....	4
CHEM 1A General Chemistry I.....	5
CHEM 1B General Chemistry II.....	5
MATH 1A First Year Calculus I.....	5
MATH 1B First Year Calculus II.....	4

## Strongly Recommended Courses:

PHYS 4A Mechanics .....	4
PHYS 4B Electromagnetism .....	4
Or	
PHYS 2A & 3A General Physics with lab .....	4
PHYS 2B & 3B .....	4
Required Subtotal for major .....	27 units
Total units that can be double counted .....	9 units
CSU General Education or IGETC Pattern .....	37-39 units
Additional transferable elective units (if needed) .....	3-5 units
Degree total.....	60 units

## GEOL 10—Introduction to Geology (3 units)

Lecture: 54 hrs CSU/UC UC-Unit Limit  
Physical geology introduces the processes that are at work changing the Earth today. Covers rocks and minerals, volcanoes, earthquake and plate tectonics. It also examines how water and wind shape the Earth's surface. Not open to students for credit with credit in GEOL 10L. (L)

## GEOL 10L—Physical Geology (4 units)

Lecture: 54 hrs; Lab: 54 hrs CSU/UC UC-Unit Limit  
Physical geology introduces the processes that are at work changing the Earth today. Covers rocks and minerals, volcanoes, earthquakes and plate tectonics. It also examines how water and wind shape the Earth's surface. Not open for students with credit with credit in GEOL 10. (L)

Lecture: 54 hrs; Lab: 54 hrs

CSU/UC

Historical Geology is the study of the evolution of life and landforms through geologic time through the examination of the rock record. In this course, one will learn how the study of fossils, rocks, tectonic processes, and geologic structures can provide us with information regarding Earth's geologic and biologic history. (L)

## GEOL 12—Oceanography (3 Units)

Lecture: 54 hrs CSU/UC  
General introduction to the basic principles of oceanography; including the study of geological, physical, and chemical oceanography. Topics will include the origin of Earth and the oceans, plate tectonics, marine provinces, sediment, seawater composition and geochemical distributions, surficial and deep-water oceanic circulation, waves, tides, coastal erosion and deposition, marine ecosystems, and human effect's on the oceans. Not open for credit to student with credit in ECOL 12. (L)

## GEOL-20-Geology of California (3 units)

Lecture: 54 hrs CSU/UC  
General introduction to the geological sciences with emphasis on the geology of California. Topics covered will include the tectonic provinces, landforms, natural resources, geologic history, natural hazards, and related geologic environmental problems in the state. (L)

# Health Education

Contact: Donna McGill-Cameron

Phone: (530) 661-5751

Counseling: (530) 661-5703

## Student Learning Outcomes

- The student will correctly identify the benefits of a healthy and active lifestyle.
- The student will appraise different methodologies of positive behavioral changes as it relates to health and physical education.
- The student will apply basic principles of health and wellness to develop an informed, personal approach to mental and physical health.

## HLTH 1—Health and Life Style Choices (3 units)

Lecture: 54 hrs

CSU/UC

Issues include wellness, functioning optimally, and promoting healthy behavior changes. Topics explore diet, exercise, stress, CVD, cancer, substance abuse, sexually transmitted disease, mental health, aging and analysis of available health information. (L)

## HLTH 10—Principles of Nutrition (3 units)

Lecture: 54 hrs

Functions of nutrients in the human body. Nutritional needs of individuals through their life cycle, food choice determinants, effects of cooking and processing, role and safety of food additives, and meal planning guidelines. Not open for credit to students with credit in FCS 10. (L)

## HLTH 13—Nutrition and Life Fitness (3 units)

Lecture: 54 hrs

CSU/UC UC-Unit Limit

Analysis and evaluation of current practices and theories regarding nutrition and exercise and their relationship to weight control and physical fitness. Individualized physical assessment, exercise prescription, and nutrition analysis will be completed by each student. (L)

# History

Contact: Greg Gassman

Phone: (530) 661-4343

Counseling: (530) 661-5703

Degree Offered: A.A.- History

## Student Learning Outcomes

- Recognize and articulate how past events are interconnected throughout the world.
- Recognize and articulate the many struggles and accomplishments of different cultural groups from past events.
- Analyze information and data to achieve a better understanding of present society in reference to the past.

## HISTORY

### (Associate in Arts)

#### Required Courses

Units

- Select 15 units from the following:

HIST 4A .....	3
HIST 4B .....	3
HIST 5A.....	3
HIST 5B.....	3
HIST/ETHN 6.....	3
HIST/NATAM 7 .....	3
HIST 8 .....	3
HIST 11 .....	3
HIST 15 .....	3
HIST 17A .....	3
HIST 17B .....	3
HIST 29 .....	3

And 3 units from the following:

ANTHR 2 .....	3
ECON 1A .....	3
ECON 1B .....	3
PHIL 12 .....	3
SOCIL 1 .....	3

Total units required for degree major .....18

# Programs and Courses

## HIST 4A—Western Civilizations (3 units)

Lecture: 54 hrs

CSU/UC

Broad historical study of the major elements of the western tradition from earliest times to the Eighteenth century. Introduction of ideas, values, and institutions basic to Western civilizations. (L)

## HIST 4B—Western Civilization (3 units)

Lecture: 54 hrs

CSU/UC

Historical study of the major elements of the western experience from the Eighteenth century to the present. Includes major political and social developments that have revolutionized the modern mode of human existence. (L)

## HIST 5A—World Civilizations (3 units)

Lecture: 54 hrs

CSU/UC

Survey of the experience of all peoples with vastly different cultures inhabiting a single globe. Emphasizes the interaction of humans with the environment based on experience, knowledge, and technology. Systems: economic, social, religious and political to 1500. (L)

## HIST 5B—World Civilizations (3 units)

Lecture: 54 hrs

CSU/UC

The experience of all the world's people from the early modern era to the present. Emphasis is upon the interaction of people with the environment based on the development of technology. Conflict with traditional systems and new(er) orders. (L)

## HIST 6—History of Race and Ethnicity in America (3 units)

Lecture: 54 hrs

CSU/UC

Covers the social, cultural, and economic interaction between various racial and ethnic groups in America from the fifteenth century to the present. Topics include immigration, discrimination, group identity, and multiculturalism. Not open for credit to students with credit in ETHN 6. (L)

## HIST 7—Indians of North America (3 units)

Lecture: 54 hrs

CSU/UC

Survey history of Indians of United States and Canada from re-Columbian societies through European conquest to modern day. Not open for credit to students with credit in NATAM 7 or ETHN 7. (L)

## HIST 8—California History (3 units)

Lecture: 54 hrs

CSU/UC

Survey history of California from Native American cultures through Spanish, Mexican, and American periods to the present. Includes California government, some emphasis on local history. (L)

## HIST 11—The World in the 20th Century (3 units)

Lecture: 54 hrs

CSU/UC

A survey of the major political, social, economic, and cultural developments in the world during the 20th Century. (L)

## HIST 15—Mexican-American History (3 units)

Lecture: 54 hrs

CSU/UC

Historical development of Mexican-Americans from Mexican origins, settlement in the United States, to the present time. Emphasis is given to the pre-Columbian setting, the indigenous heritage, European conquest and legacy, distinctive colonial institutions, and the growth of independence movements in the United States and Mexico. Major political, social, economic, and cultural factors will be presented, focusing on the roles played by diverse peoples and cultures who shared in the development of the United States and Mexico. Satisfies CSU Title V, Section 40404, U.S. History, Constitution, and American Ideals requirement when both HIST 15 and POLSCI 1 are completed. Not open for credit to students with credit ETHN 15 or LARAZ 15. (L)

## HIST 17A—United States History (3 units)

Lecture: 54 hrs

CSU/UC

Survey of U.S. history tracing the political, social, economic, and cultural development of American ideals and actions from the Pre-Revolutionary Period through the Civil War Era. Satisfies U.S. History portion of the California State University Title 5-40404 requirement. (Also satisfies Government(s)/Constitution portion when both HIST 17A and 17B are completed. (L)

## HIST 17B—United States History (3 units)

Lecture: 54 hrs

CSU/UC

Political, social, economic, and cultural history of the United States from the Industrial Revolution to the present. Focuses on the ideals, decisions, forces, institutions, individuals, events, and processes that affected the continuity and change during this time. Satisfies CSU Title 5, Section 40404, U.S. History, Constitution, and American Ideals requirement when both HIST 17B and POLSCI 1 or HIST 17A are completed. (L)

## HIST 29—Women in American History (3 units)

Lecture: 54 hrs

CSU/UC

General introduction to the history of women in America from colonial times to the present. Emphasis on the changing political, economic, social, and ethnic history. (L) Not open for credit to students with credit in WOMEN 29.

# Human Services

Contact: Al Konuwa

Phone: (530) 661-4222

Counseling: (530) 661-5703

Degrees Offered: A.S.- Chemical Dependency Awareness, Chemical Dependency Counselor and Human Services.

Certificates Offered: Chemical Dependency Awareness and Chemical Dependency Counselor.

The two-year Human Services program is designed to meet an increasing need for paraprofessional and volunteer human services generalists. The program is specifically designed to prepare students for employment as Human Service paraprofessional counselors, workers, and aides in areas of welfare, vocational rehabilitation, mental health, and chemical dependency. The program also provides additional training and skills to paraprofessionals and volunteer human service workers currently employed, enabling them to more effectively meet human service's needs.

## Student Learning Outcomes

- Students will be able to demonstrate their ability to apply knowledge and skills to appropriate contexts and transfer knowledge and skills to new and varied situations.
- Students will be able to demonstrate effective verbal, non-verbal, and writing skills to communicate to a variety of clients at different levels of functioning and those within the community.
- Students will demonstrate ethical behavior and explore their own personal values and beliefs. Students will display an understanding of and respect for other people and cultures.



## HUMAN SERVICES (Associate in Science)

Required Courses	Units
HUSEV 10 Introduction to Human Services .....	3
PSYCH 1A General Psychology .....	3
PSYCH 33 Personal/Social Adjustment .....	3
SOCIL 1 Introduction to Sociology.....	3
SOCIL 2 Social Problems .....	3
SOCIL 10 Sociology of Marriage .....	3
SPECH 7 Interpersonal Communication .....	3
<b>Total units required for degree major .....</b>	<b>21</b>
<b>Additional Recommended Courses</b>	
AJ 31 Criminal/Delinquent Behavior .....	3
EDUC 1 Introduction to Teaching .....	3
FCS 31 Child, Family, Community.....	3
ETHN 1 Introduction to Chicano Studies .....	3

## CHEMICAL DEPENDENCY AWARENESS (Associate in Science)

Required Courses	Units
HUSEV 10 Introduction to Human Services .....	3
HUSEV 20 Introduction to Chemical Dependency Studies .....	3
HUSEV 21 Intro to Physiological/ Psychological Effects of Drugs of Addiction .....	3
HUSEV 22 Intro to Development/Progression of Addictive Patterns of Behavior .....	3
<u>Electives (select 6 units from the lists below) .....</u>	<u>6</u>
<b>Category I – All count toward elective requirement</b>	
HUSEV 30 Adult Children of Alcoholics .....	1
HUSEV 31 Family Treatment Approaches .....	1
HUSEV 32 Relationship Addiction/Co-Dependency .....	1
HUSEV 33 Self-Awareness: Key to Non-Addictive Behavior .....	1
HUSEV 34 Gender Differences Related to Substance Abuse.....	1
HUSEV 35 Addiction and Domestic Violence .....	1
HUSEV 36 Chemical Dependency Prevention in Schools .....	1
HUSEV 37 Drug-Free Workplace: Employee Assist Programs .....	1
<b>Category II – Only 3 units count toward elective</b>	
PSYCH 1A General Psychology .....	3
SOCIL 1 Introduction to Sociology.....	3
<b>Total units required for degree major .....</b>	<b>18</b>

## CHEMICAL DEPENDENCY AWARENESS (Certificate of Achievement)

Required Courses	Units
HUSEV 20 Introduction to Chemical Dependency Studies .....	3
HUSEV 21 Intro to Physiological/ Psychological Effects of Drugs of Addiction .....	3
HUSEV 22 Intro to Development/ Progression of Addictive Patterns of Behavior .....	3
<u>Electives (select 6 units from Categories I or II following) .....</u>	<u>6</u>
<b>Category I – All count toward elective requirement</b>	
HUSEV 30 Adult Children of Alcoholics .....	1
HUSEV 31 Family Treatment Approaches .....	1
HUSEV 32 Relationship Addiction/Co-Dependency .....	1
HUSEV 33 Self-Awareness: Key to Non-Addictive Behavior .....	1
HUSEV 34 Gender Differences Related to Substance Abuse.....	1
HUSEV 35 Addiction and Domestic Violence .....	1
HUSEV 36 Chemical Dependency Prevention in Schools .....	1
HUSEV 37 Drug-Free Workplace: Employee Assist Programs .....	1
<b>Category II – Only 3 units count toward certificate</b>	
HUSEV 10 Introduction to Human Services .....	3
PSYCH 1A General Psychology .....	3
SOCIL 1 Introduction to Sociology.....	3
<b>Total units required .....</b>	<b>15</b>

## CHEMICAL DEPENDENCY COUNSELOR (Associate in Science)

Required Courses	Units
HUSEV 20 Introduction to Chemical Dependency Studies .....	3
HUSEV 21 Intro to Physiological/ Psychological Effects of Drugs of Addiction .....	3
HUSEV 22 Intro to Development/Progression of Addictive Patterns of Behavior .....	3
HUSEV 23 Basic Law/Ethics for Chem. Dep. Couns. ....	3
HUSEV 24 Case Management/Psychopathology .....	3
HUSEV 25 Basic Chemical Dependency Counseling .....	3
*HUSEV 26A Supervised Field Work Practicum (Internship) .....	2
*HUSEV 26B Supervised Field Work Practicum (Internship).....	5
<b>Total units required for degree major .....</b>	<b>25</b>

\*Practicum consists of 300 hours, 255 hours field and 45 hours classroom, of specialized and supervised field work practice. Certification is by California Certification Board of Alcohol and Drug Counselors and requires additional extensive internships, usually completed during employment; qualifies a person for entry into a certified internship. The 255 practicum hours count toward further internship requirements.

# Programs and Courses

## CHEMICAL DEPENDENCY COUNSELOR (Certificate of Achievement)

Required Courses	Units
HUSEV 20 Introduction to Chemical Dependency Studies .....	3
HUSEV 21 Intro to Physiological/ Psychological Effects of Drugs of Addiction .....	3
HUSEV 22 Intro/Development/Progression of Addictive Patterns of Behavior .....	3
HUSEV 23 Basic Law/Ethics for Chemical Dependency Counselor .....	3
HUSEV 24 Introduction to Case Management/Psychopathology .....	3
HUSEV 25 Basic Chemical Dependency Counseling .....	3
*HUSEV 26A Supervised Field Work Practicum (Internship) .....	2
*HUSEV 26B Supervised Field Work Practicum (Internship) .....	5
Electives (Select 6 units from the following) .....	6
<b>Category I – 3 units required</b>	
HUSEV 30 Adult Children of Alcoholics .....	1
HUSEV 31 Family Treatment Approaches .....	1
HUSEV 32 Relationship Addiction/Co-Dependency .....	1
HUSEV 33 Self-Awareness: Key to Non-Addictive Behavior .....	1
HUSEV 34 Gender Differences Related to Substance Abuse .....	1
HUSEV 35 Addiction and Domestic Violence .....	1
HUSEV 36 Chemical Dependency Prevention in Schools .....	1
HUSEV 37 Drug-Free Workplace: Employee Assist Programs .....	1
<b>Category II – 3 units required</b>	
HUSEV 10 Introduction to Human Services .....	3
PSYCH 1A General Psychology .....	3
SOCIL 1 Introduction to Sociology .....	3
<b>Total units required .....</b>	<b>31</b>

\*Practicum consists of 300 hours, 255 hours field and 45 hours classroom, of specialized and supervised field work practice. Certification is by California Certification Board of Alcohol and Drug Counselors and requires additional extensive internships, usually completed during employment; qualifies a person for entry into a certified internship. The 255 practicum hours count toward further internship requirements.

