Introduction | Los Rios

In This Section

How to Use This Catalog (/2020-2021-catalog/catalog-introduction/how-to-use-this-catalog)
The college catalog is a vital resource for you as a Folsom Lake College student. Spend some time familiarizing yourself with the information in this catalog – it can be a key tool in your academic success.

About Folsom Lake College (/2020-2021-catalog/catalog-introduction/about-folsom-lake-college)
Learn about Folsom Lake College, including its mission and vision, accreditation status, and leadership.
2020-2021 Unofficial Catalog Preview

How to Use This Catalog | Los Rios

An Important Resource

This college catalog is a vital resource for you as a student at Folsom Lake College. Please spend some time becoming familiar with the information in this catalog – it can be a key tool in your academic success.

Changes

It's important to keep in mind that policies and regulations are subject to change. Many of these changes are dictated by the State of California or federal agencies. This catalog captures the latest information as of the publish date, but changes happen on a regular basis. For updated information, please consult the college website.

Official Updates

If there are significant changes – such as new courses, programs, or regulations – the college will publish a catalog update online (similar to an “addendum” in a print catalog). If updates are published, then they will typically appear in November of each year, but may be added at other times if critical content updates are necessary. Throughout the year, the catalog website (https://flc.losrios.edu/2020-2021-catalog) will always include the most current catalog content.

Career Education Program Changes

Please be aware that the required courses for career education (formerly career and technical education, or CTE) programs are subject to change due to state, regional, and federal agencies. It’s important to meet with a counselor to stay on top of any potential changes to these programs.

About This Catalog

Every effort has been made to ensure that what is stated in this catalog is accurate. The courses and programs we offer, together with other information contained in this online catalog, are subject to change without notice by the administration of the Los Rios Community College District and Folsom Lake College for reasons related to student enrollment, level of financial support, or for any other reason, at the discretion of the district and Folsom Lake College. The district and Folsom Lake College further reserve the right to add, amend, or repeal any of their rules, regulations, policies, and procedures.
About Folsom Lake College | Los Rios

Since 2004, Folsom Lake College has provided exceptional educational opportunities to the communities of eastern Sacramento and western El Dorado counties. The college serves approximately 8,700 students at the Main Folsom campus, the El Dorado Center in Placerville, the Rancho Cordova Center, and online.

Folsom Lake College is committed to enriching and empowering students by bridging knowledge, experience, and innovation. FLC offers educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, to achieve career goals, and to earn associate degrees or certificates.

In This Section

See Folsom Lake College's mission, vision, values, and commitment to equity.

Accreditation (/2020-2021-catalog/catalog-introduction/about-folsom-lake-college/accreditation)
Folsom Lake College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

Board of Trustees and Chancellor (/2020-2021-catalog/catalog-introduction/about-folsom-lake-college/board-of-trustees-and-chancellor)
The Board of Trustees is the governing body of Los Rios Community College District, including Folsom Lake College.
Mission, Vision, and Values | Los Rios

Our Vision

Folsom Lake College opens minds and doors through the power of education, inspiring all students to become socially responsible global citizens.

Our Mission

Folsom Lake College enriches and empowers all students to strengthen our community by bridging knowledge, experience, and innovation.

Folsom Lake College, serving the diverse communities of eastern Sacramento and western El Dorado counties, offers educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, to achieve career goals, and to earn associate degrees or certificates.

Our Commitment to Equity

Education should belong to everyone. To nourish this inclusion, Folsom Lake College champions equity, diversity, social justice, and environmental sustainability as foundational to academic, campus, and community life. We work with the communities we serve toward just and fair inclusion into society in which all people can participate, prosper, and reach their full potential. We commit to equity driven decision-making, planning, and reflective processes that are responsive to the diverse identities and experiences in our community.

We seek to empower marginalized voices, nurture our many identities and social circumstances, foster cultural responsiveness, and stand against all manifestations of discrimination, including (but not limited to) those based on: ability statuses, age, ancestry, body size, citizenship/immigration status, economic status, educational status, employment status, ethnicity, food/housing insecurity, gender, gender identity, gender expression, incarceration experience, language, marital/partner status, military/veteran status, national origin, neurodiversity, political affiliation, pregnancy/reproductive status, race/racial identity, religion, sex, and sexual orientation.
Accreditation | Los Rios

The Los Rios Community College District consists of four comprehensive, public California community colleges: American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College. Folsom Lake College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council of Higher Education Accreditation and the US Department of Education. The Folsom Lake College educational centers are fully accredited under the college's accreditation status.
Board of Trustees and Chancellor | Los Rios

The Board of Trustees is the governing body of Los Rios Community College District.

The board is responsible for the educational, physical, and financial well-being of the district. The board also sets legal policy for the district.

The board is composed of seven board members who are elected to four-year terms by registered voters. The board also includes a non-voting student trustee who is elected by students.

Board Members

Ms. Pamela Haynes
Mr. Robert Jones
Mr. Dustin Johnson
Mr. John Knight
Ms. Tami Nelson
Ms. Deborah Ortiz
Student Trustee

Chancellor

Brian King
In This Section

Academic Calendar (/2020-2021-catalog/getting-started/academic-calendar)
See important academic dates and deadlines for Folsom Lake College.

How to Enroll (/2020-2021-catalog/getting-started/how-to-enroll)
Learn how to apply to Folsom Lake College and enroll in classes, and find other enrollment-related information.

Admission Requirements and Procedures (/2020-2021-catalog/getting-started/admission-requirements-and-procedures)
Learn about admission requirements and procedures at Folsom Lake College.

Fees (/2020-2021-catalog/getting-started/fees)
Learn about fees, payment deadlines, refunds, and more.
## Academic Calendar | Los Rios

### Summer 2020


<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION/EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 8</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>June 19</td>
<td>Last day to petition for graduation/certification</td>
</tr>
<tr>
<td>July 3</td>
<td>Holiday – Independence Day (no classes; offices closed)</td>
</tr>
<tr>
<td>August 5</td>
<td>End of semester</td>
</tr>
<tr>
<td>August 10</td>
<td>Grades due</td>
</tr>
</tbody>
</table>

### Fall 2020


<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION/EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>September 7</td>
<td>Holiday – Labor Day (no classes; offices closed)</td>
</tr>
<tr>
<td>October 2</td>
<td>Last day to petition for graduation/certification</td>
</tr>
<tr>
<td>November 11</td>
<td>Holiday – Veterans Day (no classes; offices closed)</td>
</tr>
<tr>
<td>November 26 to 29</td>
<td>Holiday – Thanksgiving Recess</td>
</tr>
<tr>
<td>December 17</td>
<td>End of semester</td>
</tr>
<tr>
<td>January 4, 2021</td>
<td>Grades due</td>
</tr>
</tbody>
</table>

### Spring 2021


<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION/EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>January 18</td>
<td>Holiday – Martin Luther King, Jr. Birthday (no classes; offices closed)</td>
</tr>
<tr>
<td>February 12</td>
<td>Holiday – Lincoln Birthday (no classes; offices closed)</td>
</tr>
<tr>
<td>February 15</td>
<td>Holiday – Washington Birthday (no classes; offices closed)</td>
</tr>
<tr>
<td>March 5</td>
<td>Last day to petition for graduation/certification</td>
</tr>
<tr>
<td>March 29 to April 4</td>
<td>Holiday – Spring Recess (no classes; offices closed)</td>
</tr>
<tr>
<td>May 19</td>
<td>End of semester</td>
</tr>
<tr>
<td>May 26</td>
<td>Grades due</td>
</tr>
</tbody>
</table>
In This Section

Steps to Enroll (/2020-2021-catalog/getting-started/how-to-enroll/steps-to-enroll)
Learn about the steps to enrollment, including how to apply to Folsom Lake College, how to apply for financial aid, and other admissions tips.

Challenges to Matriculation Process (/2020-2021-catalog/getting-started/how-to-enroll/challenges-to-matriculation-process)
Students can elect to not participate or be exempt from some or all of the matriculation process if they meet certain criteria.
Steps to Enroll | Los Rios

Apply Now

Guarantee your admission to Folsom Lake College by completing the online application to Folsom Lake College (https://www.opencuccapply.net/cccapply-welcome?cccMisCode=234).

Note: You must submit a new application any time you have a break of enrollment where you do not attend for a year or more.

When applying to one college in the Los Rios Community College District, you are able to enroll in all four colleges (American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College).

Save Money

To qualify for the Los Rios Promise and other programs, fill out the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA). Learn more about how to save money with financial aid (https://flc.losrios.edu/save-money).