## SUBSTANCE ABUSE COUNSELOR – Information (not a degree)

Certification is by the California Certification Board of Alcohol and Drug Counselors. Extensive internships beyond the Woodland Community College Chemical Dependency Counselor Program are required for State Certification. The value of the WCC program of instruction is to:

1. Qualify for additional internships; and
2. Qualify for entry-level non-certified employment.

The required internships defined below are usually completed during employment and do accept 255 hours of the WCC practicum toward completion.

Certification Designation	Required Internship Hours
Certified Alcohol/Drug Counselor .....	6,000
Certified Alcohol Counselor .....	4,000
Certified Drug Counselor .....	4,000

HUSEV 10—Introduction to Human Services (3 units)  
Lecture: 54 hrs CSU  
Survey of human services and social work; exploration of helping skills applied to such human problems as poverty, parenting, education, substance abuse, illness, and mental health. (L)

HUSEV 11—Understanding Diverse Racial & Ethnic Cultures (3 units)  
Lecture: 54 hrs CSU  
An understanding of human dynamics and differences between people of diverse racial, ethnic and gender backgrounds will be discussed. Designed to generate sensitivity and appreciation of differences, eliminate barriers that get in way of working with diverse populations and create a healthier and safer environment. (L)

HUSEV 15—Aging: Concepts and Issues (3 units)  
Lecture: 54 hrs CSU/UC UC-Unit Limit  
Social, economic and psychological factors related to aging and the changing roles in contemporary society. Topics include current controversies, personal adaptation to aging, income and housing, health and long-term care, employment and retirement, community social services, and social inequality. Not open for students with credit in SOCIL 30 at Yuba College. (L)

HUSEV 20—Introduction to Chemical Dependency Studies (3 units)  
Lecture: 54 hrs CSU  
Overview of major topics in the study of drug abuse and dependency, i.e. history, drugs of abuse, models of prevention, addiction and treatment, and local and national policy. (L) Not open for credit to students with credit in HUSEV 50. (L)

HUSEV 21—Intro. to Physiological/Psychological Effects of Drugs of Abuse (3 units)  
Lecture: 54 hrs CSU  
An introduction and overview focused on drug action and disposition of the major drugs of abuse; ethanol, marijuana, cocaine, amphetamines, PCP, LSD, and designer drugs. Drug testing and the National Institute of Drug Abuse guidelines will be discussed. (L) Not open for credit to students with credit in HUSEV 51. (L)

# Programs and Courses

## HUSEV 22—Introduction to the Development/Progression of Addictive Patterns of Behavior (3 units)

Lecture: 54 hrs CSU  
Introduction to the causes and development of addiction and co-dependency; exploration of the process of denial, use of defense mechanisms, and the influences on the family. (L) Not open for credit to students with credit in HUSEV 52. (L)

## HUSEV 23—Basic Law/Ethics for Chemical Dependency Counselors (3 units)

Lecture: 54 hrs CSU  
Introduction to the legal/ethical responsibilities of the chemical dependency counselor, with emphasis on confidentiality and the legal concept of privilege. All federal/state laws regarding the counselor/client relationship, client's rights, child abuse reporting, etc., will be discussed; emphasis will be on the obligation of the counselors to the clients, their families, and society. Not open to students with credit in HUSEV 53. (L)

## HUSEV 24—Introduction to Case Management (3 units)

Lecture: 54 hrs CSU  
Introduction to mental health problems which affect substance abuse. Focus on the techniques of interviewing, case conceptualization, treatment planning, case management, and relapse control in chemical dependency counseling; familiarization with DSM IV-R and system of diagnosis approved by the American Psychiatric Association including differential diagnosis, prognosis, and associated features. Not open for credit to students with credit in HUSEV 54. (L)

## HUSEV 25—Basic Chemical Dependency Counseling (3 units)

Lecture: 54 hrs CSU  
Broad overview of the counseling methods used in treating chemical dependency. An introduction to counseling theories and techniques used in treatment, i.e., psycho-dynamic, behavioral, cognitive-behavioral, multi-modal, client-centered, couples and family counseling. Case histories and specific theories will be analyzed. Not open for credit to students with credit in HUSEV 55. (L)

## HUSEV 26A—Supervised Field Work Practicum (2 units)

Lecture: 18 hrs; Lab: 66 hrs CSU  
Supervised field work practice in a variety of settings; introduction to the various aspects of the field, and the opportunity to develop and refine knowledge and skills in chemical dependency counseling. Meets California Association of Alcoholism and Drug Abuse Counselors requirements. Prerequisite: HUSEV 23 (or 53) and 24 (or 54). Not open for credit to students with credit in HUSEV 56A. (L)

## HUSEV 26B—Supervised Field Work Practicum (5 units)

Lecture: 27 hrs; Lab: 189 hrs CSU  
Supervised field work practice in a variety of settings that will introduce students to the various aspects of the field and will afford them the opportunity to develop and refine their knowledge and skills in chemical dependency counseling. Meets California Association of Alcoholism and Drug Abuse Counselor requirements. Prerequisite: HUSEV 25 (or 55) and 26A (or 56A). Not open for credit to students with credit in HUSEV 56B. (L)

## HUSEV 27—Introduction to Professional and Personal Growth (3 units)

Lecture: 54 hrs CSU  
This course will introduce students to attitudes, values and methods that enhance communication skills in human relations. Students will also explore personal growth, values, and bias from both personal and professional perspectives. Topics will include Nature vs. Nurture, developmental theories, relationship building, and personal assessments. Students will explore the concept of self as it relates to work, school, relationships, sexuality, and other aspects of life. (L)

## HUSEV 28—Skills and Techniques of Group Counseling (3 units)

Lecture: 54 hrs CSU  
This course is designed to provide an overview of the basic skills and techniques used in group counseling and practices including ethical issues related to the field of group work. Topics included are communication skills in a group setting, theories of group counseling, best practices, guidelines and diversity issues. (L)

## HUSEV 30—Adult Children of Alcoholics (1 unit)

Lecture: 18 hrs CSU  
Exploration of techniques, concepts and behavioral guidelines for identifying the consequences of parental alcoholism/addiction. Principles of modeling, shaping, reinforcement and extinction of dysfunctional behavioral patterns learned in childhood will be described. Not open for credit to students with credit in HUSEV 60. (L)

## HUSEV 31—Family Treatment Approaches (1 unit)

Lecture: 18 hrs CSU  
An examination of the systems approach in chemical dependency counseling as it relates to dysfunctional, addictive families. Not open for credit to students with credit in HUSEV 61. (L)

## HUSEV 32—Relationship Addiction/Co-dependency (1 unit)

Lecture: 18 hrs CSU  
Identification of co-dependent behavior and the effects of these behaviors on relationships; assessment of healthy vs. unhealthy relationships on a continuum. Not open for credit to students with credit in HUSEV 62. (L)

## HUSEV 33—Self Awareness: Key to Non-Addictive Behavior (1 unit)

Lecture: 18 hrs CSU  
Emphasis on techniques to build a healthy relationship with oneself as fundamental for releasing addictive behavior patterns. Grades are P/NP. Not open to credit to students with credit in HUSEV 63. (L)

## HUSEV 34—Gender Differences Related to Substance Abuse (1 unit)

Lecture: 18 hrs CSU  
Exploration of the socialization process for females and males as it relates to the development of addictive behavior; the differences in societal views and treatment issues. Not open for credit to students with credit in HUSEV 64. (L)

## HUSEV 35—Addiction and Domestic Violence (1 unit)

Lecture: 18 hrs CSU  
An overview of factors contributing to and eliciting explosive behavior, responses in adults and children where substance abuse occurs in the home. Grades are P/NP. Not open for credit to students with credit in HUSEV 65. (L)

## HUSEV 36—Chemical Dependency Prevention in our School (1 unit)

Lecture: 18 hrs CSU  
Discussion of how parents, students, school systems and communities can achieve a drug-free community. Discussion of activities at the elementary and secondary levels. Class appropriate for all individuals concerned about chemical dependency in schools. Explores implementation of current models of prevention, and prevention strategies as applied to the school system. Not open for credit to students with credit in HUSEV 66. (L)

## HUSEV 37—Drug-Free Workplace: Employee Assistance Programs (1 unit)

Lecture: 18 hrs CSU  
Awareness and understanding of chemical dependency in the workplace; principles that staff can use in dealing with chemical dependency and job performance. Not open for credit to students with credit in HUSEV 67. (L)

## Humanities

Contact: Monica Chahal  
Phone: (530) 661-5714  
Counseling: (530) 661-5703

Humanities is the study of making connections, a quest to understand "life in all of its manifestations." Art, sculpture, architecture, myth, religion, music, philosophy, and literature all provide a mirror to reflect the characteristics of a culture, its values, themes, and visions. Each is part of the web of life, giving insight into the totality.

Humanities seeks to explore the vital creativity and instinct of artists who brought about new insights in emerging cultures, the creative geniuses that helped to forge innovative ideas and modes of understanding, the creation and focus of religions that tapped the depths of the human spirit, philosophies and modes of thinking that shaped the consciousness of humankind, and the architecture that brought new ideas to form.

HUMAN 3—Music Appreciation (3 units)  
Lecture: 54 hrs  
Study of music in relation to the humanities; music and composers of the Western World from Medieval through the 20th Century. (L)

CSU/UC

HUMAN 5—Art Appreciation (3 units)  
Lecture: 54 hrs  
Introduction to art appreciation with an emphasis on basic 2-dimensional and 3-dimensional works, film and computer art in their relationship to historical and contemporary art and humanities with a multicultural emphasis. Not open for credit to student with credit in ART 5. (L)

CSU/UC

HUMAN 10—Introduction to Western Humanities (3 units)  
Lecture: 54 hrs  
Learning the habit of making connections through thinking, feeling, sensing, and intuition, integration of the arts, architecture, music, philosophy, and history from pre-history through Renaissance. (L)

CSU/UC

HUMAN 11—Art, Literature, and Music in Humanities (3 units)  
Lecture: 54 hrs  
Art, literature and music in the humanities from the Renaissance through the 20th Century. (L)

CSU/UC

HUMAN 12—Jazz Appreciation (3 units)  
Lecture: 54 hrs  
General survey of jazz from its original and early development to present day; extensive listening to both recorded and live performances supports the lecture material. Not open for credit to student with credit in MUSIC 12. (L)

CSU/UC

HUMAN 15—Popular Music in the United States (3 units)  
Lecture: 54 hrs  
Survey of popular music in the United States from about 1850 to present; covers American Civil War songs, ragtime, blues, jazz, song writing, musical theater, country music, Latin music styles, rock, and current trends. (L)

CSU/UC

HUMAN 16—World Music (3 units)  
Lecture: 54 hrs  
An introduction to music as experienced through various world cultures including, but not limited to, Asia, India, the Middle East, Africa, Australia, and South America. Subcultures, such as Native American music and Ethnic North American music are also studied. (L)

CSU/UC

HUMAN 32—Film Studies: Focus on ... (3 units)  
Lecture: 54 hrs  
Study of a particular director/artist, genre, or national cinema. Students view and discuss full-length feature films; topic to be specified in class schedule. Not open for credit for students with credit in ENGL 32R or THART 32R. (L)

CSU/UC

HUMAN 33—History of Film (3 units)  
Lecture: 54 hrs  
Chronological survey of the motion picture; traces the development of the art, technology, and social importance of film during the last 110 years; screenings of significant and representative, documentary, and experimental films from the silent to the modern era. Not open for credit to students with credit in ENGL 33 or THART 33. (L)

CSU/UC

HUMAN 34—Introduction to Film (3 units)  
Lecture: 54 hrs  
Study of film as art and its influence on society, including interpretation, criticism, and technical developments; view and discuss full-length feature films. Not open for to students with credit in ENGL 34 or THART 34. (L)

CSU/UC

## Internship

INTRN 46—Internship (v1-8 units)  
Lab: 60-600 hrs  
A cooperative effort between the college and the professional community to provide real-world experience in the student's major field. A maximum of 16 units can be earned during a student's enrollment at the college, with an 8-unit maximum in any one semester. Those enrolling in this class are not eligible for Cooperative Work Experience classes or other internship classes during the same semester. (L) Grades are P/NP.

CSU

## Learning

Contact: Monica Chahal  
Phone: (530) 661-5714  
Counseling: (530) 661-5703

LEARN 20—Tutor Training (2 unit)  
Lecture: 36 hrs  
Methods of tutoring to include the role of the tutor, effective communication skills, tutoring a diverse multicultural population, utilization of learning resources, learning styles, study strategies, and evaluation of effectiveness of tutoring. Focus will be on psychological and social factors fundamental to learning.

CSU

LEARN 590—Supervised Tutoring (0 Units)  
Lecture: 85 hrs  
Individualized and group tutoring designed to assist students to enhance and improve their success in college courses. Attention will be given to essential study skills and utilization of campus learning resources. Content will vary depending upon the course. Students who are referred by an instructor or counselor may enroll for support of more than one college course per semester.



## Library Science

Contact: Dena Martin  
Phone: (530) 668-3688  
Counseling: (530) 661-5703

### Student Learning Outcomes

- Students will be able to formulate, revise, and articulate a research statement.
- Students will be able to evaluate a website for such criteria as authority, accuracy, objectivity, currency, and coverage/suitability.

### LIBSC 1—Basic Research Skills (1 unit)

CSU/UC

This course will help students acquire beginning information literacy skills necessary to conduct academic or personal research. It provides a step-by-step guide to the research process that is applicable to term papers, course work, and life-long learning. It emphasizes developing effective search strategies, selecting information tools, locating and retrieving information, analyzing and critically evaluating information, and using information. (L)

### MCOMM 14—Advanced Studio Video Production (3 units)

Lecture: 36 hrs; Lab: 54 hrs

CSU

Advanced-technical operation and creative use of television studio equipment. Techniques of production, use of cameras, lighting, sound, titling, video recording, and video switching effects. Prerequisite: MCOMM 4. (L)

### MCOMM 15—Field Video Production (3 units)

Lecture: 36 hrs; Lab: 54 hrs

CSU

Advanced creative use of studio and electronic field video production. Includes scriptwriting, producing, directing, reporting, videography, and non-linear post production using industry level software. Ability to work in technical environment and operate audio/video equipment in the field. (L)

### MCOMM 20L—Newsmedia Production (3 or 4 units)

Lab: 108 hrs; 3 units

CSU

Lab: 162 hrs; 4 units

Weekly production of the Yuba College student online news source and quarterly production of the Yuba College news magazine. Students will become familiar with all elements of news media production, including hard news, features, editorials, blogs, forums, email advisories, podcasts, online video, photo journalism, graphic art and advertisement. Prerequisite: ENGL 51 or eligibility for 1A.

## Mass Communications

Contact: Monica Chahal  
Phone: (530) 661-5714  
Counseling: (530) 661-5703

### MCOMM 2—Introduction to Mass Communications (3 units)

Lecture: 54 hrs

CSU/UC

Survey of the principles, functions, and services of media in an information and communication oriented society; emphasis on history, economics, technologies, and the process of communication, as well as the social impact of print media, broadcasting, and motion pictures. (L)

### MCOMM 4—Studio Video Production (3 units)

Lecture: 36 hrs; Lab: 54 hrs

CSU

Semi-technical operation and creative use of television studio equipment; techniques of production, use of cameras, lighting, sound, titling, and video recording. (L)

### MCOMM 5—Electronic Movie Making (3 units)

Lecture: 36 hrs; Lab: 54 hrs

CSU/UC

Introduction to electronic movie making; use of visual communication and personal experience to invoke emotion, to share ideas, and to construct persuasive visions of reality through electronic movie making. (L)

### MCOMM 11—Basic Photography (3 units)

Lecture: 36 hrs; Lab: 54 hrs

CSU/UC

An exploration into basic camera operation and black and white processing and printing. History and development of photography. Emphasis on personal expression. Adjustable camera preferred. (L)

## Mathematics

Contact: Matt Clark, Talwinder Chetra and Shawn Lanier  
Phone: (530) 661-5764, (530) 661-5762, (530) 661-5787  
Counseling: (530) 661-5703  
Degree Offered: A.S. Mathematics

### Student Learning Outcomes

- Apply appropriate mathematical and statistical concepts, models, and methods to understand, analyze and communicate results when dealing with issues involving quantitative information.
- Analyze data and numerical information to evaluate, interpret, and draw objective conclusions when facing quantitative problems.

### MATHEMATICS

#### (Associate in Science)

Required Courses	Units
MATH 1A First Year Calculus .....	5
MATH 1B First Year Calculus .....	4
MATH 2A Second Year Calculus .....	4
MATH 3 Linear Algebra .....	3
STAT 1 Introduction to Statistical Methods .....	4
<b>Total units required for degree major .....</b>	<b>21</b>

### MATH 1A—Single Variable Calculus I – Early Transcendentals (5 units)

Lecture: 90 hrs

CSU/UC UC-Unit Limit

A first course in differential and integral calculus of a single variable: functions; limits and continuity; techniques and applications of differentiation and integration; fundamental theorem of calculus. Primarily for science, technology, engineering, and mathematics majors. Prerequisite: MATH 7or 20 and 21. (L,M)

# Programs and Courses

## MATH 1B—Single Variable Calculus II – Early Transcendentals (4 units)

Lecture: 72 hrs

CSU/UC

A second course in differential and integral calculus of a single variable: integration; techniques of integration; infinite sequences and series; polar and parametric equations; applications of integration. Primarily for science, technology, engineering and mathematics majors. Prerequisite: MATH 1A with a grade of "C" or better. (L, M)

## MATH 1C—Multivariable Calculus (4 units)

Lecture: 72 hrs

CSU

Vector valued functions, calculus of functions of more than one variable, partial derivatives, multiple integration, Green's theorem, Stokes' theorem, divergence theorem. Prerequisite: MATH 1B with a grade of "C" or better. (L, M)

## MATH 2—Ordinary Differential Equations (3 units)

Lecture: 54 hrs

CSU

The course is an introduction to ordinary differential equations including both quantitative and qualitative methods as well as applications from a variety of disciplines. Introduces the theoretical aspects of differential equations, including establishing when solution(s) exist, and techniques for obtaining solutions, including, series solutions, Laplace transforms and linear systems. Pre-requisite: MATH 1B. (L, M)

## MATH 2A—Second Year Calculus (4 units)

Lecture: 72 hrs

CSU/UC

Emphasis on the calculus of two and three variable, including topics from vector analysis. Also conics and polar coordinates. Prerequisite: Math 1B (L, M)

## MATH 2B—Differential Equations (3 units)

Lecture: 54 hrs

CSU/UC

Topics in ordinary differential equations; various solutions to elementary differential equations; required for most Engineering majors. MATH 2A is recommended. Prerequisite: MATH 1B with a grade of "C" or better. (L, M)

## MATH 3—Linear Algebra (3 units)

Lecture: 54 hrs

CSU/UC

This course develops the techniques and theory needed to solve and classify systems of linear equations. Solution techniques include row operations, Gaussian elimination, and matrix algebra. Investigates the properties of vectors in two and three dimensions, leading to the notion of an abstract vector space. Vector space and matrix theory are presented including topics such as inner products, norms orthogonally, eigenvalues, eigenspaces, and linear transformation. Selected application of linear algebra are included. Prerequisite: Math 1B Recommended successful completion of Math 1C. (L, M)

## MATH 7—Pre-Calculus (4 units)

Lecture: 72 hrs

CSU/UC

Preparation for calculus including polynomial, absolute value, radical rational, exponential, logarithmic, and trigonometric functions and their graphs; analytic geometry, polar coordinates. Prerequisite: MATH 21. (L, M)

## MATH 9—Calculus for Business, Social and Life Science (4 units)

Lecture: 72 hrs

CSU/UC UC-Unit Limit

Topics of calculus including differentiation, integration, graphs, limits, and rates. Applications from economics, business, life science, and behavioral science.. Prerequisite: MATH 52. Not open for credit to student with credit in MATH 1A (L, M)

## MATH 20—College Algebra (4 units)

Lecture: 72 hrs

CSU

College level course in algebra for majors in science, technology, engineering, and mathematics. Topics include polynomial, rational, radical, exponential, absolute value, and logarithmic functions, systems of equations, theory of polynomial equations, and analytic geometry. Prerequisite: MATH 52 or a satisfactory score on the mathematics placement test. (L, M)

## MATH 21—Plane Trigonometry (3 units)

Lecture: 54 hrs

CSU

Trigonometric functions, fundamental formulas, identities, solution of triangles, and complex numbers. Prerequisite: MATH 52. (L, M)

## MATH 50—Elementary Algebra (4 units)

Lecture: 72 hrs

Introductory algebra. Topics include: signed numbers, graphing, linear equations, quadratic equations, and systems of linear equations in two variables. Prerequisite: MATH 111 or qualifying score on Placement Examination. (L)

## MATH 50A—Elementary Algebra First Half (3 Units)

Lecture: 54 hrs

Introductory algebra. Topics include: signed numbers, graphing, linear equations, and introduction to functions. Designed for a wide variety of students, including those who have been unsuccessful in MATH 50, are math anxious, or desire a slower paced, year-long version of MATH 50. Intended to provide students with additional exposure to algebraic concepts and additional time to practice them. It is the first half of Elementary Algebra and, together with MATH 50B, is equivalent to MATH 50 for courses that require MATH 50 as a prerequisite. Prerequisite: Qualifying score on Placement Examination, or MATH 111 with a grade of "C" or better. (L)

## MATH 50B—Elementary Algebra Second Half (3 Units)

Lecture: 54 hrs

Introductory algebra. Topics include: graphing, quadratic equations, absolute value equations, systems of linear equations in two variables, compound inequalities, factorization of polynomials. Designed for a wide variety of students, including those who have been unsuccessful in Math 50, are math anxious, or desire a slower paced, year-long version of Math 50. Intended to provide students with additional exposure to algebraic concepts and additional time to practice them. It is the second half of Elementary Algebra and, together with Math 50A, is equivalent to Math 50 as a prerequisite. Math 50B is also suitable for students who desire to review the latter part of Math 50 before taking Math 52. Prerequisite: MATH 50A with a grade of "C" or better. (L)

## MATH 52—Intermediate Algebra (4 units)

Lecture: 72 hrs

Fundamental operations of algebra, linear and quadratic equations and inequalities; exponents and polynomials; rational expressions; radicals and fractional exponents; graph of a straight line; linear and quadratic system of equations; conic sections; exponential and logarithmic functions. Prerequisite: MATH 50. (L, M)

## MATH 52A—Intermediate Algebra First Half (3 units)

Lecture: 54 hrs

Intermediate algebra. Topics include: factoring polynomials, rational expressions, radicals, rational exponents and complex numbers. Designed for a variety of students, including those who have been unsuccessful in MATH 52, are math anxious, or desire a slower paced, year-long version of MATH 52. Intended to provide students with additional exposure to algebraic concepts and additional time to practice them. This course is the first half of Intermediate Algebra. MATH 52A and MATH 52B must both be taken to be equivalent to MATH 52 for courses that require MATH 52 as a prerequisite, or to meet a degree requirement. Prerequisite: MATH 50 or equivalent. (L, M)

## MATH 52B—Intermediate Algebra Second Half (3 units)

Lecture: 54 hrs

Intermediate algebra. Topics include: quadratic equations and functions, exponential and logarithmic functions, conic sections, linear systems in three variables, nonlinear systems, and variation. Designed for a variety of students, including those who have been unsuccessful in MATH 52, are math anxious, or desire a slower paced, year-long version of MATH 52. Intended to provide students with additional exposure to algebraic concepts and additional time to practice them. This course is the second half of Intermediate Algebra. MATH 52A and MATH 52B must both be taken to be equivalent to MATH 52 for courses that require MATH 52 as a prerequisite, or to meet a degree requirement. Prerequisite: MATH 52A or equivalent. (L, M)

## MATH 58—Quantitative Reasoning (3 units)

Lecture: 54 hrs

Interpretation of and reasoning with quantitative information. Coverage of logic; units analysis; uses and abuses of percentages, ratios, and indices; financial management; and statistics. This course satisfies the AA and AS degree requirement but does not satisfy the prerequisite for a transferable math course. Prerequisite: MATH 50 or equivalent. (L,M)

## MATH 110—Arithmetic for College Students (3 units)

Lecture: 54 hrs

Whole numbers, fractions, mixed numbers, and decimals. Concepts of prime and composite numbers, and prime factorization; ratio proportion, percent; rounding and estimating sums, differences, products, and quotients. Applications and the reasonableness of answers are stressed. Concepts, language usage and reasoning skills are emphasized. (L)

## MATH 111—Pre-algebra (4 units)

Lecture: 72 hrs

Seeks to develop algebraic thinking. Topics include: operations on the rational numbers; exponents; the order of operations; the real numbers and their decimal number representation; the field axioms; introduction to algebra; graphing in two dimensions; percent, ratio, proportion; basic geometry; conversion of units; and problem solving using equations. (L)

# Music

Contact: Monica Chahal

Phone: (530) 661-5714

Counseling: (530) 661-5703

### Student Learning Outcomes

- The student will be able to express in written and oral formats a correct comprehension of musical concepts including rhythm, melody, harmony, and form.
- The student will be able to demonstrate proficiency in new technologies for the purpose of research, communication, composition, recording and performance.
- The student will be able to interact appropriately with others in the assessment of musical performance assignments, including collaboration with other musicians.

## MUSIC 3—Music Appreciation (3 units)

Lecture: 54 hrs

CSU/UC

Study of music in relation to the humanities; music and composers of the Western world from Medieval through the 20th Century. Not open for credit to student with credit in HUMAN 3. (L)

## MUSIC 12—Jazz Appreciation (3 units)

Lecture: 54 hrs

CSU/UC

General survey of jazz from its original and early development to present day; extensive listening to both recorded and live performances supports the lecture material. Not open for credit to student with credit in HUMAN 12. (L)

## MUSIC 15—Popular Music in the United States (3 units)

Lecture: 54 hrs

CSU/UC

A survey of popular music in the United States from about 1850 to present; covers American Civil War songs, ragtime, blues, jazz, songwriting, musical theater, country music, Latin music styles, rock, and current trends. Not open for credit to student with credit in HUMAN 15. (L)

## MUSIC 16—World Music (3 units)

Lecture: 54 hrs

CSU/UC

An introduction to music as experienced through various world cultures including, but not limited to, Asia, India, the Middle East, Africa, Australia, and South America. Subcultures, such as Native American music and Ethnic North American music are also studied. Not open for credit to student with credit in HUMAN 16. (L)

## MUSIC 35—Beginning Guitar (1 or 2 units)

Lecture: 9 hrs; Lab: 27 hrs(1 unit)

CSU/UC

Lecture: 27 hrs; Lab: 27 hrs (2 units)

Basic guitar technique with an emphasis on melody and chording. Grades are P/NP.

# Nutrition

## NUTR 10—Principles of Nutrition

Lecture: 54 hrs

CSU

Functions of nutrients in the human body. Nutritional needs of individuals through their life cycle, food choice determinants, effects of cooking and processing, role and safety of food additives, and meal planning guidelines. Not open for credit to students with credit in HLTH10 or FSD 10.

# Nursing

Contact: Rita Montejano

Degree: A.D.N.

Phone: (530) 741-6784

Counseling: Julie Morgan (530) 661-5703

Website: <http://nursing.yccd.edu/>

of State Boards Nursing Licensing Examination (NCLEX). Student Learning Outcomes

- Apply principles of scientific process and awareness, in the form of Nursing Process, in the care of the patient across life's continuum.
- Evaluate and analyze complex human systems with critical thinking to prevent and or restore health and wellness to patients across life's continuum.
- Learn therapeutic communication in the application of nursing to patient care across life's continuum.

**Note: The Nursing program is approved for and administered by Yuba College; however degrees and Certificates of Completion can be earned at Woodland Community College. Students can fulfill requirements through courses at WCC and through Distributive Education. Related degrees and certificates will be issued by Yuba College. More information can be found at the Yuba College Nursing Department Website.**

Nursing is a blend of science, technology, and compassion that allows the practitioner to provide health care in a variety of settings. It is an applied science based upon principles from the biological, physical, and behavioral sciences, as they relate to the diagnosis and treatment of human responses to actual and potential health problems. It includes caring for the sick, prevention of disease, and helping people return to and maintain health. Examples of practice settings include acute care hospitals, extended care facilities, home health care, clinics, offices, schools, military service, occupational settings, and more.

General Information: Yuba College offers an Associate Degree Nursing (ADN) program leading to licensure as an RN. A career ladder program, for LVN's wishing to advance to the RN level, is also available. Yuba College Nursing offers clinical experiences in a variety of health care settings, including acute care hospitals, extended care facilities, offices, and clinics. Most lectures are broadcast via interactive TV from Yuba College and Woodland Community College. Skills labs in Marysville and Woodland are staffed with faculty to provide additional support to students. Media, including videotapes and computer-assisted instructional programs, simulation, resource books, and professional journals are also available at both campuses. Upon program completion, graduates, unless otherwise disqualified by the licensing board, are eligible to take the National Council

# Programs and Courses

**COSTS.** In addition to the expenses of regularly enrolled students (living costs, activity fees, books, tuition, etc.), Nursing students have the additional expenses of uniforms, licensing, health examination, drug testing, criminal background check, and other expenses. Nursing students are eligible for grants and loans available to any Yuba College student meeting the financial aid criteria. Upon completion of the Program, the graduate, unless otherwise disqualified by the licensing board, is eligible to take the National Council of State Boards of Nursing Licensing Examination.

**DRUG POLICY.** All students enrolled in nursing and allied health programs are subject to the department drug policy and procedure which can be found in the Student Handbook located on the Nursing Website. Violation of this policy and procedure may result in denial of admission or dismissal from the program.

**CRIMINAL BACKGROUND CHECKS.** All clinical agencies used in the nursing programs require criminal background screening. Applicants who are found to have certain violations that preclude clinical placement will have the offer of admission rescinded. Costs associated with the background screening is the responsibility of the applicant.

**PRE-ADMISSION TESTING.** Prior to admission, all applicants are required to complete a pre-admission assessment exam. Recommended remediation is available and information will be provided to students following the exam. Notification of testing dates and location will be provided several months prior to scheduled program acceptance. Pre-admission testing is required for all students including those entering the LVN to RN Career Mobility program.

**COMPUTER USE.** Students are required to complete most assignments and testing using computers. In addition, hospital records are computerized. It is imperative that students entering nursing be computer literate.