Other Admissions Tips

- Submit your high school and/or college transcripts to be placed automatically into English and mathematics courses that match your skill level. Learn more about placement (https://flc.losrios.edu/admissions/placement). English as a Second Language (ESL) assessment testing is still available via assessment testing (https://flc.losrios.edu/admissions/placement/assessment-testing).
- Participate in orientation for new students (https://flc.losrios.edu/admissions/orientation).
Challenges to Matriculation Process | Los Rios

Students can elect to not participate or be exempt from most or parts of the matriculation process based on the following criteria:

1. The student has completed an associate degree or higher.

2. The student satisfies at least two of the following:
   - The student has identified a goal of upgrading job skills
   - The student has enrolled for fewer than 12 units
   - The student is concurrently enrolled in another post-secondary institution
   - The student has declared no degree or occupational objective
In This Section

Admissions Eligibility (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/admissions-eligibility)
Learn about admissions eligibility for first-time college students, continuing Folsom Lake College students, returning or transfer students, and high school students.

Admission with Transfer Credit (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/admission-with-transfer-credit)
Students who desire academic credit for courses taken at other regionally accredited colleges and universities must submit official transcripts to the Admissions and Records Office.

Admission for Veterans and Dependents Using Veterans Educational Benefits (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/admission-for-veterans-and/or-dependents-using-veterans-educational-benefits)
Learn about admissions information for veterans, spouses of veterans, and dependents of veterans.

International Student Admission (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/international-student-admission)
Learn about admissions for international students.

Advanced Education for High School Students (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/advanced-education-for-high-school-students)
Learn about admissions for high school students who want to take college classes through advanced education.

Undocumented Student Admission (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/undocumented-student-admission)
Learn about admissions for undocumented students, a group we define as all immigrants who reside in the US without legal status.

Residency Requirements (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/residency-requirements)
Learn about the requirements for having and maintaining California residency.

Readmission from Dismissed Status (/2020-2021-catalog/getting-started/admission-requirements-and-procedures/readmission-from-dismissed-status)
Students on dismissed status from Folsom Lake College must submit a petition to be readmitted after dismissed status.
Admissions Eligibility | Los Rios

Any person who has earned a high school diploma or the equivalent – such as a certificate of proficiency issued by the State Board of Education including a General Education Development (GED) – is eligible for admission to Folsom Lake College. Non-high school graduates 18 years of age or older who demonstrate ability to profit from a community college education may also be admitted.

There are four main types of students who attend Folsom Lake College:

First-Time College Students
First-time college students are individuals who are high school graduates or are at least 18 years old and never attended any college (other than those who attended while in high school).

Continuing Students
Continuing students are individuals who attended classes at any Los Rios college in the term immediately prior to the next term.

Returning or Transfer Students
All students returning after an absence or transferring from a non-Los Rios college must complete an admissions application and submit official transcripts of all other college work to the Admissions and Records Office.

High School Students
High school students who will be a junior or senior (grades 11 or 12) or at least 16 years of age by the start of classes may be eligible to enroll in a maximum of two community college classes each semester through the Advanced Education program.
Admission with Transfer Credit | Los Rios

Students who desire academic credit for courses taken at other regionally accredited colleges and universities must submit official transcripts of that work to the Admissions & Records office. It is the student's responsibility to initiate a request to each institution asking that an official transcript of their work be sent directly to:

To be credited by Folsom Lake College, the coursework must meet the following criteria:

- The course(s) must have been taken at a regionally accredited college or university.
- The course(s) must be at the undergraduate level.
- The course(s) must have been completed with a grade of D or higher. All transferred grades (including Fs) will be used in the calculation of units attempted, units completed, and the grade point average.
- For determination of course applicability/ equivalency, student must meet with a counselor.

Students who have completed college- or university-level courses outside of the United States and who are requesting credit must have those transcripts evaluated by a Foreign Credit Evaluation Service. Folsom Lake College will accept a foreign transcript evaluation from a current member of Association of International Credential Evaluators, Inc. (http://aice-eval.org/) (AICE) or National Association of Credential Evaluation Services (https://www.naces.org/) (NACES).

Credit for coursework/degrees will be granted if it is determined to be equivalent to that of a regionally accredited college or university in the US and is at the baccalaureate level. Once received by Folsom Lake College, the evaluation becomes property of the college and is treated in the same manner as an official transcript.
Veterans services are available to assist veterans, spouses, and children of disabled or deceased veterans who may be eligible for federal and/or state educational benefits. New students should contact the Admissions & Records office at least two months prior to the start of the college semester to initiate the required paperwork.

In most cases, all tuition and enrollment fees, miscellaneous fees, textbooks, and class supplies are paid for by the student and not by Veterans Affairs (VA). The exception is students who are using the Post 9/11 GI Bill or Vocational Rehabilitation benefits.

If you believe VA will be paying your enrollment fees, then please verify with Veterans Services before you enroll in courses. The benefit process may take several months to complete for new benefit recipients. For continuing students, the benefit process can take four to six weeks. Benefit recipients should anticipate a delay of at least two months before receiving the first payment.

Visit the GI Bill website (https://benefits.va.gov/gibill/) for more information on VA benefits. Disabled veterans who qualify for additional benefits should contact their VA Vocational Rehabilitation Counselor prior to enrolling.

For more information, see veteran student admissions (https://flc.losrios.edu/veteran-admissions).
Folsom Lake College welcomes students from all over the world. Students who enter the US on a non-immigrant visa are considered international students; however, there are different attendance requirements for each visa type.

Folsom Lake College is approved by the Bureau of Citizenship and Immigration Services (formerly INS) to issue the I-20 for the F-1 visa. An international student must be enrolled in at least 12 units each semester and must maintain a C (2.0) grade point average at all times, in order to comply with F-1 visa requirements.

For more information, see international student admissions (https://flc.losrios.edu/international-students).
Courses that provide enrichment and advancement in educational experience may be offered on a limited basis to high school students who have demonstrated academic achievement. The student must be 16 years of age or have completed their sophomore year of high school prior to the first day of the college semester. Advanced education students may not take remedial classes, those classes which need to be repeated because of low grades, and classes offered in the student’s own school.

High school students should request information from their high school counselor regarding eligibility and an advanced education application. Advanced education students should then submit online a completed advanced education application form which has been signed by a parent and by a high school counselor or principal, an official transcript plus work in progress, and a written statement describing how the eligibility criteria are met and why they wish to take classes.

After the advanced education application has been approved, the student may register for classes. Students must enroll in person at Admissions & Records. An advanced education student is not considered a continuing student when registering for classes for any subsequent semesters. It is the responsibility of the advanced education student to become familiar with, and aware of, all the requirements, processes, and deadlines pertaining to advanced education.

For more information, see advanced education admissions (https://flc.losrios.edu/advanced-education).
At Folsom Lake College, we define undocumented to include all immigrants who reside in the US without legal status. All undocumented students must:

1. Complete the online application to Folsom Lake College (https://www.opencccapply.net/cccapply-welcome?cccMisCode=234)

2. Submit a California Non-Resident Tuition Exemption Form available to the Admissions & Records Office.


For more information, see undocumented student admissions (https://flc.losrios.edu/undocumented-students).
Residency Requirements | Los Rios

Students who are California residents pay in-state tuition of $46 per unit, whereas students who are non-residents pay out-of-state tuition of $353 per unit. (Note: Tuition fees are for the 2020-21 academic year.) Community college enrollment fees are set by the California State Legislature. All fees are subject to change.

The term "California resident" for fee purposes may differ from other definitions of California residency. A person who has a California driver's license and/or vehicle registration or who is a California resident for tax, voting, or welfare purposes may have established legal residence in the state but not necessarily be considered a resident for fee purposes.

Residency Eligibility

To be eligible for California residency, a student must do the following:

- Be a citizen or hold a US immigration status that does not prevent establishment of residency
- Verify physical presence in California for at least one year and one day prior to the first day of the semester/term
- Verify intent to make California your permanent place of residence
- Establish financial independence from a non-resident parent or guardian

For more information, go to residency requirements on the Folsom Lake College website (https://flc.losrios.edu/residency-requirements).
Students on dismissed status from Folsom Lake College must submit a Petition for Readmission After Dismissed Status form, which is completed with a college counselor. In order to enroll in classes, the dean must approve readmission following counselor recommendation.
In This Section

Schedule of Fees (/2020-2021-catalog/getting-started/fees/schedule-of-fees)
See the schedule of fees at Folsom Lake College, including tuition, student representation fees, health services fees, and more.

Fee Payment Deadlines (/2020-2021-catalog/getting-started/fees/fee-payment-deadlines)
See fee payment deadlines for each semester and learn how to pay for your classes at Folsom Lake College.

Debts Owed to College (/2020-2021-catalog/getting-started/fees/debts-owed-to-college)
If a student or former student fails to pay a debt owed to the institution, then the institution may withhold permission or access to certain information or services.