## REGISTERED NURSING PROGRAM

Associate Degree in Nursing. Yuba College offers an Associate Degree Nursing Program designed to prepare the individual to take the National Council of State Boards Nursing Licensing Examination leading to licensure as a registered nurse.

### ADN Admission Requirements:

Yuba College Offers a full-time ADN program designed to prepare students to take the NCLEX, leading to licensure as a registered nurse. The ADN program utilizes a merit-based admission process to score and rank program applicants according to a combination of their academic and personal achievements. A detailed description of each criterion, including a breakdown of the total points, as well as the current ADN application packet and supplemental materials, can be found on the Nursing Department website (<http://nursing.yccd.edu/>). Students are advised to check the website regularly for updates and information related to the application and admission process for the Yuba College ADN program. It is also recommended that all students interested in the ADN program meet with a Yuba College Counselor to ensure they understand and have met all of the program's preadmission requirements.

All prerequisite coursework (or equivalents) must be completed prior to submitting an ADN program application and must earn a grade of "C" or better.

Academic-related (pre-requisite and/or degree requirement) questions, should continue to be directed to the Yuba College Counseling Department's Nursing Liaison, Julie Morgan.

Students can make an appointment at (530) 661-5703

### PROGRAM PROGRESSION AND REQUIREMENT.

The program is a full-time course of study that can be completed in two years or extended by completing the General Education, Science, and other requirements prior to admission into the Nursing sequence. The latter is the suggested format. Some classes will be taught at the Yuba College campus in Marysville and some at the Woodland Community College campus. Lectures are broadcast via interactive TV and can be viewed at the Marysville or Woodland campuses. Agencies in Sacramento, Woodland, and Yuba & Sutter Counties are used for the clinical portions of the program, and travel will be required for all students.

In accordance with the California Code of Regulations, Title 16, Section 1426, all nursing students must comply with the requirements of the "California Board of Registered Nursing -- Content Required for Licensure". Current requirements are found under Nursing Major requirements.

## NURSING MAJOR REQUIREMENTS

### PREREQUISITES

### UNITS

The following courses must be completed prior to APPLYING for admission to the Program:

BIOL 4 Human Anatomy .....	4
BIOL 5 Human Physiology.....	4
BIOL 6 Microbiology .....	4
ENGL 1A College Composition and Reading .....	4

The following courses must be completed with a "C" or higher grade:

MATH 52 Intermediate Algebra or higher.....	4
Chemistry 2A or 2B Introductory Chemistry.....	4-5
NURS 26 Pharmacology .....	3
NURS 36 Pathophysiology.....	4

A minimum GPA of 2.50 or higher is required in the four core courses (Biology 4, 5, 6, and English 1A). Some of these prerequisite courses have their own pre-requisite. Please refer to the individual courses in this catalog for complete information on prerequisites.

General Education and Support Classes must be completed with a "C" or higher grade.

### GENERAL EDUCATION & SUPPORT CLASSES

### UNITS

FCS 10 Nutrition.....	3
PSYCH 1A General Psychology .....	3
SOCIL 1 Introduction to Sociology OR SOCIL 2 Social Problems OR SOCIL 5 Race and Ethnicity OR	
ANTHR 2 Cultural Anthropology.....	3
SPECH 1 Public Speaking OR SPECH 6 Group Discussion.....	3
Humanities elective.....	3

### First Semester

NURS 1A Fundamentals of Nursing.....	4.5
NURS 11R Seminar 1 (Lab).....	1
NURS 1B Medical-Surgical Nursing II.....	4.5

## Second Semester

NURS 2 Medical-Surgical Nursing II.....	7
NURS 12R Seminar 2 (Lab).....	1
NURS 22 Obstetrical Nursing.....	3.5

## Third Semester

NURS 3 Medical-Surgical Nursing III.....	5
NURS 13R Seminar 3 (Lab).....	1
NURS 21 Pediatric Nursing.....	3.5

## Fourth Semester

NURS 4A Medical-Surgical Nursing IV.....	3.5
NURS 14R Seminar 4 (Lab).....	1
NURS 4B Leadership & Preceptorship.....	3
NURS 40 Mental Health Nursing.....	4

NOTE: To progress through the Associate Degree in Nursing Program, all courses must be passed with a "C" (75%) or better.

## LVN TO RN CAREER MOBILITY PROGRAMS

THE ADN PROGRAM IS BEING REVISED -- CONTACT THE NURSING DEPARTMENT FOR CURRENT INFORMATION.

OPTION ONE - LVN to ADN (RN plus degree). Consists of both general education and nursing major core courses. Successful completion of the Program qualifies the student to graduate from the College and to apply for the National Council of State Boards of Nursing Licensing Examination in preparation for licensure as a Registered Nurse. Students who qualify will be admitted each semester to the third semester of the ADN Program on a space-available basis.

### ADMISSION CRITERIA.

- A. Application. All applications are obtained and filed with the Nursing Office at Yuba College campus in Marysville. Applicants will be admitted on a space-available basis by date of receipt of completed application packet. Since enrollment is limited, and the number of applicants traditionally outnumber available spaces, an applicant seeking admission to the AND program who is already an LVN has two options:

1. Apply for the two-year ADN program the same as any other student and, if admitted, must go through the entire program.
2. Complete all prerequisite courses (see RN Program requirements) and apply to the Nursing Department to enter the program in the third semester on a space-available basis.

Visit the nursing website or contact the Nursing Department at 530-741-6784, for more detailed information.

- B. Eligibility. Students are eligible for consideration as a Nursing major if the following have been met:

1. Graduation from an accredited high school or the equivalent.
2. Current California Vocational Nurse License. Recent Vocational Nursing graduates must submit proof of licensure prior to the first day of class.
3. Completion of the following courses with a 2.5 GPA or better: BIOL 4, 5, 6; ENGL 1A. Completion of the following courses with a "C" or higher grade: Chemistry 2A or 2B; FCS 10 (Nutrition); MATH 52; NURS 36, 11R, 12R; and PSYCH 1A.
4. I.V. Therapy certification or completion of Nursing 224 IV Therapy.

Some of these prerequisite courses have their own prerequisite. Please refer to the individual courses in this catalog for complete information on prerequisites

### CHANGE IN ADMISSION CRITERIA:

For LVN Step up applicants entering the ADN program, the California Community College Chancellor's Office admission formula will be implemented. This formula includes:

1. Overall college GPA
2. English course GPA
3. Composite core Biology course GPA (Anatomy, Physiology, Microbiology), and
4. Number of repeats in core Biology courses (repeats lower the score).

This calculation results in a probability percentage. The higher the percentage, the more likely the student is to complete the program successfully. Students must score at the 80<sup>th</sup> percentile or higher to qualify for admission.

### PROGRAM PROGRESSION AND REQUIREMENTS:

### NURSING MAJOR REQUIREMENTS

Support Courses	Units
SOCIL 1 Introduction to Sociology OR SOCIL 2 Social Problems OR	
SOCIL 5 Race and Ethnicity OR	
ANTHR 2 Cultural Anthropology.....	3
SPECH 1 Public Speaking OR 6 Group Discussion.....	3
Humanities elective.....	3
Nursing Courses (must be taken prior to admission)	
NURS 36 Pathophysiology.....	4
NURS 11R Practicum Seminar I.....	1
NURS 12R Practicum Seminar II.....	1

### Fall Semester

NURS 3 Medical-Surgical Nursing III.....	5
NURS 13R Practicum Seminar III.....	1
NURS 21 Pediatric Nursing.....	3.5
NURS 56R Nursing Skills Lab (Optional).....	1

### Spring Semester

NURS 33R Mental Health/Psychiatric Nursing.....	4
NURS 4A Medical Surgical Nursing IV.....	3.5
NURS 4B Leadership & Preceptorship.....	3.5
NURS 14R Practicum Seminar IV.....	1
NURS 56R Nursing Skills Lab (Optional).....	1

OPTION TWO - LVN to RN only (30-Unit Option). Meets California State Regulation 1429, and those completing this track are eligible to apply for the National Council of State Boards of Nursing Licensing Examination in preparation for licensure as a Registered Nurse. This is a non-degree option. States other than California may not grant Registered Nurse (RN) licensure based on completion of this option. Career laddering to a higher level such as Bachelor of Science in Nursing may be limited by this option as well. It is recommended the applicant call the Nursing Department for more information. Students who qualify will be admitted each semester on a space-available basis.

### ADMISSION CRITERIA.

- A. Application. All applications are obtained and filed with the Nursing Office at the Yuba College main campus in Marysville. Applicants will be admitted on a space-available basis by date of receipt of completed application packet. Contact the Nursing Office for admission procedures and information.



# Programs and Courses

## B. Eligibility. Minimum qualifications for admission to this track are:

1. Current California Vocational Nurse License. Recent V.N. graduates must submit proof of licensure prior to the first day of class.
2. Graduation from an accredited high school or the equivalent.
3. Graduation from an accredited vocational school of nursing or demonstrated mastery of course content by Challenge Examination.
4. Completion of the following courses with a 2.5 GPA or higher: BIOL 5 Physiology, BIOL 6 Microbiology; Completion of the following with a "C" or higher: NURS 36 Pathophysiology.
5. Strongly recommend completion of the following with a "C" or higher: IV Therapy certification or completion of Nursing 224 IV Therapy, NURS 11R and NURS 12R.

## CHANGE IN ADMISSION CRITERIA:

For LVN applicants entering the ADN program, the California Community College Chancellor's Office admission formula will be implemented. This formula includes:

1. Overall college GPA
2. English course GPA
3. Composite core Biology course GPA (Anatomy, Physiology, Microbiology), and
4. Number of repeats in core Biology courses (repeats lower the score).

This calculation results in a probability percentage. The higher the percentage, the more likely the student is to complete the program successfully. Students must score at the 80<sup>th</sup> percentile or higher to qualify for admission. This admission criteria will apply to students on the wait list as well as new applicants.

## PROGRAM PROGRESSION/REQUIREMENTS:

## NURSING MAJOR REQUIREMENTS

### Fall Semester

NURS 3 Medical-Surgical Nursing III.....	5
NURS 13R Practicum Seminar III.....	1
NURS 21 Pediatric Nursing.....	3.5
NURS 56R Nursing Skills Lab (Optional).....	1

### Spring Semester

NURS 33R Mental Health/Psychiatric Nursing.....	4
NURS 4A Medical Surgical Nursing IV.....	3.5
NURS 4B Leadership & Preceptorship.....	3.5
NURS 14R Practicum Seminar IV.....	1
NURS 56R Nursing Skills Lab (Optional).....	1

## NURS 1—Fundamentals of Medical Surgical (9 units)

Lecture: 72 hrs; Lab: 270 hrs CSU

Fundamentals of Medical Surgical Nursing introduces the foundational concepts, knowledge and skills essential to the practice of professional nursing. This course provides an introduction for the first semester nursing student to concepts and practices as they relate to the non-critical young adult through geriatric adult in the medical surgical (and/or skilled care) environment. Through utilization of the nursing process, the student will begin to recognize alterations in physiological functioning and formulate age and acuity appropriate nursing interventions. Selected psychomotor skills associated with meeting the basic needs, medication administration, physical assessment, and sterile techniques will be studied and practiced. Nursing 1 is a web-enhanced course using the college Blackboard learning system. Co-requisite: NURS 11. Pre-requisite: NURS 26 and 36. (L,M)

## NURS 1A—Fundamentals of Nursing (4.5 units)

Lecture: 36 hrs; Lab: 135 hrs

CSU

Fundamentals of Nursing introduces the concepts, knowledge and skills essential to the practice of professional nursing. The course provides theoretical content and practice related to physical assessment and vital signs, meeting human needs of hospitalized patients, and basic nursing skills. Course concepts are taught using a variety of methods including lecture format, discussions, case studies, independent reading, group activities, skills practice and testing in the lab, and written assignments. Nursing 1A is a web-enhanced course using the college Blackboard learning system. Co-requisites: NURS 11R, NURS 26 may be taken concurrently. Pre-requisites: NURS 26, NURS 36, and formal admission to the Yuba College Nursing program. Computer literacy skills are recommended. (L, M)

## NURS 1B—Medical-Surgical Nursing I (4.5 units)

Lecture: 36 hrs; Lab: 135 hrs

CSU

This course provides an introduction for the first year nursing student to concepts and practices as they relate to the non-critical young adult through geriatric adult in the medical surgical (and/or skilled care) environment. Through utilization of the nursing process, the student will begin to recognize alterations in functioning or illness and formulate age and acuity appropriate nursing interventions. Selected psychomotor skills associated with meeting the basic needs, medication administration, advanced physical assessment, and sterile techniques will be studied and practiced. Pre-requisite NURS 1A. Computer literacy skills are recommended. (L,M)

## NURS 2—Medical-Surgical Nursing II (7 units)

Lecture: 72 hrs; Lab: 162 hrs

CSU

This course focuses on nursing theory, concepts and skills related to patients with learning needs and health assessment needs. The emphasis of learning for the student is on nursing concepts and safe nursing care of selected clients in selected systems under study. Further emphasis of learning is upon the surgical patient, the patient with wounds, and the patient who is in pain. Co-requisite: NURS 12. Computer literacy skills are recommended. Pre-requisites: NURS 1B, NURS 11. (L,M)

## NURS 3—Medical-Surgical Nursing III (5 units)

Lecture: 36 hrs; Lab: 162 hrs

CSU

This course is designed to provide learning opportunities for in-depth application of the nursing process to the health needs of a selection of acutely ill patients and simulated acutely ill patients. Emphasis is on the application of biophysical and psychosocial knowledge to meet the health care of the adult with acute and chronic disorders in selected body systems. Co-requisite: NURS 13R. Pre-requisites: NURS 2, NURS 12R. Computer literacy skills are recommended. (L,M)

## NURS 11—Nursing Practicum Seminar I (1 unit)

Lab: 54 hrs

CSU

Introduction to the concepts basic to the professional practice of nursing. The course provides a theoretical and practical foundation for professional nursing practice including the nursing process, nursing history, legal and ethical implications, professional roles and responsibilities, caring and advocacy, critical thinking, use of evidence-based practice, healthcare delivery systems, culture, communication, documentation, and life-span considerations. Course concepts are taught using a variety of methods including didactic presentation, class discussions, case studies, self-study modules, independent reading, group activities, and written assignments. Nursing 11R is a web-enhanced course using the college Blackboard learning system. Pre-requisites: formal admission to the Yuba College Nursing program. Pre-approved LVN to RN step up students with Program Permission are eligible. Pre-requisites: NURS 1A and 1B, and NURS 26. Computer literacy skills are recommended. (L,M)

# Programs and Courses

## NURS 12—Nursing Practicum Seminar II (1 unit)

Lab: 54 hrs

CSU

This course provides theoretical concepts and practice in the administration of intravenous therapeutics for the adult. The course provides concepts and practice for full physical assessment for the adult. The course provides instruction in Laboratory and Diagnostic Studies for the adult patient. Further the course provides a theoretical foundation for physical assessment, IV Therapy and Diagnostics for application to patient care for the hospitalized patient. Co-requisite: NURS 2 and FCS 10. Pre-requisite: NURS 1B, NURS 11R. Computer literacy skills are recommended. (L,M)

## NURS 13—Nursing Practicum Seminar III (1 unit)

Lab: 54 hrs

CSU

This course provides theoretical concepts and practice in the administration of intravenous therapeutics for the pediatric patient. The course also provides concepts and practice for basic cardiac rhythm interpretation. The course provides instruction and assessment in critical thinking for the 2nd year RN student. The course provides a theoretical foundation for application to practice of cardiac rhythm determination, pediatric IV therapy and critical thinking for the hospitalized patient. Co-requisite: NURS 3 & NURS 21. Pre-requisite: NURS 2 & NURS 12R. For the LVN student formal admission to the LVN to RN Career Ladder Program. Computer literacy skills are recommended. (L,M)