Federal Education Tax Credits (/2020-2021-catalog/getting-started/fees/federal-education-tax-credits)
Students (or parents of dependent students) may be able to obtain federal tax credits for enrollment fees if a student meets certain criteria.

Fee Refunds (/2020-2021-catalog/getting-started/fees/fee-refunds)
See which fees are refundable and learn how to apply for a refund.
### 2020-2021 Mandatory Fees

<table>
<thead>
<tr>
<th>FEE NAME</th>
<th>SUMMER 2020</th>
<th>FALL 2020</th>
<th>SPRING 2021</th>
<th>REFUNDABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident tuition and enrollment</td>
<td>$46 per unit</td>
<td>$46 per unit</td>
<td>$46 per unit</td>
<td>Yes</td>
</tr>
<tr>
<td>Non-resident tuition and enrollment</td>
<td>$353 per unit</td>
<td>$353 per unit</td>
<td>$353 per unit</td>
<td>Yes</td>
</tr>
<tr>
<td>Foreign student application fee</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>No</td>
</tr>
<tr>
<td>Student representation fee</td>
<td>N/A</td>
<td>$2</td>
<td>$2</td>
<td>Yes</td>
</tr>
<tr>
<td>Health services fee</td>
<td>N/A</td>
<td>$20</td>
<td>$20</td>
<td>Yes</td>
</tr>
<tr>
<td>Universal transit pass (UTP) fee</td>
<td>$11 (flat fee)</td>
<td>$2.50 per unit</td>
<td>$2.50 per unit</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1. The foreign student application fee applies to international students who are not legal US residents or permanent residents.

2. Eligible students must be taking one (1) or more units to be charged the UTP fee. Students taking more than 15 units will only be charged for 15 units ($33.75). Fractions of units are rounded up to the nearest whole unit.

### 2020-2021 Parking Fees

<table>
<thead>
<tr>
<th>FEE NAME</th>
<th>SUMMER 2020</th>
<th>FALL 2020</th>
<th>SPRING 2021</th>
<th>REFUNDABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester parking permit (automobiles)</td>
<td>N/A</td>
<td>$41</td>
<td>$41</td>
<td>Yes</td>
</tr>
<tr>
<td>Semester parking permit (carpools with 3 or more passengers)</td>
<td>N/A</td>
<td>$36</td>
<td>$36</td>
<td>Yes</td>
</tr>
</tbody>
</table>
2020-2021 Parking Fees

<table>
<thead>
<tr>
<th>FEE NAME</th>
<th>SUMMER 2020</th>
<th>FALL 2020</th>
<th>SPRING 2021</th>
<th>REFUNDABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester parking permit (motorcycles)</td>
<td>N/A</td>
<td>$26</td>
<td>$26</td>
<td>Yes</td>
</tr>
<tr>
<td>Daily parking permit</td>
<td>N/A</td>
<td>$2</td>
<td>$2</td>
<td>No</td>
</tr>
</tbody>
</table>

3 All summer 2020 classes will be online; therefore, no parking services will be available.

4 Students who receive the California College Promise Grant (formerly known as the BOG Fee Waiver) only pay $31 for a fall or spring semester parking permit.

Fee Descriptions

Tuition and Enrollment Fee

Tuition and enrollment fees are charged per unit of enrollment. These fees are set by the State of California and are subject to change at any time. Students who have registered for classes prior to an increase may be required to pay the additional amount.

Foreign Student Application Fee
Refundable: No.

The foreign student application fee applies to all international students. Some international students may be exempt from paying this fee if they demonstrate economic hardship. Read Regulation R:2251 Nonresident and International Student Fees to learn more.

Student Representation Fee
Refundable: Yes.

The student representation fee supports student government in its effort to advocate and lobby for legislative issues that affect students.

$1 of every $2 fee supports the operations of a statewide community college student organization that is recognized by the Board of Governors of the California Community Colleges (Assembly Bill 1504). This statewide organization provides for student representation and participation in state-level community college shared governance as well as governmental affairs representatives to advocate before the legislature and other state and local governmental entities.

Students can refuse to pay this fee based on moral, religious, political, or financial grounds. To be exempted from paying the fee, complete and submit the Student Representation Fee Form BS-55 (PDF) (/shared/doc/bso/bs-55.pdf) to your college Business Services Office, preferably before you pay your fees.

This fee was established under provision of California Education Code section 76060.5 and California Code of Regulations, Title V, sections 54801-54805.

Health Services Fee
Refundable: Yes.

The following students may be exempted from the health services fee if they submit the required paperwork to the Admissions and Records Office before they register for classes:

- Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization
- Students who receive California College Promise Grant (formerly BOG Fee Waiver) Part A
The following students are not charged the health services fee:

- Students enrolled in the Sacramento Regional Public Safety Training Center (SRPSTC)
- Students enrolled in apprenticeship programs
- Students only enrolled in UC Davis Co-Op program courses
- Incarcerated students inside correctional facilities
- Students admitted as special part-time students (K-12 students)

Universal Transit Pass (UTP) Fee

Refundable: Yes. Learn more about refunds [here](https://flc.losrios.edu/admissions/cost-of-attendance/refunds).

The Universal transit pass (UTP) is available to certain students for use on Regional Transit (RT) services, including buses and light rail. All eligible students are charged the UTP fee, regardless of whether or not they use the pass. The UTP is a sticker that attaches to your student access card.

Visit the Regional Transit website [here](http://www.sacrt.com/fares/) for a list of all transit and bus systems that accept the UTP. UC Davis Unitrans does not accept the UTP.

Eligibility

Students taking one or more units during the spring or fall semester are eligible for the UTP. All students are eligible for the UTP in the summer semester, regardless of how many units they take.

Some students are not eligible for the UTP, and therefore are not charged the fee. These students include:

- Students enrolled in the Sacramento Regional Public Safety Training Center (SRPSTC)
- Students enrolled in apprenticeship programs
- Students taking classes on the UC Davis main campus
- Students studying abroad
- Incarcerated students inside correctional facilities
- Students whose home college is not a Los Rios college but who are enrolled in courses at a Los Rios college through the California Community Colleges Online Education Initiative Course Exchange

Valid Dates

- For the spring semester, the UTP is valid January 1 through May 31.
- For the summer semester, the UTP is valid June 1 through July 31.
- For the fall semester, the UTP is valid August 1 through December 31.

Fee Structure

Beginning with the fall 2020 semester, eligible students will pay $2.50 per unit during the fall and spring semesters. Any fraction of a unit is rounded up to the next whole unit. The minimum fee charged is $2.50 (for one unit) and the maximum fee is $37.50 (for 15 or more units). For example:

- A student enrolled in .5 units will not pay the UTP fee.
- A student enrolled in one unit will pay $2.50.
- A student enrolled in 1.5 units will pay $5.00.
- A student enrolled in 15 or more units will pay the maximum fee of $37.50.

During the summer 2020 semester, all eligible students pay $11 for the UTP.

Lost or Stolen UTP Stickers

If your UTP sticker is lost or stolen, then you will have to pay the full price of $37.50 for a new one.

Damaged UTP stickers

If your UTP sticker is damaged but the remnants are still attached to your student access card, then we will issue a replacement for free.

Semester Parking Permit Fee

Students can buy a semester parking permit online via eServices (https://ps.losrios.edu/student/signon.html) or in person*. The semester parking permit is a decal that is placed on the windshield or hung from the rear-view mirror.

Read Administrative Regulation R-2252: Student Parking Fees (https://www.losrios.edu/docs/lrccd/board/regulations/R-2252.pdf) to learn more.

**Lost, Stolen, or Damaged Parking Permit**

If a semester parking permit is lost or stolen, then you will have to pay full price for a new one. If a vehicle is sold or damaged, then a replacement can be issued for $2. You will need to provide the old decal and proof of sale or repair for the $2 replacement.

* At American River College, Cosumnes River College, and Sacramento City College, parking permits can be purchased at the Business Services Office. At Folsom Lake College, parking permits can be purchased at the Admissions & Records Office.

Daily Parking Permit Fee

Refundable: No.

Students can buy daily parking permits from machines located in the parking lots at each campus. Daily parking permits are not recommended for motorcycles because they can be easily stolen. Read Los Rios' Administrative Regulation R-2252: Student Parking Fees (PDF) (https://www.losrios.edu/docs/lrccd/board/regulations/R-2252.pdf) to learn more.

Instructional Material Fees

Instructional material fees for designated courses may be assessed in accordance with Title 5, Section 59400 and Los Rios Policy P-2253 (https://www.losrios.edu/docs/lrccd/board/policies/P-2253.pdf).
Fee Payment Deadlines | Los Rios

Your tuition and fees are due soon after you enroll in classes. You will be dropped if your fees are not paid by the fee payment deadline. This is true even if you enroll in a class that starts later in the semester.

Summer 2020 Payment Deadlines

Payment deadlines for the summer 2020 semester.

<table>
<thead>
<tr>
<th>DATE ENROLLED IN CLASSES</th>
<th>DATE DROPPED IF NOT PAID</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 20 to May 22, 2020</td>
<td>14 days after enrollment date</td>
</tr>
<tr>
<td>May 23 to June 3</td>
<td>June 5</td>
</tr>
<tr>
<td>June 4 to June 8</td>
<td>June 9</td>
</tr>
<tr>
<td>June 9 or later</td>
<td>The next day</td>
</tr>
</tbody>
</table>

Fall 2020 Payment Deadlines

This information is still being finalized.

Spring 2021 Payment Deadlines

This information is still being finalized.

A Note About Financial Aid

Your financial aid award is not automatically applied to your fees (except the California College Promise Grant). After you have applied for your financial aid, you are responsible for paying the remaining amount on your account.

Make sure you apply for financial aid as early as possible and review the financial aid deadlines (https://flc.losrios.edu/financial-aid-deadlines).

How to Pay for Classes

Pay your tuition and fees with any of the following methods:

1. Online through eServices (https://ps.losrios.edu/student/signon.html) with a credit card

2. By mail with a check
   - Make checks payable to Los Rios Community College District.
   - Mail your check to the Business Services office.
   - Make sure to include your student ID number and “enrollment fees” on the check’s subject line.

3. In person
   - Visit Folsom Lake College's Admissions & Records office at the Main Folsom campus, the El Dorado Center, or the Rancho Cordova Center and pay with check, cash, or credit card.

   - Pay your fees over a few months instead of all at once. There is a non-refundable $15 fee each semester you use the student payment plan.
Debts Owed to College | Los Rios

Should a student or former student fail to pay a debt owed to the institution, the institution may withhold permission to any combination of the following from any person owing a debt until the debt is paid (Title 5, California Code of Regulations, Sections 42380 and 42381):

- Register
- Use facilities for which a fee is authorized to be charged
- Receive services, materials, food, or merchandise

If a student believes they do not owe all or part of an unpaid obligation, the student should contact the Business Services office.
Students (or parents of dependent students) may be able to obtain federal tax credits (including the American Opportunity Credit and Lifetime Learning Credit) for enrollment fees if the student:

- is enrolled in at least six (6) units during any semester or summer session
- meets the other conditions prescribed by federal law

Students who consent to online access can view and print the IRS Form 1098-T through eServices by January 31 of each year. For eligible students who do not consent to online access, the IRS Form 1098-T will be mailed by January 31.
Fee Refunds | Los Rios

What Fees are Refundable?

**Refundable Fees**
- Resident enrollment and tuition fee
- Non-resident enrollment and tuition fee
- Universal transit pass (UTP) fee
- Student representation fee
- Health services fee
- Semester parking permit fee

**Non-Refundable Fees**
- Foreign student application fee
- Daily parking permit fee

How to Get a Refund

**Refunds for Enrollment and Tuition Fees**
Follow these steps to get a refund for enrollment and tuition fees:

1. **Drop your class(es) by the deadline.** After your class is dropped, money is credited to your eServices account. Keep all documentation that shows the date your class was officially dropped.

2. **Request a refund** ([https://flc.losrios.edu/admissions/cost-of-attendance/refunds/refund-application](https://flc.losrios.edu/admissions/cost-of-attendance/refunds/refund-application)) to get the money out of your eServices account by the deadline. You can submit this request online or in person at the Business Services Office.

**Refunds for Student Representation Fee**
Follow these steps to get a refund for the student representation fee:

1. **Complete and submit the Student Representation Fee Form BS-55 ([/shared/doc/bso/bs-55.pdf](/shared/doc/bso/bs-55.pdf))** to your college Business Services Office.

2. If you paid by credit card, then a refund credit will be issued to the credit card you used. All other methods of payment will be refunded by check and mailed to the address on file with your college’s Admissions and Records Office.

**Refunds for UTP and Health Services Fees**
Follow these steps to get a refund for Universal Transit Pass (UTP) and health services fees:

1. **Drop your class(es) by the deadline.** After your class is dropped, money is credited to your eServices account. Keep all documentation that shows the date your class was officially dropped.

2. **Request a refund** ([https://flc.losrios.edu/admissions/cost-of-attendance/refunds/refund-application](https://flc.losrios.edu/admissions/cost-of-attendance/refunds/refund-application)) to get the money out of your eServices account by the deadline. You can submit this request online or in person at the Business Services Office.

Important Information About UTP Refunds

**Fall or Spring Semester**
For the spring or fall semester, the UTP fee is refundable if you drop your courses within the fee refund period. If you drop to less than one unit, then you are expected to return the UTP sticker.

**Summer Semester**
For the summer semester, the UTP fee is refundable if you drop all of your units within the refund period. A minimum fee of $11 will be withheld from your refund if you have already picked up a UTP sticker for the summer semester. You are expected to return the UTP sticker if you drop all units.

Refunds for Semester Parking Permits

To get a refund for a semester parking permit:

- Go to the Business Services Office to fill out a paper refund application before the deadline. Your parking permit decal must be attached to your application. You cannot do this step online. Your refund will be processed within 6-8 weeks.

Important Information About Refunds

Credit Balances in eServices

Money in your eServices account is not automatically refunded to you. If you have a credit balance in your eServices account and you do not request a refund by the last day of instruction of the semester, then you forfeit that money.

Exceptions for Military Students

If you have to withdraw from classes for military purposes, then you will be refunded 100% of your fees and tuition. This is true even if you drop after the deadline or request your refund after the end of the semester.

How long will it take to get my refund?

Refunds are issued within six to eight weeks. If you paid by credit card, then a refund will be issued to the credit card you paid with. All other methods of payment will be refunded by check and mailed to the address on file with Admissions and Records.
In This Section

**Financial Aid** ([2020-2021-catalog/while-you-are-here/financial-aid](/2020-2021-catalog/while-you-are-here/financial-aid))
The Financial Aid Office is here to help you get the financial support you need to afford college. Learn how to apply for financial aid.

**College and Academic Regulations** ([2020-2021-catalog/while-you-are-here/college-and-academic-regulations](/2020-2021-catalog/while-you-are-here/college-and-academic-regulations))
Learn about Folsom Lake College's grading policies and academic regulations.

**Enrollment Verification** ([2020-2021-catalog/while-you-are-here/enrollment-verification](/2020-2021-catalog/while-you-are-here/enrollment-verification))
Enrollment verification for child care, health insurance, or car insurance can be printed out via eServices or requested by fax or in-person. All other requests can be processed immediately by the National Student Clearinghouse for a small fee.

**Alternative Credit/Study Options** ([2020-2021-catalog/while-you-are-here/alternative-credit/study-options](/2020-2021-catalog/while-you-are-here/alternative-credit/study-options))
In addition to regularly scheduled credit classes, students may receive college credit for participation in certain alternative credit and study options.

**College Safety and Security** ([2020-2021-catalog/while-you-are-here/college-safety-and-security](/2020-2021-catalog/while-you-are-here/college-safety-and-security))
Learn about Folsom Lake College's commitment to maintaining a safe learning environment and supporting an ongoing comprehensive safety program.

**Student Rights and Responsibilities** ([2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities](/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities))
Learn about rights and responsibilities for students at Folsom Lake College.

Learn about Folsom Lake College's commitment to equal opportunity, equity, and diversity. In addition, see our policies prohibiting harassment, discrimination, and retaliation.
Get the Financial Help You Need

Money shouldn't get in the way of getting a college education. The Financial Aid Office is here to help you get the financial support you need to afford college.

Financial Aid Eligibility

Generally, to be eligible for financial aid, students must:

- Demonstrate financial need (for most programs)
- Be a US citizen or an eligible non-citizen
- Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau)
- Be registered with Selective Service (https://www.sss.gov), if you're a male (you must register between the ages of 18 and 25)
- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program
- Be enrolled at least half-time to be eligible for Direct Loan Program funds
- Maintain satisfactory academic progress
- Sign the certification statement on the Free Application for Federal Student Aid (FAFSA) stating that:
  - You are not in default on a federal student loan and do not owe money on a federal student grant
  - You will use federal student aid only for educational purposes
- Show you're qualified to obtain a college or career school education by one of the following:
  - Having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate
  - Completing a high school education in a homeschool setting approved under state law (or – if state law does not require a homeschooled student to obtain a completion credential – completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law)
  - Enrolling in an eligible career pathway program and meeting one of the ability-to-benefit alternatives (https://www.sss.gov)

Registering for Selective Service

Most male students must be registered with Selective Service to receive federal student aid. You also must register if you are a male and are not currently on active duty in the US armed forces. If you are a citizen of the Federated States of Micronesia, the Republic of the Marshall Islands or the Republic of Palau, then you are exempt from registering for selective service.