## NURS 16—Dosage Calculation for Nurses (1 unit)

Lecture: 18 hrs

CSU

The study of basic math related to nursing with a focus on systems of measurement, methods of administration, dosage calculations, and safe administration to clients in diverse settings. Prerequisite: ENGL 1A and MATH 50. (L,M)

## NURS 18—Comprehensive Review for the NCLEX

Examination (1 unit)

Lecture: 18 hrs

CSU

Comprehensive review and test taking strategies for the Registered Nurse (RN) Student in Nursing Science, Pharmacology, and Nursing content area's related to the RN NCLEX Examination. (L)

## NURS 20—Introduction to Nursing (1 unit)

Lecture: 18 hrs

CSU

Provides an overview of current nursing roles, responsibilities and scope of practice as defined by the Board of Registered Nursing, in a variety of settings for nursing practice, with an emphasis on the rigors of being a nursing student and a newly graduated nurse are presented along with study strategies, sources for financial aid, and college and department learning resources to enhance student success. Open to nursing and non-nursing majors. (L,M)

## NURS 21—Pediatric Nursing (3.5 units)

Lecture: 27 hrs; Lab: 108 hrs

CSU

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical and legal issues are discussed as they relate to the child and family, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family is explored. Co-requisite: NURS 13. Pre-requisite: NURS 2, NURS 12. Computer literacy skills are recommended. (L,M)

## NURS 22—Obstetrical Nursing II (3.5 units)

Lecture: 27 hrs; Lab: 108 hrs

CSU

This course focuses on integration and application of the nursing process as it relates to the provision of culturally sensitive nursing care to the childbearing family during pregnancy, birth, the postpartum period, and care of the newborn. Content will also include women's health across the lifespan, including preventative care and diagnosis and treatment gynecologic disorders. Application of concepts, theory, and clinical skills is provided by selected patient care experiences in a variety of inpatient and outpatient settings. Pre-requisites: NURS 1B, NURS 11R. Computer literacy skills are recommended. (L,M)

## NURS 26—Pharmacology (3 units)

Lecture: 54 hrs

CSU

Basic principles of pharmacology with focus on pharmacokinetics, pharmacodynamics, and related therapeutic implications for major drug categories. This course may be taken by Nursing and non-Nursing students. Prerequisite: None; Anatomy and Physiology highly recommended. (L,M)

## NURS 36—Pathophysiology: Understanding Disease (4 units)

Lecture: 72 hrs

CSU

The study of disease pathology in the human body with a focus on the study of abnormal physiological function of body systems at the cellular level. Correlation to the disease etiology and biological and physical manifestations produced by the abnormal physiology. Core course content for NURS 1 through NURS 4B, nursing courses. The content of this course is content required for licensure with the California Board of Registered Nursing. Course is required to be completed prior to formal admission to the Yuba College Nursing Program. Prerequisite: BIOL 4 and BIOL 5. Computer literacy skills are recommended. (L)

## NURS 51—Medical Terminology (3 units)

Lecture: 54 hrs

CSU

Intended to assist those studying in the fields of medicine and health care by learning a word-building system for defining, using, spelling and pronouncing medical words. It is designed for those preparing for a health career such as nursing, medical secretary, ward secretary, emergency medical technician, medical technologist, respiratory therapist, or other fields that require a medical vocabulary. Not open for credit to students with credit in RADT 51. (L)

## NURS 55—Nursing Skills (1 unit)

Lab: 54 hrs

CSU Designed for

nursing students to remediate or update nursing skills; learn to access health care information via the internet, obtain help with writing skills specific to nursing department requirements and remediate or update math skills relating to calculation of dosages and solutions. Grades are P/NP.

## NURS 56—Advanced Nursing Skills Lab (1 unit)

Lab: 54 hrs

CSU

Designed for nursing students in the advanced 2nd year level of instruction to practice and/or remediate in advanced nursing skills. Areas of practice include advanced procedures, technological equipment experience, help with advanced analysis of assessment findings, diagnostics, and multiple system acute pathologies, activities to promote critical thinking, simulation and developing complex nursing care plans. Grades are P/NP. Computer literacy skills are recommended. (L,M)

## NURS 224—Intravenous Therapy/Blood Withdrawal (2 units)

Lecture: 27 hrs; Lab: 27 hrs

Designed to prepare the LVN to initiate and monitor intravenous therapy and perform blood withdrawals and to update the RN in new theories, products and techniques of intravenous therapy. Grades are P/NP.

## Philosophy

Contact: Monica Chahal  
Phone: (530) 661-5714  
Counseling: (530) 661-5703

### Student Learning Outcomes

- The student will be able to appraise, critique, and evaluate major philosophical systems by comparing and contrasting conceptual similarities and differences.
- The student will be able to demonstrate the ability to assess, and evaluate political and cultural thought.
- The student through interaction with other classmates will demonstrate a respect for philosophical opinions, feelings, and values.

### PHIL 1—Introduction to Philosophy (3 units)

Lecture: 54 hrs CSU/UC  
To introduce students to the nature and practice of philosophic inquiry by focusing on traditional philosophic issues from a multicultural perspective. Particular emphasis will be given to classic Western philosophers as well as classic Eastern sources. (L)

### PHIL 2—Ethics (3 units)

Lecture: 54 hrs CSU/UC  
An introduction to the study of ethics emphasizing the relevance of ethics to everyday decision making. Topics include the human context of moral reasoning, relativism, subjectivism, religion and ethics, conscience and moral development, ethical egoism, utilitarianism, the ethics of duty, rights ethics, virtue ethics and the good life, and case studies in moral reasoning. (L)

### PHIL 3—Philosophy of Religion (3 units)

Lecture: 54 hrs CSU/UC  
A philosophical exploration of religious belief and practice, with an emphasis on understanding how the world's major religious traditions -- Eastern and Western -- respond to fundamental issues concerning the ultimate nature of reality. Topics include: religion and philosophy, world views and religion, metaphysics without God, metaphysics with God, arguments for God's existence, the problem of evil, incarnation and God, God and gender, life after death, religious experience, science and religion, prudential arguments for religious belief, faith and justification, love and the meaning of life. (L)

### PHIL 6—Political Philosophy (3 units)

Lecture: 54 hrs CSU/UC  
This is an introduction to the major authors and types of political thought and the central issues involved in political thinking (e.g. democracy, fascism, justice, rights, law liberty, political authority, political principles, consequences, etc.), as presented through classical or contemporary reading selections. Not open for credit to student with credit in POLSC 6. (L)

### PHIL 12—Critical Thinking (3 units)

Lecture: 54 hrs CSU/UC  
A basic introduction to critical thinking skills emphasizing their application to everyday decision making. Topics include: definitions of critical thinking, language and meaning, claims and reasons, argument and inference, argument identification and reconstruction, inductive reasoning, deductive reasoning, underlying assumptions, evaluating assumptions, assumptions and evidence, world views as a context for critical thought, evaluating arguments, sound and fallacious reasoning, informal fallacies, causal inference, and scientific method. (L)

### PHIL 20—World Religions (3 units)

Lecture: 54 hrs CSU/UC  
A survey of the beliefs and practices of Eastern and Western religious traditions. Emphasis will be given to the origin and development of each tradition, its major forms of expression, and the various ways in which each tradition addresses the most fundamental questions of human existence. (L)

## Physical Education

Contact: Donna McGill-Cameron  
Phone: (530) 661-5751  
Counseling: (530) 661-5703

### PE 1.21—Aerobic Exercise (.5 or 1 or 2 units)

Lecture: 4.5 hrs; Lab: 13.5 hrs (.5 unit) CSU/UC UC-Unit Limit  
Lecture: 9 hrs; Lab: 27 hrs (1 unit)  
Lecture: 13.5 hrs; Lab: 40.5 hrs (1.5 units)  
Lecture: 18 hrs; Lab: 54 hrs (2 units)

Aerobic exercise designed to develop and/or maintain cardiovascular endurance, muscular strength, flexibility, and coordination through the use of continuous vigorous movements.

### PE 1.26—Body Toning (.5 or 1 or 1.5 units)

Lecture: 4.5 hrs; Lab: 13.5 hrs (.5 unit) CSU/UC UC-Unit Limit  
Lecture: 9 hrs; Lab: 27 hrs (1 unit)  
Lecture: 13.5 hrs; Lab: 40.5 hrs (1.5 units)

An aerobic exercise program designed to develop muscle tone throughout the body. Muscle endurance and flexibility is also developed.

### PE 1.27—Fitness Walking/Jogging (.5 or 1 or 1.5 units)

Lecture: 4.5 hrs; Lab: 13.5 hrs (.5 unit) CSU/UC UC-Unit Limit  
Lecture: 9 hrs; Lab: 27 hrs (1 unit)  
Lecture: 13.5 hrs; Lab: 40.5 hrs (1.5 units)

Individualized walking/jogging program designed to improve cardiovascular endurance and muscular strength. Emphasis on Lifetime fitness including the principles of nutrition, fitness and safety.

### PE 1.28—Zumba Fitness (.5 or 1 or 1.5 units)

Lecture: 4.5 hrs; Lab: 13.5 hrs (.5 unit) CSU/UC UC-Unit Limit  
Lecture: 9 hrs; Lab: 27 hrs (1 unit)  
Lecture: 13.5 hrs; Lab: 40.5 hrs (1.5 units)

Zumba is a fusion of Latin and International music-dance themes creating a dynamic, exciting, effective fitness system. The routines feature aerobic/fitness interval training with a combination of fast and slow rhythms that tone and sculpt the body. Zumba utilizes the principles of fitness interval training and resistance training to maximize caloric output, fat burning and total body toning. It is a mixture of body sculpting movements with easy to follow dance steps.

### PE 1.36—Yoga (1 unit)

Lecture: 4.5 hrs; Lab: 13.5 hrs (.5 unit) CSU/UC UC-Unit Limit  
Lecture: 9 hrs; Lab: 27 hrs (1 unit)  
Lecture: 13.5 hrs; Lab: 40.5 hrs (1.5 units)  
Lecture: 18 hrs; Lab: 54 hrs (2 units)

Development of basic Yoga postures, breathing practices, stretching, and relaxation techniques as a method to improve flexibility, decrease stress and improve physical and mental well-being.

### PE 1.59R—Aerobic Weight Training (.5 or 1 or 1.5 units)

Lecture: 4.5 hrs; Lab: 13.5 hrs (.5 unit) CSU/UC UC-Unit Limit  
Lecture: 9 hrs; Lab: 27 hrs (1 unit)  
Lecture: 13.5 hrs; Lab: 40.5 hrs (1.5 units)

Weight training methods and techniques to improve aerobic fitness, cardiovascular fitness, and muscular endurance.

## PE 5—Physical Activities for Young Children (1 unit)

Lecture: 18 hrs

CSU

Designed to give adults working with preschool and school-age children a variety of hands-on activities useful in creating stimulating outdoor environments; practice using equipment like bean bags and hula hoops, as well as become familiar with games from diverse ethnic groups. Not open for credit to student with credit in ECE 5. (L)

# Physical Science

Contact: Jennifer McCabe

Phone: (530) 661-5754

Counseling: (530) 661-5703

## Student Learning Outcomes

- Students will be able to use appropriate mathematical concepts and methods to understand, analyze, and communicate issues of geology, geography, and/or physical science in quantitative terms.
- Students will be able to analyze data/information in addressing and evaluating problems and issues pertaining to geology, geography, and/or physical science.
- Students will be able to understand the purpose of scientific inquiry and the implications and applications of basic scientific principles within the fields of geology, geography, and/or physical science.

## PHYS 10A—Earth Science (3 units)

Lecture: 54 hrs

CSU/UC UC-Unit Limit

Survey course with topics chosen principally from oceanography, geology, physical geography, meteorology, and astronomy. Topics are presented within a theme of understanding the earth. (L)

## PHYS 10AL—Earth Science Laboratory (1 unit)

Lab: 54 hrs

CSU/UC

Laboratory activities in Earth Science to reinforce and complement the materials presented in PHYS 10A. Corequisite PHYS 10A. Prerequisite PHYS 10A. (L)

## PHYS 10B—Physical Science - Physics and Chemistry (3 units)

Lecture: 54 hrs

CSU/UC UC-Unit Limit

Basic concepts in physics and chemistry: motion, force, energy, electricity, atomic theory, matters, chemical and physical changes, gas laws, radioactivity, and an introduction to modern physics. (L)

## PHYS 10C—Physical Science - Physics and Chemistry (1 unit)

Lab: 54 hrs

CSU/UC

Laboratory experiments in physics and chemistry to reinforce and complement the materials presented in PHYS 10B. Prerequisite: PHYS 10B which may be taken concurrently. (L)

# Physics

Contact: Monica Chahal

Phone: (530) 661-5714

Counseling: (530) 661-5703

## Student Learning Outcomes

- Mathematical calculations in Physics Problem Solving.
- Learning how to think and reason scientifically to solve real life problems.
- Awareness of the Scientific Method as it relates to Physics.

## PHYS 2A—General Physics (3 units)

Lecture: 54 hrs

CSU/UC-Unit Limit

Comprehensive survey of physics, including mechanics, hydrostatics, thermodynamics, and wave motion; qualitative understanding and quantitative problem solving; primarily for life science major. Prerequisite: MATH 21. CHEM 2A is recommended. (L,M)

## PHYS 2B—General Physics (3 units)

Lecture: 54 hrs

CSU/UC-Unit Limit

Comprehensive study of physics, including electricity and magnetism, optics, atomic and nuclear physics, and relativity; equal emphasis placed on qualitative understanding and quantitative problem solving. Primarily for Life Science majors. Prerequisite: PHYS 2A. (L,M)

## PHYS 3A—General Physics Lab (1 unit)

Lab: 54 hrs

CSU/UC-Unit Limit

Performance of lab experiments to verify the important concepts of PHYS 2A. Not open for credit to student with credit in the PHYS 4 series, or equivalent. Prerequisite: PHYS 2A which may be taken concurrently. (L,M)

## PHYS 3B—General Physics Lab (1 unit)

Lab: 54 hrs

CSU/UC-Unit Limit

Performance of lab experiments to verify the important concepts of PHYS 2B. Not open for credit to student with credit in the PHYS 4 series. Corequisite: PSYS 2B. Prerequisite: PHYS 3A. (L,M)

## PHYS 4A—Mechanics (4 units)

Lecture: 54 hrs; Lab: 54 hrs

CSU/UC UC-Unit Limit

Overview of the field of physics, its position and significance relative to the sciences, followed by a detailed study of mechanics. Primarily for architecture, chemistry, engineering, geophysics, and physics majors. Prerequisite: MATH 1A with a grade of "C" or better, MATH 1B (MATH 1B concurrent ok). (L,M)

## PHYS 4B—Electromagnetism (4 units)

Lecture: 54 hrs; Lab: 54 hrs

CSU/UC UC-Unit Limit

Study of electromagnetism with accompanying laboratory. Prerequisite: Physics 4A with a "C" or better. (L,M)

## PHYS 4C—Thermodynamics, Light & Modern Physics (4 units)

Lecture: 54 hrs; Lab: 54 hrs

CSU/UC UC-Unit Limit

Study of thermodynamics, optics, and modern physics with accompanying laboratory. Prerequisite: Physics 4B with a grade of "C" or better. (L,M)

## PHYS 10L—Basic Concepts in Physics (4 units)

Lecture: 54 hrs; Lab: 54 hrs

CSU/UC UC-Unit Limit

A general Physics course for non-science majors. Scientific skills and understanding of the basic concepts of Physics will be studied using the discovery or inquiry approach. Direct hands-on experience will be an integral part of the course through many interactive activities. There will be an emphasis on both conceptual and quantitative understanding of the physical world about us. Not open for credit to student with credit in PHYS 10. (L,M)

## Political Science

Contact: Monica Chahal  
Phone: (530) 661-5714  
Counseling: (530) 661-5703

### Student Learning Outcomes

- Analyze data/information in understanding and articulating different forms of political theory.
- Articulate similarities and differences within international governments and politics.
- Interact with others and discover that through applying their political skills, people can make a positive difference in their communities.

POLSC 1—Introduction to American Government (3 units)

Lecture: 54 hrs

CSU/UC

Survey of American government and politics, covering three parts: the foundations, politics, and institutions. First, it will explore the foundations of American democracy, such as: political culture, the Constitution, civil liberties, and civil rights. Second, it will analyze American politics in the aspects of the media, political parties, elections, and interest groups. Finally, political institutions will be examined, such as the Congress, the presidency, the course, and the federal bureaucracy. State and local governments included. Satisfies Government(s) Constitution(s) portion of California State University Title 5, Section 40404. (L)

## Psychology

Contact: Alison Buckley  
Phone: (530) 661-5732  
Counseling: (530) 661-5703  
Degrees Offered: A.A.- Psychology, A.A.-T. - Psychology

Psychology is the study of human thought, feelings, and behavior. Part of its appeal is the fact that it involves both scientific investigation and practical applications of those findings in everyday life. The Yuba Community College District Psychology courses offer a diverse program with several goals: 1) To expose students to the variety of sub-fields in psychology; 2) to engender knowledge of, and appreciation for, the spirit and nature of scientific inquiry; 3) to facilitate insight into oneself and increase knowledge of, and sensitivity to, others; 4) to introduce students to the basic body of knowledge, thus preparing them for further study in Psychology.

Those pursuing psychology as a field of study will find many career options centering around helping others to understand, predict, and influence their own behavior and the behavior of others. Psychologists may teach, conduct research, perform psychological testing, or do consultation in a variety of settings which include hospitals, businesses, private practice, personnel offices, industry, colleges and universities, and government. Training in Psychology provides a valuable foundation for professions wherein interpersonal interactions are a component of the work setting.

### Student Learning Outcomes

- Demonstrate respect for the psychological differences in opinions, feelings and values of others in one's interactions.
- Analyze psychological data/information/theories, draw reasonable conclusions in relation to human behavior from the data/information/theories, recognize the implications when addressing and evaluating human related problems and issues in making decisions.
- Articulate similarities and differences in human behavior among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues as they relate to human behavior.

### PSYCHOLOGY (Associate in Arts)

**Required Courses**

PSYCH 1A General Psychology .....	3
PSYCH 12 Human Sexuality OR	
PSYCH 31 Gender and Behavior: Feminine and Masculine .....	3
<b>Plus 12 additional units selected from the following:</b>	
PSYCH 8 Social Science Research Methods .....	3
PSYCH 33 Personal and Social Adjustment .....	3
PSYCH 40/ECE 3 Childhood and Adolescent Behavior .....	3
PSYCH 41 Lifespan Development .....	3
PSYCH 30A, 30C, 30D Consciousness Studies	
(1 unit each - all three must be completed) .....	3
PSYCH 12 or 31 -- if not already completed above.....	3
PSYCH 46 Abnormal Psychology.....	3
<b>Total units required for degree major .....</b>	<b>18</b>

### PSYCHOLOGY (Associate in Arts for Transfer)

**Required Courses Units**

STAT 1 Intro to Statistical Methods.....	4
PSYCH 1A General Psychology .....	3
PSYCH 8 Social Science Research Methods .....	3
<b>Choose One from the Following.....</b>	<b>4</b>
BIOL 10L General Biology (4)	
<b>Choose One from the Following.....</b>	<b>3</b>
PSYCH 1B General Psychology: Individual and Social Processes.....	3
PSYCH 41 Lifespan Development .....	3
<b>Choose One From the Following.....</b>	<b>3</b>
<i>Any course not selected from above</i>	
PSYCH 12 Human Sexuality & Sexual Behavior.....	3
PSYCH 22 Social Psychology.....	3
PSYCH 31 Gender & Behavior: Feminine & Masculine Behavior .....	3
PSYCH 46 Abnormal Psychology.....	3
PSYCH 33 Personal and Social Adjustment .....	3
<b>Required Subtotal.....</b>	<b>19- 20 units</b>
CSU General Education or IGETC Pattern .....	37-39
Transferable Electives (as needed to reach 60 transferable units)	
<b>DEGREE TOTAL .....</b>	<b>60</b>



The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units (unless the major is a designated "high unit" major).
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the program section of the catalog for Sociology, Psychology or Communication Studies (see SPEECH). All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CUS GE Breadth) (see pg. 53 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 54-56 for more information).

## PSYCH 1A—General Psychology (3 units)

Lecture: 54 hrs

CSU/UC

General introduction to psychology as a science. Topics include perception, learning, development, motivation, personality, abnormal behavior, and biological and social basis of behavior. (L)

## PSYCH 8—Social Science Research Methods (3 units)

Lecture: 54 hrs

CSU/UC

Covers basic issues in the design and implementation of social science research. Topics covered include the scientific method, ethics, research design, basic descriptive and inferential statistics, and qualitative and quantitative methodologies. Completion or concurrent enrollment in STAT 1 strongly advised. Prerequisite: PSYCH 1A or SOCIL 1 (L, M, C)

## PSYCH 12—Human Sexuality and Sexual Behavior (3 units)

Lecture: 54 hrs

CSU/UC

Psychological and biological aspects of human sexuality, including developmental issues. Variations in sexual behavior/orientation; structure and function of the reproductive systems, sexual response, and sexually transmitted diseases. (L)

## PSYCH 22—Social Psychology (3 units)

Lecture: 54 hrs

CSU/UC

This course will examine the emotion, behavior, and cognition of individuals in social situations. Topics can include: social psychology methods, social perception, social cognition, attitudes, persuasion, social identity, gender identity, prejudice and discrimination, interpersonal attraction, close relationships, conformity, compliance, obedience to authority, helping behavior, aggression, group processes, and social psychology applications. Multiple perspectives discussed. (L)

## PSYCH 31—Gender and Behavior: Feminine and Masculine Behavior (3 units)

Lecture: 54 hrs

CSU/UC

Systematic analysis of psychological principles related to gender, including biological, social, and cultural perspectives. Not open for credit to students with credit in WOMEN 31. (L)

## PSYCH 33—Personal and Social Adjustment (3 units)

Lecture: 54 hrs

CSU/UC

Principles of personality development with emphasis on self-theories and social interaction theories. (L)

## PSYCH 41—Lifespan Development (3 units)

Lecture: 54 hrs

CSU/UC

Introduction to the scientific study of human development from conception to death; examines the interplay of the biological, psychological, social and cultural influences on the developing human being. (L)

## PSYCH 46—Abnormal Psychology (3 units)

Lecture: 54 hrs

CSU/UC

Introduction to the field of abnormal psychology. Exploration of the models, diagnosis, and classifications of abnormal behavior. (L)

# Reading

Contact: Cay Strobe

Phone: (530) 661-5778

Counseling: (530) 661-5703

## Student Learning Outcomes

- Effectively comprehend information communicated through texts.
- Identify and evaluate the meaning and purpose of key ideas in texts.

## READ 70—Analytical Reading (3 units)

Lecture: 54 hrs

Specific comprehension and reasoning skills for reading and other college materials. Concurrent enrollment in ENGL 51 is recommended. Prerequisite: READ 105, or qualifying Placement Examination score and appropriate skills and knowledge. (L)

## READ 100A—Academic Reading Strategies (0.5 units)

Lecture: 9 hrs

Instruction in reading comprehension skills to assist students in all academic coursework.

## READ 100B—Academic Reading Strategies (0.5 units)

Lecture: 9 hrs

Instruction in reading comprehension skills and study strategies to assist students in all academic coursework.

## READ 105—Pre-Collegiate Reading Skills (3 units)

Lecture: 54 hrs

Emphasis on paragraph and passage comprehension, vocabulary development, and basic study reading techniques. Concurrent enrollment in ENGL 105 is recommended. Not open for credit to student with credit in READ 105L. Prerequisite: READ 110B with a passing grade, or satisfactory score on Placement Examination and appropriate skills and knowledge.

## READ 110A—Reading Assistance (4 units)

Lecture: 54 hrs; Lab: 36 hrs

Small group and whole class work to strengthen basic reading skills, based on meta-cognitive strategies. emphasis on vocabulary development.

# Programs and Courses

## READ 110B—Reading Assistance (4 units)

Lecture: 54 hrs; Lab: 36 hrs

Small group and whole class work to strengthen basic reading skills, based on meta-cognitive strategies. Emphasis on vocabulary development as well as retention strategies. Prerequisite: Satisfactory score on Placement Examination or appropriate skills and knowledge, or READ 110A.

## Sign Language

Contact: Rudolph Besikof

Phone: (530) 661-5714

Counseling: (530) 661-5703

### Student Learning Outcomes

- The student will be able to demonstrate the ability to carry on a sign language conversation consistent with the ability of a third semester language learner with a deaf individual or group of deaf individuals.
- The student will be able to analyze the impact on a deaf person's life in the following areas: world of work, education, family, language and social development.

### SIGN 1—Sign Language Studies 1 (4 units)

Lecture: 72 hrs

CSU/UC UC-Unit Limit Introduction to

the visual-gestural processes of sign language. This course provides instructional activities for people who wish to become competent in communicating with deaf people. Emphasis on nonverbal communication. (L)

### SIGN 2—Sign Language Studies 2 (4 units)

Lecture: 72 hrs

CSU/UC

Non-verbal communication skills utilizing syntactical and finger spelling of multi-syllable words. Prerequisite: SIGN 1. (L)

### SIGN 3—Sign Language Studies 3 (4 units)

Lecture: 72 hrs

CSU/UC

Continuation of ASL verbal comprehension skills. Study of advanced grammatical structures; Emphasis on expressive skills of deaf culture. Prerequisite: SIGN 2. (L)

### SIGN 61—Basic Vocabulary and Finger Spelling (2 units)

Lecture: 36 hrs

The art of communicating with persons who are deaf by means of finger spelling and basic signing. May be taken concurrently with Sign 1 or as an introductory course to American Sign Language. (L)

## Social Science

Contact: Monica Chahal

Phone: (530) 661-5714

Counseling: (530) 661-5703

Degree Offered: A.A.- Social Science

This degree is designed to prepare students for a Bachelor of Arts degree and to provide subject matter preparation for the Single Subject Teaching Credential in Social Science.

## SOCIAL SCIENCE (Associate in Arts)

### Required

### Units

ANTHR 1 Physical Anthropology

OR 2 Cultural Anthropology .....3

ECON 1A Elementary Economics-Macro .....3

GEOG 1 Physical Geography OR GEOG 2 Cultural Geography .....3

POLSC 1 Introduction to Political Science .....3

PSYCH 1A General Psychology

OR SOCIL 1 Introduction to Sociology .....3

Any History Class .....3

**Total units required for degree major .....18**

## Sociology

Contact: Nili Kirschner

Phone: (530) 661-5756

Counseling: (530) 661-5703

Degrees Offered: A.A. Sociology, A.A.-T. Sociology

Sociology is the study of society and how individuals' lives are shaped by the larger social structure. Sociologists study a wide range of topics, including inequality, race, gender and sexuality, family, media, crime and deviance, government, social policy, and religion.

The Sociology Program at WCC offers a range of courses that fulfill general education and transfer requirements and prepare students for further study in Sociology leading to BA, MA, MSW and/or Ph.D. degrees. Sociology provides students with career opportunities in education, criminology and law, social work, urban planning, and public policy. Most career options require more than two years of college study.

Students may choose between an Associate's Degree (AA) or an Associate's Degree for Transfer (AA-T), which is designed specifically for students planning to transfer to the CSU system.

### Student Learning Outcomes

- Students who complete the sociology program will understand the connection between theory and evidence in the social sciences:
  - A They will be able to compare, contrast, and apply functionalist and conflict theories.
  - B They will be able to cite and evaluate evidence to support claims about the social world.
- Students who complete the sociology program will understand the concept and the consequences of social construction as it relates to major social stratification categories like class, race, and gender.
- Students who complete the sociology program will develop and apply a "sociological imagination." They will be able to see the role macro, social forces play in shaping the lives of individuals.

## SOCIOLOGY (Associate in Arts)

Required	Units
SOCIL 1 - Introduction to Sociology.....	3
SOCIL 2 - Social Problems.....	3
SOCIL 5 - Race and Ethnicity.....	3
Choose one:	
SOCIL 10 - Marriage and Family.....	3
Choose one:	
SOCIL 3 - Critical Thinking in Social Science.....	3
SOCIL 8 - Research Methods.....	3
Choose one:	
ANTHR 2 - Cultural Anthropology.....	3
ETHNC/HIST 6 - History of Race .....	3
ETHNC/HIST 15 - Mexican-American History .....	3
POLSCI 1 - Intro to Political Science .....	3
PSYCH 1A - General Psychology.....	3
PSYCH 1B - Ind. and Social Processes .....	3
PSYCH 22 - Social Psychology .....	3
<b>Total units required for degree major .....</b>	<b>18</b>

Recommended additional coursework:

STAT 1 Introduction to Statistical Methods .....	4
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In addition to the major requirements, students seeking an AA must fulfill WCC GE and graduation requirements.

## SOCIOLOGY (Associate in Arts for Transfer)

Required	Units
<u>Group A - Core Courses:</u>	
SOCIL 1 Introduction to Sociology.....	3
SOCIL 2 Social Problems. ....	3
SOCIL 5 Race and Ethnicity .....	3
<u>Group B - Choose One:</u>	
SOCIL 6 Sex and Gender .....	3
SOCIL 10 Marriage and Family .....	3
<u>Group C - Choose One:</u>	
SOCIL 8 Research Methods .....	3
STAT 1 Introduction to Statistical Methods. ....	4
<u>Group D - Choose One:</u>	
Any course not selected from above, OR.....	3-4
PSYCH 22 Social Psychology .....	3
SOCIL 3 Critical Thinking in Social Science .....	3
<b>Total units required for degree major .....</b>	<b>18-19</b>

In addition to the major requirements, students seeking an AA-T must fulfill CSU GE-Breadth or IGETC requirements, complete 60 units of CSU transferable coursework, and complete all degree-applicable courses with a C or better. Note that all courses required for the major are CSU transferrable and can count towards the 60 units and the GE-Breadth or IGETC requirements.