You can call Selective Service toll-free at (888) 655-1825 for general information about registering, register online at https://www.sss.gov, or register when you submit your Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov).

Ability-to-Benefit Alternatives

If you were enrolled in college or career school prior to July 1, 2012, or if you are currently enrolled in an eligible career pathway program*, then you may show you’re qualified to obtain a higher education by one of the following:

- Passing an approved ability-to-benefit test* (if you don't have a diploma or GED, a college can administer a test to determine whether you can benefit from the education offered at that school)
- Completing six credit hours or equivalent course work toward a degree or certificate (you may not receive aid while earning the six credit hours)

*For more information about these criteria, talk to the Financial Aid Office.
In This Section

Free Application for Federal Student Aid (/2020-2021-catalog/while-you-are-here/financial-aid/free-application-for-federal-student-aid)
The Free Application for Federal Student Aid (FAFSA) is a form you fill out to get financial aid. Financial aid includes fee waivers, grants, work study, loans, and scholarships.

California Dream Act Application (/2020-2021-catalog/while-you-are-here/financial-aid/california-dream-act-application)
The California Dream Act is a law that allows some undocumented and nonresident students to receive certain types of financial aid. To apply, students submit the California Dream Act Application (CADAA).

Promise Programs (/2020-2021-catalog/while-you-are-here/financial-aid/promise-programs)
Promise programs offer first-time, full-time students up to two years of tuition-free education at Folsom Lake College.

Grants (/2020-2021-catalog/while-you-are-here/financial-aid/grants)
A grant is money given to you by the federal or state government that you don't usually have to pay back.

Federal Work-Study (/2020-2021-catalog/while-you-are-here/financial-aid/federal-work-study)
The Federal Work-Study (FWS) program provides jobs to students to help them pay for their educational expenses.

Federal Direct Loans (/2020-2021-catalog/while-you-are-here/financial-aid/federal-direct-loans)
A federal direct loan is money you borrow from the government that you have to pay back with interest. We encourage students to apply for grants and scholarships before taking out a student loan. A loan is a serious and long-term obligation.

Scholarships (/2020-2021-catalog/while-you-are-here/financial-aid/scholarships)
A scholarship is money given to you to help pay for your education or related expenses. Scholarships come from a variety of sources, such as your college or a private organization.
What is FAFSA?

The Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov/) is a form you fill out to get financial aid. Financial aid includes fee waivers, grants, work-study, loans, and scholarships. Submit the FAFSA each year you are in college – it only takes about 30 minutes to complete when you are prepared.

Though undocumented students cannot apply for aid through the FAFSA, they may be eligible for state financial aid through the California Dream Act (https://dream.csac.ca.gov/).

Deadline to Submit FAFSA

Submit the FAFSA as early as you can. This will help you figure out how to pay for college before classes begin.

Academic Year 2020-2021

The 2020-2021 academic year includes fall 2020, spring 2021, and summer 2021.

- Date FAFSA available: October 1, 2019
- Deadline to submit FAFSA: March 2, 2020*
- Tax filing year to use for FAFSA: 2018

* You can submit the FAFSA after the “Deadline to Submit” date until June 30 of the following year, but priority is given on a first-come, first-served basis. You may not be considered for a Cal Grant if you submit your application after this date.

Federal School Code

Folsom Lake College’s federal school code is 038713. Make sure you include this on your FAFSA if you want to receive financial aid at Folsom Lake College.
California Dream Act Application | Los Rios

The California Dream Act is a law that allows undocumented and nonresident students (US citizens and eligible non-citizens) who qualify for a non-resident exemption under Assembly Bill 540 (AB 540) to receive certain types of financial aid. The California Dream Act is unrelated to the federal Deferred Action for Childhood Arrivals (DACA) program.

Instead of submitting the Free Application for Federal Student Aid (FAFSA), students for whom any of the following are true can submit the California Dream Act Application (https://dream.csac.ca.gov/) (CADAA) to receive financial aid. You are eligible to complete the CADAA if you:

- Are undocumented
- Have a valid or expired DACA status
- Are a U visa holder
- Have Temporary Protected Status (TPS)
- Meet the non-resident exemption requirements under AB 540

Financial Aid Available for Undocumented Students

Undocumented students may qualify for the following types of financial aid:

- State grants, including the California College Promise Grant (formerly BOG Fee Waiver), Cal Grants, Chafee Grants, and Student Success Completion Grant
- Assistance from EOPS, CARE, or CalWORKs
- Some scholarships
- Los Rios Promise Program
Promise Programs | Los Rios

Los Rios Promise

At Folsom Lake College, we believe in you and your goals, and we want to see you achieve them – that’s why we're making the Los Rios Promise. Promise programs offer first-time, full-time students up to two years of tuition-free education at any Los Rios college.

The Los Rios Promise covers tuition for 12 to 18 units but does not cover the cost of books or other fees. Learn about other types of financial aid (https://flc.losrios.edu/student-resources/financial-aid/types-of-financial-aid) that can help cover your expenses.

Deadline for Los Rios Promise Program Enrollment and FAFSA Completion

Eligible students must enroll in classes and submit the FAFSA/CADAA by the following deadlines to receive Los Rios Promise funds:

<table>
<thead>
<tr>
<th>2019-2020</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2019: June 3, 2019</td>
<td>Summer 2020: June 17, 2020</td>
</tr>
<tr>
<td>Fall 2019: August 14, 2019</td>
<td>Fall 2020: September 8, 2020</td>
</tr>
<tr>
<td>Spring 2020: January 9, 2020</td>
<td>Spring 2021: February 1, 2021</td>
</tr>
</tbody>
</table>

Eligibility

To be eligible for the Los Rios Promise, you must:

- Be a California resident
- Be a first-time college student*
- Enroll in and maintain at least 12 units for fall and spring semesters by the deadline
- Complete the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA) by the deadline

* Courses taken during high school (through dual enrollment or advanced education) are considered “pre-college” and do not prevent you from taking advantage of the Los Rios Promise. Students who transfer from a college other than a Los Rios college are not eligible for the Los Rios Promise.

Los Rios Promise Funds for Summer Tuition Fees

To use Los Rios Promise funds to pay for your summer tuition fees, you must do both of the following by the Los Rios Promise Program Enrollment and FAFSA Completion deadline:

- Enroll in any number of units for the summer term
- Enroll in at least 12 units for the fall semester

Eligibility for a Second Year

To apply for the Los Rios Promise Program for a second year, you must have been enrolled in at least 24 units by the Los Rios Promise Program Enrollment and FAFSA Completion deadline for the previous year.

Rancho Cordova Promise

The Rancho Cordova Promise offers Rancho Cordova residents who graduate from high school during the 2019-20 academic year to attend their first two years of Folsom Lake College fee-free (12 to 18 units per semester for the 2020-21 and 2021-22 academic years). Rancho Cordova Promise is funded by the City of Rancho Cordova’s Community Enhancement Fund (https://www.cityofranchocordova.org/what-s-new/community-enhancement-fund), a ½ cent local sales tax measure that was approved by Rancho Cordova citizens in November 2014 and provides locally-controlled funds for local priorities.
2020-2021 Unofficial Catalog Preview

Grants | Los Rios

What is a Grant?
A grant is money given to you by the federal or state government that you don’t usually have to pay back.

Types of Grants for Community College Students
Learn more about the types of grants available to community college students, eligibility, and how and when to apply.

Cal Grant B
Cal Grants are awarded by the State of California and do not have to be repaid.

What it Covers
Cal Grant B Entitlement and Competitive awards provide up to $1,670 for books and living expenses, plus up to an additional $2,000 for full-time community college students. If you transfer to an eligible four-year college or university, Cal Grant B also helps pay for tuition, fees, and living expenses.

Eligibility
Cal Grant B Entitlement awards are for first-year, low-income students whose academic program is at least one academic year.

Cal Grant B Competitive awards are for disadvantaged and low-income students who have a minimum 2.0 grade point average (GPA) and are enrolled in an academic program that is at least one year long.

How to Apply
To apply for a Cal Grant, you must submit the following by March 2 each year you are eligible:

- [FAFSA](https://fafsa.ed.gov/)
- [California Dream Act](https://dream.csac.ca.gov/) application* (if you do not have a social security number)
- [Verified Cal Grant GPA](http://www.csac.ca.gov/pod/cal-grant-gpa-information)

* DACA and AB 540 students are not eligible for Cal Grant Competitive awards.