SOCIL 1—Introduction to Sociology (3 units)

Lecture: 54 hrs

CSU/UC

Basic principles of sociology including culture, socialization, organizations, institutions, stratification, collective behavior and social change. (L)

SOCIL 2—Social Problems (3 units)

Lecture: 54 hrs

CSU/UC

Survey of social problems in present-day American culture and application of sociological theory and analysis to issues such as poverty, racism, crime, healthcare, education, and the environment. (L)

SOCIL 3—Critical Thinking in Social Science (3 units)

Lecture: 54 hrs

CSU/UC

Develops a "critical thinking" approach towards evaluating evidence about social issues. Specifically explores how the media and scientific community collect, interpret, and report social data. Combining critical thinking techniques with the sociological perspective will help students to question the "taken-for-granted" assumptions that surround social phenomena and influence human behavior. (L)

SOCIL 5—Sociology of Race and Ethnicity (3 units)

Lecture: 54 hrs

CSU/UC

Examines the social construction of categories of race and ethnicity in society. Focus on inequality and the impact of racial categorization on everyday life through institutions such as the labor market, schools, residential segregation, healthcare, media, and the criminal justice system. (L)

SOCIL 6—Sociology of Sex and Gender (3 units)

Lecture: 54 hrs

CSU/UC

Sociological analysis of the construction, reproduction, and consequence of sex categories and gender roles. Emphasis on how gender designation of "male" and "female" impacts an individual's life, including violence and abuse, sexual harassment, hate crimes, wage differentials and unequal opportunities. (L)

SOCIL 8—Social Science Research Methods (3 units)

Lecture: 54 hrs

CSU/UC

Covers basic issues in the design and implementation of social science research. Topics covered include the scientific method, ethics, research design, basic descriptive and inferential statistics, and quantitative and qualitative methodologies. Completion or concurrent enrollment in STAT 1 strongly advised. Not open for credit to students with credit in PSYCH 8. (L,M,C)

SOCIL 10—Sociology of Marriage and Family (3 units)

Lecture: 54 hrs

CSU/UC

Sociological analysis of marriage and family, including history, cross-cultural comparison, gender roles, sexuality, parenthood, and contemporary debates about family values, form, and function. (L)

## Spanish

Contact: Monica Chahal

Phone: (530) 661-5714

Counseling: (530) 661-5703

### Student Learning Outcomes

- The student will be able to demonstrate the ability to carry on a Spanish language conversation consistent with the ability of a third semester language learner.
- The student will be able to identify correct vocabulary and sentence structure as appropriate to effective Spanish speaking.

## Programs and Courses

### SPAN 1—Elementary Spanish, Part 1 (4 units)

Lecture: 72 hrs

CSU/UC UC-Unit Limit

Introduction to the language and culture of the Spanish-speaking world. It includes the development of listening, speaking, reading, and writing in Spanish with an emphasis on the communicative skills, as well as the fundamentals of Spanish grammar. This course is equivalent to one year of high school Spanish. (L)

### SPAN 2—Elementary Spanish, Part 2 (4 units)

Lecture: 72 hrs

CSU/UC UC-Unit Limit

A continuation of Spanish 1 Provides further basic communication skills through listening, speaking, reading and writing. This course introduces the present perfect, the conditional, the future and subjunctive verb cases. It includes practice at the intermediate level and review of the fundamental of Spanish grammar. Prerequisite: SPAN 1 with a grade of "C" or better or one year of high school Spanish. (L)

### SPAN 3—Intermediate Spanish, Part 1 (4 units)

Lecture: 72 hrs

CSU/UC UC-Unit Limit

First of two semesters of intermediate Spanish. This course provides intermediate level of communication skills through listening, speaking, reading, and writing in a cultural context with special emphasis on communication. Prerequisite: SPAN 2 with a grade of "C" or better or two years of high school Spanish. (L)

### SPAN 10—Introduction to Spanish (3 units)

Lecture: 54 hrs

CSU

Study of elementary Spanish with an emphasis in proficiency. This course includes grammar, vocabulary, pronunciation, and communication. (L)

### SPAN 20A—Spanish for Heritage Students (4 units)

Lecture: 72 hrs

CSU/UC UC-Unit Limit

Reading and writing in Spanish, targeted to Spanish speakers. Readings pertinent to the life and culture of Hispanics in the United States, compositions exploring personal, political, and cultural issues, exams, advanced grammar. Instruction in Spanish. (L)

### SPAN 20B—Spanish for Heritage Students (4 units)

Lecture: 72 hrs

CSU/UC UC-Unit Limit

To learn the correct grammatical structures and usages of Spanish Language. Prerequisite: SPAN 20A and fluency in Spanish.

### SPAN 51—Conversational Spanish (1 or 2 or 3 units)

Lecture: 12 hrs; Lab: 18 hrs (1 unit)

Lecture: 24 hrs; Lab: 36 hrs (2 units)

Lecture: 36 hrs; Lab: 54 hrs (3 units)

Development of oral skills in Spanish with an emphasis on practical phrases for communication in job or social situations. Vocabulary development appropriate for basic interaction as well as for law enforcement, welfare, and other public agencies. Grades are P/NP (L)

## Speech Communication

Contact: Christopher Howerton

Phone: (530) 661-5771

Counseling: (530) 661-5703

Degrees Offered: A.S. Communication Studies, A.A.-T.

Communication Studies

The WCC Speech Communication Studies program is designed to nurture an understanding and examination of the crucial role of communication in human relationships, cultures, society, and civic affairs, as well as, developing students' personal and professional communication skills. The Communication Studies program at WCC offers curriculum that provide student with a foundation in communication theory and practice. Courses offered in this program fulfill general education and transfer requirements that prepare student for further study that may lead to BA, MA, and/or other advanced degrees.

Communication Studies provide student various employment opportunities in many diverse industries such as: business and business management, government, not-for-profit, human resources, education, marketing, and manufacturing.

### Student Learning Outcomes

- The student upon completion of this program will be able to demonstrate the communication skills necessary to engage in personal, professional, civic, and social relationship.
- The student upon completion of this program will be able to demonstrate and apply critical thinking skills in a variety of communication studies context.

### COMMUNICATION STUDIES (Associate in Science)

Required Courses	Units
MCOMM 2 Introduction to Mass Communications .....	3
SPECH 1 Public Speaking .....	3
SPECH 2 Oral Interpretation of Literature .....	3
SPECH 6 Group Communication .....	3
SPECH 7 Interpersonal Communication .....	3
<b>Plus 6 units selected from the following:</b>	
SPECH 3.....	3
SPECH 8.....	3
THART 11A.....	3
PSYCH 1A.....	3
MCOMM 4.....	3
PHIL 12 .....	3
<b>Total units required for degree major .....</b>	<b>21</b>

### COMMUNICATION STUDIES (Associate in Arts for Transfer)

Required	Units
<u>Group A - Core Courses (6 Units):</u>	
SPECH 1 Public Speaking .....	3
SPECH 3 Argumentation .....	3
<u>Group B - Communication in Context (9 Units):</u>	
SPECH 6 Group Communication .....	3
SPECH 7 Interpersonal Communication .....	3
SPECH 8 Intercultural Communication .....	3
<u>Group C - Choose One (3 Units):</u>	
SPECH 2 Oral Interpretation of Literature .....	3
OR SOCIL 1 Introduction to Sociology.....	3
<b>Total units required for degree major .....</b>	<b>18</b>

In addition to the major requirements, students seeking an AA-T must fulfill CSU GE-Breadth or IGETC requirements, complete 60 units of CSU transferable coursework, and complete all degree-applicable courses with a C or better. Note that all courses required for the major are CSU transferrable and can count towards the 60 units and the GE-Breadth or IGETC requirements.

### SPECH 1—Public Speaking (3 units)

Lecture: 54 hrs

CSU/UC

Principles of effective oral communication applied to several public speaking assignments which emphasize the development of support and organization of ideas, audience analysis, public speaking anxiety, and effective delivery styles. Prerequisite: ENGL 51 or qualifying score on Placement Examination. (L)

### SPECH 2—Oral Interpretation of Literature (3 units)

Lecture: 54 hrs

CSU/UC

Introduction to the analysis and interpretation of literature for oral reading. The course encourages a deeper, richer experience of prose, poetry, and drama and enables sharing the love of literature in the oral tradition. Prerequisite: ENGL 51. Not open for credit to student with credit in ENGL 2.

### SPECH 3—Argumentation and Critical Thinking (3 units)

Lecture: 54 hrs

CSU/UC

General approach to rational decision making and argumentative analysis including structuring written and oral arguments and rebuttals, gathering relevant evidence for arguments, and identifying logical fallacies. (L)

### SPECH 6—Small Group Communication (3 units)

Lecture: 54 hrs

CSU/UC

Study of communication in small group situations. Emphasis will be placed on researching, organizing, and delivering oral presentations. Investigation of the role of communication in various group processes, including problem-solving, leadership, team-building, decision-making and conflict. (L)

### SPECH 7—Interpersonal Communication (3 units)

Lecture: 54 hrs

CSU/UC

Study of communication skills associated with establishing and maintaining satisfying interpersonal relationships. Various approaches to effective communication in multiple interpersonal contexts will be discussed. Factors influencing interpersonal communication are analyzed, such as: language, perception, non-verbal, and communication climate. (L)

### SPECH 8—Intercultural Communication (3 units)

Lecture: 54 hrs

CSU/UC

The study of intercultural communication theory relates to perception, context, language, verbal, nonverbal messages and adaptation. Emphasis will be placed on developing effective intercultural communication skills. Students will demonstrate effective intercultural communications skills by oral presentations, group/interpersonal interactions. (L)

### SPECH 15—Business and Professional Communication (3 units)

Lecture: 54 hrs

CSU

This course is designed as an overview of business and professional communication in various settings including day-to-day interactions, group discussions, written documents, formal presentations, and job interviewing. Practical application of skills for effective business and professional communication is emphasized, including the development of self-confidence and ease in the workplace. (L)

## Statistics

Contact: Matt Clark

Phone: (530) 661-5764

Counseling: (530) 661-5703

### Student Learning Outcomes

- Apply appropriate mathematical and statistical concepts, models, and methods to understand, analyze and communicate results when dealing with issues involving quantitative information.
- Analyze data and numerical information to evaluate, interpret, and draw objective conclusions when facing quantitative problems.

### STAT 1—Introduction to Statistical Methods (4 units)

Lecture: 54 hrs; Lab: 36 hrs

CSU/UC

Descriptive statistics; measures of central tendency, variation, correlations. Probability, sampling, and sampling distributions. Inferential statistics: estimation and tests of statistical hypotheses. For majors in natural science, social science, and business. Prerequisite: MATH 52 or equivalent with a grade of "C" or better. (L,M)

## Theatre Arts

Contact: Monica Chahal

Phone: (530) 661-5714

Counseling: (530) 661-5703

### Student Learning Outcomes

- The student will be able to identify and discuss the multi-dimensional qualities of theatrical productions including: lighting, set design, costumes, and sound design.
- The student will be able to demonstrate an understanding and appropriate application regarding the technical aspects of the theatre arts.
- The student will be able to interact appropriately with others to complete theatrical performance assignments.

### THART 11A—Introduction to Acting (3 units)

Lecture: 45 hrs; Lab 27 hrs

CSU/UC

The basics of acting for the stage will be explored and developed, including voice and diction, movement, improvisational technique, characterization, and scene study. Several monologues and scenes will be developed and presented in the class.

### THART 29—College Theatre (2 or 3 units)

Lab: 108 hrs (2 units)

CSU/UC

Lab: 162 hrs (3 units)

Fundamentals of theatrical performance in all areas of theater (acting, directing, design, technical) culminating in a theater production: plays to be selected from various periods and styles. (L)

### THART 32—Film Studies: Focus on ... (3 units)

Lecture: 54 hrs

CSU/UC

A study of a particular director/artist, genre, or national cinema. Students view and discuss full-length feature films; topic to be specified in class schedule. Not open for credit to student with credit in ENGL 32 or HUMAN 32. (L)

### THART 33—History of Film (3 units)

Lecture: 54 hrs

CSU/UC

Chronological survey of the motion picture; traces the development of the art, technology, and social importance of film during the last 100 years; screenings of significant and representative narrative, documentary, and experimental films from the silent to the modern era. Not open for credit to student with credit in HUMAN 33 or ENGL 33.

### THART 34—Introduction to Film (3 units)

Lecture: 54 hrs

CSU/UC

Study of film as art and its influence on society, including interpretation, criticism, and technical developments; student view and discuss full-length feature films. Not open for credit to student with credit in ENGL 34 or HUMAN 34. (L)



THART 45A—Production and Technical Theatre (3 units)

Lecture: 54 hrs

CSU/UC

Practices, terminology, and organization of contemporary theatre technology: exercises in construction and implementation of all technical aspects of production (sets, lighting, sound, costumes, properties, stage management, make-up). Integrated with College theatre productions. Co-requisite: Concurrent enrollment in THART 26 or 29. (L)

THART 45B—Production and Technical Theatre (3 units)

Lecture: 54 hrs

CSU/UC

Practices, terminology and organization of contemporary theatre technology: exercises in construction and implementation of all technical aspects of production (sets, lighting, sound, costumes, properties, stage management, make-up.) Integrated with College theatre productions. Co-requisite: Concurrent enrollment in THART 26 or 29. Pre-requisite: THART 45A. (L)

# Classified Staff

Jerry Bahneman, Grounds Maintenance Worker, WCC since 2006  
Marisa Bautista, Science Lab Technician, Biology, WCC since 2008  
Denise Browning, DSPS Program Specialist, WCC since 2009  
Preet Cheema, Administrative Secretary, WCC since 2010  
Paul Contini, Lead Grounds Maintenance Worker, WCC since 2010  
Francine Corry, Child Development, Instructional Specialist, WCC since 2003  
Jim Day, Building Maintenance, WCC since 2007  
Lariza Duenas, Financial Aid Technician, WCC since 2013  
Neli Gonzalez-Diaz, EOPS/CARE Specialist, WCC since 2006  
William Heidbreder, Telecommunication/Multimedia Specialist, WCC since 1999  
Hope Hernandez, Child Development Site Supervisor, WCC since 2002  
Lori Hjellum, Custodian, WCC since 2007  
Sarah Ivey, Library/Media Specialist, WCC since 2011  
Danny Manzanares, Lead Custodian, WCC since 1995  
Laurie Manzanares, Custodian, WCC since 2003  
Rosalinda Martinez, English Instructor Assistant, WCC since 2007  
Christopher Mejia, Information Systems Instructional Specialist, WCC since 2006  
Jesus Moreno, Childcare Development Assistant, WCC since 2004  
Elisa Muratalla, Student Services Technician, WCC since 1986  
Paula Parish, CCOF Campus Operations Specialist, WCC since 2011  
Joan Penning, Instructional Support Analyst, WCC since 1998  
Kerry Pope, Student Services Technician, WCC since 2012  
Joann Ramirez, Secretary, WCC since 2011  
Annie Revell, EOPS Clerical Assistant, WCC since 2008  
Loretta Richard, Tutoring Center Specialist, WCC since 1995  
Devin Rodriguez, Student Service Technician, WCC since 1999  
Alfred Saragoza, Custodian, WCC since 2005  
Lucila Servin, Financial Aid Technician, WCC since 2006  
Jolene Torres, Instructional Associate-Language Arts, WCC since 2011  
Ariana Velasco, Secretary, WCC since 2012  
Maria Vidrio, Child Care Development Assistant, WCC since 2011  
Lydia Villalobos, Financial Aid Technician, WCC since 2013  
Ana Weidling, Childcare Clerical Assistant, WCC since 2007  
Ken Welton, Instructional Assistant Chemistry, WCC since 2008  
Zulema Zermeno, Administrative Secretary



# WCC Academic Faculty & Administrators

## BRANDI ASMUS

### Agriculture

A.S., Modesto Junior College; B.S., University of California, Davis; M.S. University of California, Davis. Experience: Sierra College, C.S.U. Chico, U.C. Davis; YCCD since 2008.

## JULIE A. BROWN

### Chemistry; Mathematics

B.S., Santa Clara University; M.S., University of California, Davis. Experience: University of California, Davis; Los Medanos College, Pittsburg; Skyline College, San Bruno; American River College, Sacramento; Diablo Valley College, Pleasant Hill; YCCD since 1991.

## NOEL K. BRUENING

### English

B.A., U.C., Davis; M.A., C.S.U., Sacramento. Experience: C.S.U., Sacramento; U.C.,

## ALISON BUCKLEY

### Psychology

BA, UC Davis; MA, CSU, Sacramento. Experience: Woodland College; Yuba College; University of Phoenix; Gracesource; Catholic Social Services; El Hogar Community Mental Health; Families First. YCCD since August 2007.

## MONICA CHAHAL

### English

B.A., U.C., Davis; M.A., C.S.U., Sacramento. Experience: Yuba College; YCCD since 1998.

## TALWINDER S. CHETRA

### Mathematics

B.S., B.Ed., M.S.. Experience: Chico State; Butte College; Los Rios Community College District; YCCD since 2005.

## MATTHEW M. CLARK

### Mathematics

B.S., M.S., Ph.D., U.C., Davis. Experience: U.C., Davis; McLaren Environmental Engineering, Rancho Cordova; C.S.U., Sacramento; Los Rios Community College District, Sacramento; YCCD since 1992.

## LESLIE J. DENIZ

### Administration of Justice

B.A., C.S.U., Chico, M.A., University of Phoenix; Law Enforcement Experience: Yuba City Police Department, California State University Chico Police Department, Butte -Glenn Community College, Yuba Community College and Yuba City High School. YCCD since 2008.

## ANGELA R. FAIRCHILDS

### President

B.S., M.B.A., Golden Gate University, San Francisco; Ph.D., University of Arizona, Tucson. Experience: Yavapai College, Arizona; New Mexico State University, New Mexico; Golden Gate University, Edwards; YCCD since 2004.

## KEVIN W. FERNS

### English

B.A., U.C. Davis, English, Creative Writing Emphasis; B.A., U.C. Davis, Spanish; M.A., C.S.U. Sacramento, English. Experience: Taught English composition and writing courses at U.C. Davis, Sacramento City College, Heald College, and Woodland Community College; YCCD since 2005.

## GREGORY GASSMAN

### History

B.A., U.C., Davis; M.A., C.S.U., Sacramento; Multi-Subj Tchgr Cred, National University, Sacramento; Experience: Woodland Community College; Sacramento City College; Covell Gardens, Davis; American River College, Sacramento; Los Rios Community College, Sacramento; Harvest Valley School, Vacaville YCCD since 1996 (Adjunct) 2005 (Full-time).

## CHRISTOPHER J. HOWERTON

### Speech/Communication Studies

B.A. University of Memphis; M.A. California State University, Chico. Experience: C.S.U., Chico; Butte Community College; YCCD since 2007.

## MOLLY SENEAL

### Director of Planning, Research and Student Success

B.S., U.C. Davis; M.P.A., Univ of Southern CA. Experience: Sacramento County; DHHS; NorCal Center on Deafness, North Highlands; YCCD since 2009.

## NILI KIRSCHNER

### Sociology

M.A., sociology, U.C. Berkeley, 2004; B.A., sociology and psychology, U.C. Santa Cruz, 1997 Teaching experience: U.C. Berkeley, University of San Francisco, C.S.U. East Bay, Diablo Valley College; YCCD since 2008.

## ALFRED KONUWA

### Vice President Academic and Student Affairs

B.A., Univ of Liberia, Liberia; M.A. & M.P.A., C.S.U., Sacramento; DPA, Univ of Southern CA. Experience: Butte College; CSU, Chico; Civil Service Agency YCCD since 2008.

## SHAWN LANIER

### Mathematics

A.S., College of the Siskiyous, 2000; B.S., Southern Oregon University, 2003; M.A., University of California, Davis, 2007. Experience: UC, Davis, Pioneer High School.

## LANEY MAGNEY

### CalWORKs Counselor/Coordinator

AA, Kings River Community College, BA California Polytechnic State University San Luis Obispo, MS California State University, Hayward Experience: California State University, Hayward, Sierra College, Woodland Community College. YCCD since 1999

## CHERYL LATIMER

### Counselor

B.S., Psychology, U.C. Santa Cruz, M.A., Psychology, C.S.U., San Francisco; M.S., Counseling, C.S.U., Sacramento. Experience: C.S.U., Sacramento, U.C., Davis, Cosumnes River College, Solano College; YCCD since 2001.

## DENA MARTIN

### Librarian

A.S., Sacramento City College; B.A., C.S.U., Sacramento; M.L.I.S., C.S.U., San Jose. Experience: Contra Cost County a Library, Sacramento City College, Glenwood Elementary School. YCCD since 2006.

## JENNIFER MCCABE

### Earth Science/Physical Science

B.S., Geology, U.C., Davis; M.S., Geology, U.C., Davis. Experience: D-Q University, Davis; Cosumnes River College & C.S.U., Sacramento; U.C., Davis; Outdoor Adventures, UC Davis; Palo Alto Jr. Museum & Zoo, Palo Alto. YCCD since 2005.

## Academic Faculty and Administrators

### DONNA A. MCGILL-CAMERON

Business; Health/Physical Education

B.A., M.S., Mississippi State University; M.A., C.S.U., Sacramento; Ed.D., University of LaVerne. Other graduate work: U.S.C., Los Angeles. Experience: Loretto High School, Sacramento; American River College, Sacramento; YCCD since 1976.

### LANEY MANGNEY

CalWORKs Counselor/Coordinator

### MELISSA M. MORENO

Ethnic Studies

B.A., University of California, Santa Cruz; M.A., University of Utah; Ph.D., University of Utah; B.A. Experience: Liberal Studies at CSU Monterey Bay; International & Multicultural Education at University of San Francisco; Chicana/o Studies at UC Davis; YCCD since 2008.

### JEANNINE MULLIN

Early Childhood Education

B.A., M.S., U.C. Davis; Experience: U.C., Davis, Cosumnes River College, Sacramento; Solano College, Suisun City; YCCD since 2002.

### JESSE ORTIZ

Counselor

B.S.W., San Jose State University; M.S.W., C.S.U., Sacramento; Ed.D., Brigham Young University, Utah. Experience: Sacramento County Office of Education; Elk Grove Unified School District; American River College, Sacramento; Cosumnes River College; C.S.U., Sacramento; YCCD since 1994.

### DAVID PEREZ

Counselor

B.A., C.S.U., Chico; M.S., University of LaVerne. Experience: Yuba College, Migrant Education Region III, Sutter County Schools, CTED, Catholic Community Services. YCCD since 2006.

### ART PIMENTEL

Director of TRIO Programs

B.A., M.A., C.S.U., Sacramento. Experience: Upward Bound Supervisor, WCC; Public Information and Community Events Specialist, WCC; Public Information Specialist, WCC; PremierWest Bank, Woodland; Yolo Community Bank, Woodland; City of Woodland and Yolo County Board of Supervisors. YCCD since 2006.

### BARBARA NEMETH

Biology

B.S., William Smith College, Geneva; M.S., Miami University, Oxford; Ph.D., Miami

University, Oxford. Experience: Solano Community College; Rockhurst University; Mid-Plains Community College; Miami University; William Smith College. YCCD since 2004.

### RALPH ROBINSON

Microbiology

B.A., M.S., C.S.U., Northridge; Ph.D., University of Florida. Experience: U.C., Los Angeles; U.C., Davis; C.S.U., Northridge. YCCD since 2008.

### JUANA RUIZ

Counselor

B.A., M.S., C.S.U., Sacramento. Experience: Pierce Joint Unified School District, Arbuckle; CSU, Sacramento Foundation, Sacramento; Rio Vista High School, Rio Vista. YCCD since 2011.

### TODD SASANO

DSPS Coordinator/ Learning Disability Specialist

B.A., University of California, Davis; M.A., San Francisco State University. Experience: Jefferson Union High School District, Travis Unified School District, San Juan Unified School District, American River College YCCD since 2008.

### CLARK C. SMITH

Nursing

B.A., California State College, San Bernardino; B.S.N., California State University, Los Angeles; M.N., University of California, Los Angeles. Experience: Charter Hospital, Roseville; Sierra Vista Hospital, Sacramento; YCCD since 1996.

### ROXANE SNYDER

Nursing

A.D.N., Sacramento City College; B.S.N., M.S.N., California State University, Dominguez Hills, Carson. Other graduate work: C.S.U., Sacramento. Experience: Oroville Hospital; Woodland Healthcare; YCCD since 2000.

### ESTELITA SPEARS

Counselor

AA, Sacramento City College; BA, CSU, Sacramento; MS, CSU Sacramento. Experience: Los Rios, Rio Americano High School, Mark Hopkins Elementary, Cosumnes River College, Sacramento City College, University of Phoenix, Yolo County - Dept of Social Services, Yuba College YCCD since 2006.

### SHERRY R. SPINA

Business: Accounting

B.S., Sonoma State University, Rohnert Park; M.S., Golden Gate University, San Francisco. Experience: YCCD, Marysville Adjunct 2005, Full-time since 2007.

### CAY E. STRODE

English

B.A., Occidental College, Los Angeles; M.A., San Francisco State University. Other graduate work: University of Rochester, New York. Experience: Cabrillo College, Aptos; Honolulu Community College, Hawaii; YCCD since 2004.

### JOSE A. VALLEJO

EOP&S Counselor

B.S.W., M.S.W., C.S.U., Sacramento. Experience: Woodland High School, Woodland; YCCD since 2001.



# Emeriti

JUDY BEAN

Sociology; History,  
Woodland, Appointed 1975 Retired -2008

THOMAS DUNCAN

Math; Counseling; Psychology,  
Woodland, Appointed 1982 Retired-2008

GEORGE GALAMBA

Language Arts; English as a Second Language  
Woodland, Appointed 1984 -Retired 2013

RAYMOND GUTIERREZ, Jr.

Counseling; Psychology,  
Woodland, Appointed 1976-Retired 1993

RITA A. HOOTS

Biology; Chemistry,  
Appointed, 1981-Retired 2005

CYNTHIA KELLOGG

English,  
Woodland, Appointed 1976-Retired 2011

EDITH L. KLENHARD

Vocational Nursing,  
Woodland, Appointed 1976-Retired 1992

JAMES G. LAWSON

English,  
Woodland, Appointed 1968-Retired 2000

PAUL A. LEATHERS

Agriculture,  
Woodland, Appointed 1976-Retired 2002

D. LEE MITCHELL III

Anthropology; Earth Sciences; Ecology,  
Appointed, 1976-Retired 2006

SHARON NG-HALE

Human Services, Psychology  
Appointed, 1991-Retired 2012

FRANK J. RODGERS

Business,  
Woodland, Appointed 1976-Retired 2002

R. TERRY TURNER

Arts; Humanities,  
Woodland, Appointed 1976-Retired 2011

CHOR H. YU

Computer Science; Mathematics,  
Woodland, Appointed 1964-Retired 1991





# Classified Management

Ana Villagrana, Secretary to the President, WCC since 2008

Judy Smart, Director of Financial Aid, WCC since 2011

## Police Officers

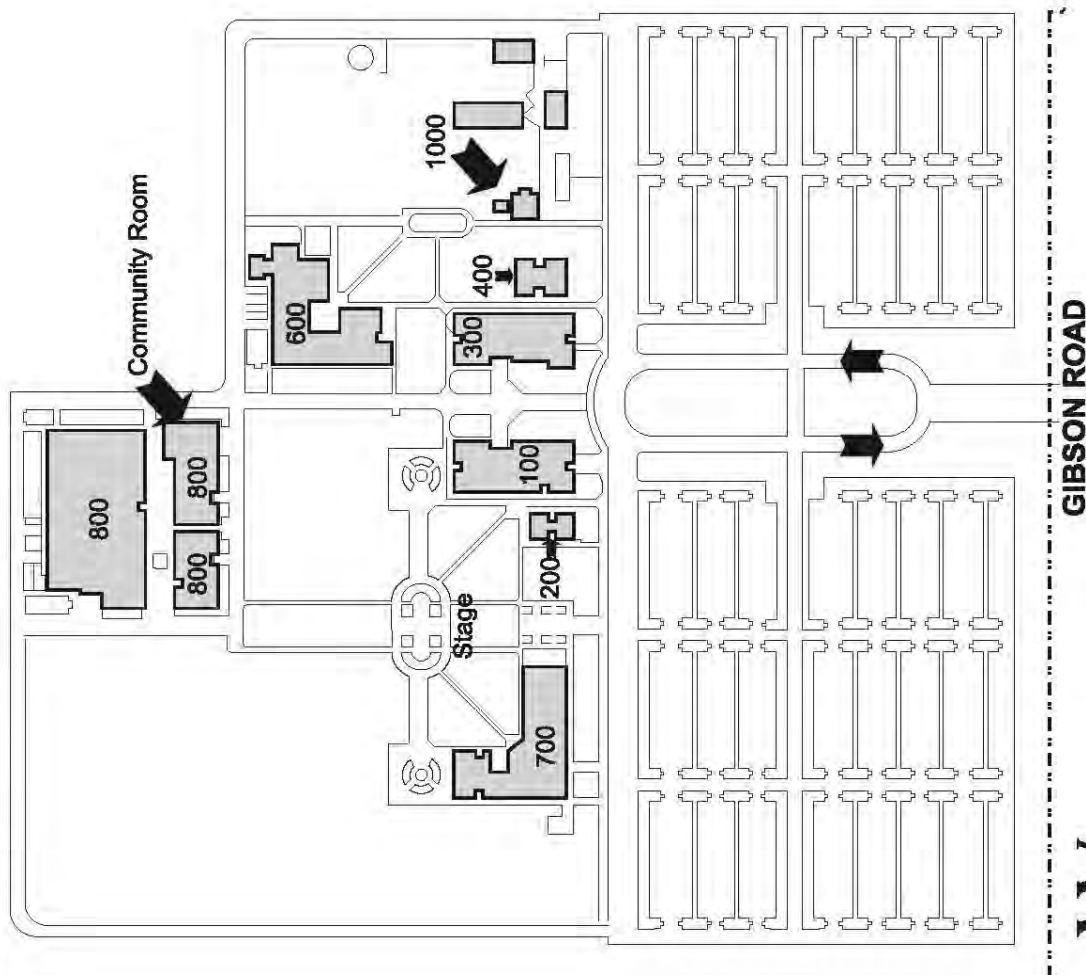
Paul Corbin, Police Officer, WCC since 2006



2300 E. Gibson Rd.  
Woodland, CA 95776  
530-661-5700

## LEGEND

<u>Building 100</u> Administration - President's Office - Vice President's Office Academic Senate Dean of Instruction Director of Maintenance HEP	<u>Building 200</u> Bookstore
Mail Room/Receiving Multicultural Center Research Office Student Lounge - Barista's Choice - Food Vending	<u>Building 300</u> Campus Police Classrooms Nursing Lab Geology Lab
<u>Building 600</u> Biology Labs Classrooms Chemistry Labs Information Systems Faculty Offices	<u>Building 400</u> Classrooms Ag-Plant Science Art Lab
<u>Building 800</u> Classrooms Community Room Distributive Education Library Open Media Lab Tutoring Center Writing/Math Center (WAM)	<u>Building 700</u> Admissions and Records Office Assessment Lab Associated Students (ASWCC) CalWORKs CARE Career Center Counseling DSP&S EOPS Financial Aid Student Health Services Transfer Center TRiO Programs University Representatives Veterans Affairs
<u>Building 1000</u> Child Development Center	



**WOODLAND**  
COMMUNITY  
COLLEGE

The mission of  
Woodland Community  
College is to  
provide high  
quality  
education  
that fosters student  
success &  
lifelong learning  
opportunities  
for the communities  
we serve in an  
environment that  
values diversity,  
individuality,  
mutual respect,  
civic  
responsibility,  
and the free  
exchange of ideas.