Cal Grant C
Cal Grants are awarded by the State of California and do not have to be repaid.

What it Covers
Cal Grant C awards pay $547 toward tuition, books, tools, and equipment for students in occupational, technical, or vocational programs at community colleges.

Eligibility
Cal Grant C awards are for students enrolled in vocational programs that are at least four months long. Funding is available for up to two years, depending on the length of your program.

How to Apply
To apply for a Cal Grant C award, you must submit the following by March 2 each year you are eligible:

- FAFSA or the California Dream Act application (if you do not have a social security number)
- [Verified Cal Grant GPA](http://www.csac.ca.gov/pod/cal-grant-gpa-information)
California College Promise Grant

The California College Promise Grant (formerly BOG Fee Waiver) is just for California community college students and does not have to be repaid.

What it Covers

The California College Promise Grant waives enrollment fees for eligible students. It does not cover the cost of books or other expenses.

Eligibility

You may qualify for the California College Promise Grant if you are a California resident or are exempt from nonresident fees under AB 540 and you meet the criteria of Type A, Type B, or Type C described below.

Type A

You are receiving Temporary Aid For Needy Families (TANF), Supplemental Security Income (SSI/SSP), or General Assistance.

Type B

You meet the income standards listed below. Please note:

- Family size means the number of people in your household, including yourself
- Total family income means adjusted gross income and/or untaxed income for the year listed

<table>
<thead>
<tr>
<th>FAMILY SIZE</th>
<th>2017 TOTAL FAMILY INCOME (FOR 2019/2020 SCHOOL YEAR)</th>
<th>2018 TOTAL FAMILY INCOME (FOR 2020/2021 SCHOOL YEAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$18,210</td>
<td>$18,735</td>
</tr>
<tr>
<td>2</td>
<td>$24,690</td>
<td>$25,365</td>
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<tr>
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<td>$31,170</td>
<td>$31,995</td>
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<tr>
<td>7</td>
<td>$57,090</td>
<td>$58,515</td>
</tr>
<tr>
<td>8</td>
<td>$63,570</td>
<td>$65,145</td>
</tr>
</tbody>
</table>

Note: For each additional family member, add $6,480 for 2019/2020 and $6,630 for 2020/2021.

Type C

You submitted the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application (if you don’t have a social security number) and it shows you have unmet financial need.

How to Apply

To apply, fill out the California College Promise Grant (https://home.cccapply.org/money/california-college-promise-grant) application online. Alternatively, you can fill out the application below and return the completed application to the Financial Aid Office.

- 19-20 California College Promise Grant Application (/shared/doc/financial-aid/forms/19-20_CCPG_Application.pdf) PDF (For Summer 2019, Fall 2019, Spring 2020)
- 20-21 California College Promise Grant Application (/shared/doc/financial-aid/forms/20-21_CCPG_Application.pdf) PDF (For Summer 2020, Fall 2020, Spring 2021)

Maintaining the California College Promise Grant

If you qualify for the California College Promise Grant, then make sure you continue to meet the the following academic and progress standards to keep receiving the grant funds.

- Academic: Maintain a grade point average (GPA) of 2.0 or higher. If your cumulative GPA falls below 2.0 for two consecutive primary terms (fall/spring semesters), then you may lose your grant eligibility.

- Progress: Complete more than 50% of your coursework. If the cumulative number of units you complete is not more than 50% in two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters), then you may lose your grant eligibility.
Combination of academic and progress standards: Any combination of two consecutive terms of cumulative GPA below 2.0 and/or cumulative unit completion of not more than 50% may result in loss of grant eligibility.

Chafee Grant for Foster Youth

Chafee Grants are awarded by the State of California to current or former foster youth. Chafee Grants do not have to be repaid.

What it Covers

A Chafee Grant can be used to pay for tuition, fees, books, supplies, transportation, living expenses, and child care.

Eligibility

To qualify for a Chafee Grant, you must meet the following criteria:

- You are a current or former foster youth who was a ward of the court, living in foster care, for at least one day between the ages of 16 and 18
- If you are or were in Kin-GAP, a non-related legal guardianship, or were adopted, you are only eligible if you were a dependent or ward of the court, living in foster care, for at least one day between the ages of 16 and 18
- You have not reached your 26th birthday as of July 1 of the award year
- You have not participated in the program for more than five years (consecutive or otherwise)

How to Apply

To apply for a Chafee Grant, you must submit the following each year you are eligible:

- FAFSA [https://fafsa.ed.gov/](https://fafsa.ed.gov/) or the California Dream Act [https://dream.csac.ca.gov/](https://dream.csac.ca.gov/) application (if you do not have a social security number)
- The Chafee Grant [https://chafee.csac.ca.gov](https://chafee.csac.ca.gov) application

Federal Pell Grant

Federal Pell Grant are awarded by the federal government and do not have to be repaid.

What it Covers

Federal Pell Grant can be used for tuition, fees, books, supplies, transportation, living expenses, and child care.

Eligibility

Federal Pell Grant is based on financial need, cost of attendance, the number of financial aid eligible units enrolled, and how long you plan to attend college. Eligible students can receive the Federal Pell Grant for up to six years (12 full-time semester or the equivalent), or 600%.

Pell Grant are usually only given to undergraduate students who have not earned a bachelor's degree or higher. In some cases, a student enrolled in a post-baccalaureate teacher certification program can receive a Federal Pell Grant. You are not eligible to receive a Pell Grant if you are incarcerated or are subject to an involuntary civil commitment upon completion of a period of incarceration for a forcible or non-forcible sex offense.

DACA and undocumented AB 540 students are not eligible to receive Federal Pell Grant.

How to Apply

Submit the FAFSA [https://fafsa.ed.gov/](https://fafsa.ed.gov/) every year to see if you qualify for a Federal Pell Grant. The amount of other student aid you qualify for does not affect the amount of your Federal Pell Grant.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grants are awarded by the federal government and do not have to be repaid.

What it Covers

A FSEOG can be used for tuition, fees, books, supplies, transportation, living expenses, and child care. You can receive $100 to $600 per year.

Eligibility

FSEOGs are awarded based on financial need, how early you apply, number of financial aid eligible units enrolled, and total amount of Financial Aid.

FSEOGs are only given to undergraduate students who have not earned a bachelor's or a professional degree.
DACA and AB 540 students are not eligible to receive FSEOGs.

**How to Apply**

Submit the [FAFSA](https://fafsa.ed.gov/) each year to see if you qualify for a FSEOG. Folsom Lake College has a limited amount of FSEOG funds, so make sure you submit your FAFSA as early as possible.

**Student Success Completion Grant (SSCG)**

**What it Covers**

The Student Success Completion Grant (SSCG) provides up to $4,000 per year to pay for educational costs.

**Eligibility**

To qualify for a SSCG, you must be:

- A Cal Grant B or C recipient
- Enrolled in at least 12 units each semester

Students enrolled in 12 to 14.99 units will receive $649 for that semester. Students enrolled in 15 or more units will receive $2,000 for that semester.

**How to Apply**

Students who qualify will be notified. No additional application is necessary for eligibility for the SSCG.
Federal Work-Study | Los Rios

What is Federal Work-Study?

The Federal Work-Study (FWS) program provides jobs to students to help them pay for their educational expenses.

Eligibility

To be eligible, you must:

- Have a complete financial aid file
- Have unmet financial need
- Be enrolled in at least six financial aid course eligible units at Folsom Lake College*
- Maintain satisfactory academic progress

*If you are enrolled at multiple Los Rios colleges, then you must have an approved consortium on file for those units to be counted towards your enrollment status.

You are not guaranteed a FWS job just because you are eligible for FWS. FWS jobs are limited, so make sure you apply for a FWS job as early as possible.

Hours

FWS students work an average of 17 hours per week during the fall and spring semesters. Students may be employed for no more than 26 hours per week during a semester and no more than 40 hours per week between semesters. The number of hours may change depending on the needs of the department. Summer FWS hours are based on funding availability.

You may not work more than the number of hours you were awarded.

Pay

FWS students are paid an hourly rate at minimum wage. On average, FWS students earn up to $7,000 during the school year. Paychecks are distributed on the tenth of each month.

Disclaimer

We reserve the right to reduce your FWS award at the end of the fall or spring semester for hours not worked or due to ineligibility. Your FWS award may also be reduced if your financial need changes. You will be notified of any change via email and it is your responsibility to notify your supervisor of the change.
Federal Direct Loans | Los Rios

What is a Federal Direct Loan?

A federal direct loan is money you borrow from the government that you have to pay back with interest. We encourage students to apply for grants and scholarships before taking out a student loan. A loan is a serious and long-term obligation.

Loan Eligibility

To be eligible for a federal student loan, you must:

- Submit the Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov/)
- Demonstrate that you are qualified to enroll in college by one of the following means:
  - You have a high school diploma
  - You have a General Education Development (GED) Certificate
  - You passed the California High School Proficiency Exam (CHSPE)
- Be a US citizen or eligible non-citizen with a social security number (SSN)
- Be enrolled in an eligible degree or certificate program
- Maintain satisfactory academic progress
- Register with the US Selective Service (for males age 18 to 25)
- Have never been convicted of selling or possessing illegal drugs
- Certify that you will use federal financial aid only for educational purposes
- Certify that you are not in default on a federal student loan and do not owe money on a federal student grant

All borrowers must sign the Master Promissory Note (MPN) annually. New borrowers must also complete entrance loan counseling through studentloans.gov (https://studentloans.gov).

Types of Federal Loans

Subsidized Direct Loans

Subsidized direct loans are given to eligible students who demonstrate financial need.

The federal government pays the interest on subsidized loans while you are enrolled in school at least half-time (six units in the fall or spring semester; three units in the summer semester). If you graduate, drop below half-time, or withdraw from school, then you have a six-month grace period where the federal government will continue to pay the interest on your loan. After the six-month grace period, you are responsible for paying the interest on your loan.

Unsubsidized Direct Loans

Unsubsidized direct loans are given to eligible students, regardless of their financial need. The combined amount of an unsubsidized direct loan and all other financial aid that you receive cannot exceed the cost of attendance.

Interest accrues from the time the loan is disbursed, and interest payments begin immediately but can be deferred until you are done with school. It is advantageous to pay the interest while you are in school. This way, the debt will be the principal amount only when repayment begins. Regular monthly payments begin six months after you graduate, drop below half-time status, or withdraw from school.

Annual Loan Limits
<table>
<thead>
<tr>
<th>YEAR</th>
<th>DEPENDENT STUDENTS (EXCEPT STUDENTS WHOSE PARENTS ARE UNABLE TO OBTAIN PLUS LOANS)</th>
<th>INDEPENDENT STUDENTS (AND DEPENDENT UNDERGRADUATE STUDENTS WHOSE PARENTS ARE UNABLE TO OBTAIN PLUS LOANS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Undergraduate Annual Loan Limit</td>
<td>$5,500 – no more than $3,500 of this amount may be in subsidized loans.</td>
<td>$9,500 – no more than $3,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Second-Year Undergraduate Annual Loan Limit</td>
<td>$6,500 – no more than $4,500 of this amount may be in subsidized loans.</td>
<td>$10,500 – no more than $4,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Subsidized and Unsubsidized Aggregate Loan Limit</td>
<td>$31,000 – no more than $23,000 of this amount may be in subsidized loans.</td>
<td>$57,500 for undergraduates – no more than $23,000 of this amount may be in subsidized loans.</td>
</tr>
</tbody>
</table>

**Borrower’s Rights and Responsibilities**

When you accept a loan, you accept legal rights and responsibilities that last until the loan is repaid.

**Borrower’s Rights**

You have the right to:

- Receive a copy of your promissory note either before or at the time the loan is made
- Receive a disclosure statement before repayment on your loan begins, including information about:
  - Interest rates
  - Fees
  - Loan balance
  - The number of payments
  - The amount of each payment
- A grace period after you leave school or drop below half-time status and before your loan payments begin (if applicable)
- Prepay all or part of your loans without a repayment penalty
- Receive written notice if your loan is sold to a new holder
- Apply for deferment for your loan payments for certain specified periods (if eligible)
- Request forbearance from the holder of your loan if unable to make payments and don't qualify for deferment
- Receive proof when your loan is paid in full

**Borrower’s Responsibilities**

You agree to:

- Repay your loan(s), including accrued interest and fees, even if you do not:
  - Complete or find satisfaction in your education
  - Complete the program within the regular timeframe
  - Obtain employment
- Attend exit counseling before you leave school or drop below half-time enrollment
- Notify your loan holder within ten days if you:
  - Change your name, address, or phone number
Loan Exit Counseling

All students who receive a loan must complete mandatory online loan exit counseling through the Department of Education. Loan exit counseling provides important information regarding repayment, deferment, and default prevention.

How to Complete Loan Exit Counseling

Visit studentloans.gov (https://studentloans.gov/ExitCounseling) to complete loan exit counseling. You will need your FAFSA PIN to complete the loan exit counseling. Be sure to select Folsom Lake College (federal school code: 038713) when asked, otherwise the Financial Aid Office will not receive confirmation that you completed the requirement.

When to Complete Loan Exit Counseling

Loan recipients must complete loan exit counseling when they do any of the following:

- Withdraw from college
- Drop below half-time units
- Transfer to another college
- Graduate

Failure to complete loan exit counseling may result in the delay of your financial aid processing.
Scholarships | Los Rios

What is a Scholarship?

A scholarship is money given to you to help pay for your education or related expenses. Scholarships come from a variety of sources, such as your college or a private organization.

Examples of types of scholarships:

- Merit scholarships are based on a student’s achievements.
- School scholarships are given to students by the school they attend.
- Work scholarships require students to work to receive scholarship money.
- Field of Study scholarships are given to students pursuing a specific field of study or academic program.
- Need scholarships are based on financial need.
- Student-specific scholarships can be based on a student’s nationality, gender, race, religion, medical history, and so on.

The Financial Aid office maintains a list of local, state, and national scholarships. Enrollment verification is usually required.

LEARN MORE ABOUT SCHOLARSHIPS (HTTPS://FLC.LOSRIOS.EDU/SCHOLARSHIPS)
Academic Freedom

Statement of Principles on Academic Freedom (American Association of University Professors)

- The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

- Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and the freedom of the student in learning. It carries with it duties correlative with rights.

- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter, which has no relation to their subject.

- College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Academic Honors

The distinction of honors and highest honors is noted on a student's transcript for each semester in which a student has enrolled in twelve (12) units or more, and has earned a grade point average (GPA) of at least 3.0 (honors) or 3.5 or higher (highest honors). Students earning highest honors will be notified by email of their eligibility to join the honor society, Phi Theta Kappa.

Honors at Graduation

Students who maintain a high grade point average are eligible for honors at graduation. Students who maintain a grade point average of 3.0 or better are eligible for graduation with honors, and students who maintain a grade point average of 3.5 or better are eligible for graduation with highest honors. All college coursework that a student has completed is used to calculate honors at graduation (including coursework taken outside of Los Rios). The published lists of students are compiled from the data available at the time of publication and may be subject to subsequent revision.

Academic Renewal

A student may petition to have previous sub-standard grades (a D or F) earned at Folsom Lake College discounted. Courses and grades which no longer reflect a student's current educational objective and current level of academic success may upon petition be discounted in the computation of the grade point average (Title 5, Section 55046). The following conditions must apply:

- A minimum of twelve (12) consecutive months shall have elapsed since the end of the semester or summer session in which the work to be alleviated was recorded; and a minimum of twelve (12) semester units (or its equivalent) with a grade of C or Pass/Credit or better shall have been attained. The coursework must have been completed at a regionally accredited college.

- Current educational objectives must be discussed with a counselor and the counselor's recommendation must be included on the petition.

- No more than thirty (30) units of substandard grades may be discounted.

- Under no circumstances may course work be discounted if it was used to fulfill requirements for a degree or certificate that has been awarded.

- All grades remain on the permanent record and transcript of grades. However, a proper notation on the transcript will indicate the specific grades that were discounted from the grade point average.

- Once elected, the academic renewal cannot be reversed.

- Academic renewal is not intended for courses that are required and/or will be repeated.

Students with questions regarding this policy or who want to initiate a petition should contact the Counseling office.
Attendance

For students to successfully complete their college work, regular class attendance is necessary, and students are expected to attend all sessions of classes in which they are enrolled (Los Rios Regulation R-2222).

All students who remain enrolled in a class after the last day to withdraw (see the academic calendar) will be issued a letter grade for the course. If a student has stopped attending but not dropped the class, the student may receive an F grade for the course on their permanent record. Exception to this policy involves completion of the Student Petition, with appropriate signatures and documentation of extenuating circumstances.

Excessive Absences

Students are expected to attend all sessions of the class in which they are enrolled. Any student with excessive absences may be dropped from class (Title 5, Section 58004).

Per Los Rios Regulation R-2222, a student may be dropped from any class when that student’s absences exceed six percent (6%) of the total hours of class time. Instructors shall state in each course syllabus what constitutes excessive absences for that course.

Non-Attendance at First Class

Per Los Rios Regulation R-2222, students who fail to attend the first session of a class may be dropped by the instructor.

Auditing Courses

Folsom Lake College does not permit auditing of classes. Auditing is defined as attending a course without having enrolled in the course, without responsibility for completing assignments, and without receiving a grade or credit.

Catalog Rights

For purposes of graduation from any of the colleges of the Los Rios Community College District, students who remain in attendance in one regular session (semester or summer session) may elect to meet the requirements in effect at the Los Rios college from which the student intends to graduate, in one of three ways:

1. Requirements in effect at the time of admission to a Los Rios college
2. Requirements in effect at the time the student originally enrolled in a regionally accredited college or university
3. Requirements in effect at the intended date of graduation from a Los Rios college

Please note:

- A college may authorize or request substitution for discontinued courses.
- Students changing their major field of study may be required to complete those requirements for the major in effect at the point of change.
- For purposes of this section, "attendance" means taking classes in at least one session (semester or summer session) in each calendar year. Absence for attendance at another regionally accredited institution shall not be considered an interruption in attendance, Los Rios Policy P-7242.

Change of Address and/or Name

Requests to have a student’s name changed are submitted directly to the Admissions & Records office. In order for this type of request to be processed, documentation (such as a marriage license, court documents, or naturalization papers) is required to verify a legal name change.

Students should report a change of address immediately. Changes can be submitted online in eServices or by submitting a Change of Data form to the Admissions & Records office. Folsom Lake College is not responsible for misdirected mail if the address change is not provided by the student.

Students can submit birth date and social security number corrections to the Admissions & Records office along with proper documentation (official birth certificates or social security verification).

Course Repetition and Repeatability

Repetition of courses must be conducted by all California community colleges in compliance with Title 5, Sections 55040 through 55046.

Course Repetition Where Substandard Grade is Recorded

Where a student has received a substandard grade in a course taken at a college, a student may repeat that course up to a maximum of two (2) times in an effort to alleviate the substandard academic grade. Substandard grade is defined as a notation of D, F, NC (No Credit), NP (No Pass), or W (Withdrawal). This regulation is effective across all Los Rios colleges.

The grade and credits earned in the final enrollment shall be used exclusively in determining the grade points earned for that particular course (Title 5, Section 55042).
Repeatable Courses

Courses taken where a grade of C or better was earned cannot be repeated. There are, however, certain specialized courses that are designated as “repeatable” and are listed as such in the course description. These include:

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree
- Intercollegiate athletics and their related conditioning courses may be repeated to meet requirements for California Community College Athletic Association (CCCAA) eligibility.
- Intercollegiate academic or vocational competition courses with the primary purpose to prepare students for competition
- Variable unit courses that are open entry/exit such as math, reading, and writing laboratory courses. Students may re-enroll in these courses as many times as necessary to complete one time the entire curriculum of the course.
- Work Experience courses, which can be taken again when there is new or expanded learning on the job for a maximum of six (6) to sixteen (16) units.

Repetition Without Substandard Grades

Unless a specific exception applies, a student who has received a satisfactory grade shall not repeat the course. Satisfactory grade is defined as A, B, C, P (Pass), or CR (Credit). There are special circumstances that allow for repetition. However, the student must submit a petition requesting the course repetition. These include:

- Students may repeat a course where a course is required by a statute or regulation as a condition of continued paid or volunteer employment, or as a result of a significant change in industry or licensure standards such that repetition is necessary for employment or licensure. These repetitions are not limited and are granted based on the college’s verification of established legal mandates (Cal. Code Regs., Title 5, section 55040).
- Students may repeat a course if there has been a significant lapse of time since the first grade was obtained, and:
  - If the college has a properly established recency prerequisite for a course or program (Title 5, Section 55043).
  - If the college finds that another institution of higher education to which the student seeks to transfer has established a recency requirement which the student shall not be able to satisfy without repeating the course in question (Title 5, Section 55043).
- The college finds that the student’s most recent previous grade is, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accident, illness, or other circumstances beyond the student’s control. This is a one-time exception.
- A special course that can be repeatable by petition so that a particular student can be approved to repeat it as a disability-related accommodation.

Limitations on Active Participatory Courses

Active participatory courses are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. These include kinesiology/physical education (PE) active participatory courses, as well as visual and performing arts active participatory courses (theatre arts, music, and art). Some courses in these categories are related in content and have been placed in groups that the Los Rios colleges are calling “families” of courses. Each family of courses allows for skill development beyond an introductory level.

Students are limited to taking a maximum of four courses in any one family across all four Los Rios colleges, regardless of how many courses there are. Sometimes a family of courses may include more than four. For example, the Modern Dance Technique family of courses across the four Los Rios colleges includes five courses – DANCE 330 through DANCE 334 (Modern Dance I, II, III, IV, and V).

In addition, if a student gets a substandard grade [a notation of D, F, NC (No Credit), NP (No Pass), or W (Withdrawal)] in any course within a family, the substandard grade counts as one of the four course limitations in the family. The list of families of courses is available in the Counseling office. Please consult with a counselor for more information.

Course Time Conflict/Course Overlap

Students may not enroll in two classes that meet during part of the same hour, except through a petition process. The student must state their justification for enrolling in the overlapping class, and instructors must indicate how the missed time will be made up (Title 5, Section 58031).

Good Standing

In some circumstances, a previous sub-standard grade (a D or F) can be alleviated. You may petition to discount these units in computing your grade point average (GPA) if they meet the criteria set out by the Admissions and Records policies. However, no discount will be given for coursework required for a degree or certificate that has been granted.

Grades and Grade Point Averages (GPA)

Types of Grades

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>EXPLANATION</th>
<th>GRADE POINTS PER UNIT</th>
</tr>
</thead>
</table>
**Grade Point Average**
The grade point average is found by taking the (Total Grade Points Earned) divided by (Total units attempted with a letter grade).

**Progress Percentage**
The progress percentage is found by taking the (Total units with W, I and NC) divided by (Total units enrolled).

**Pass/No Pass Grading**
You may choose one course each semester from courses that allow Pass/no Pass (P/NP) grading. A petition must be filed with the admissions office before the deadline published in the Class Schedule. A grade earned with an "A", "B" or "C" grade will be recorded as P with Grade Points Per Unit. A "D" or "F" grade will be recorded as NP with no Grade Points Per Unit. Units attempted for P/NP grades are not computed in the grade point average but are used for determining progress probation and dismissal. Once you have filed for P/NP grading in a course, it cannot be changed to a letter grade. No more than 15 units of Pass/No Pass may be applied toward an AA or AS degree.

**Incomplete Grading**
An instructor may assign an incomplete grade, "I", when the instructor believes the student cannot complete the requirements of the class before the end of the semester due to unforeseeable emergency and justified reasons. To receive credit for the class, the student must finish the incomplete work within one year after the end of the semester. After the work is completed and evaluated, or when the time has expired, a final grade will be assigned. A student receiving an incomplete may not reenroll in the class.

**In Progress**
If you receive an "in-progress" grade, you must re-enroll in the class in the next semester. If you don’t re-enroll, a grade will be assigned in lieu of the "in-progress."

**Withdrawal from Class**
A student may officially drop a class without notation on the permanent academic record/transcript prior to the point in which 15% of a class has occurred (see the academic calendar for withdrawal deadlines). Withdrawals occurring after this time, and before the point in which 75% of the class has occurred, shall result in a W notation on the permanent academic record/transcript. Official withdrawals are those that have been processed via eServices or in the Admissions and Records office. Military withdrawal is available for students who are members of an active or reserve military service, and who receive orders compelling a withdrawal from courses. Students requesting military withdrawal must file a student petition and include supporting documentation. Excused withdrawal is available when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student making his or her ability to complete a course(s) impractical. These events may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances. Excused withdrawal shall not be counted in progress probation and dismissal calculation. Excused withdrawal shall not be counted.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>Four (4) grade points per unit</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>Three (3) grade points per unit</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>Two (2) grade points per unit</td>
</tr>
<tr>
<td>D</td>
<td>Passing (not satisfactory)</td>
<td>One (1) grade point per unit</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>Zero (0) grade points per unit</td>
</tr>
<tr>
<td>P</td>
<td>Pass (C or better)</td>
<td>Not computed in GPA</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (less than C)</td>
<td>Not computed in GPA; affects progress probation and dismissal</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Not computed in GPA; affects progress probation and dismissal</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>Not computed in GPA; affects progress probation and dismissal</td>
</tr>
<tr>
<td>EW</td>
<td>Excused Withdrawal</td>
<td>Not computed in GPA; does not affect progress probation and dismissal; does not count as one of your three attempts</td>
</tr>
</tbody>
</table>
toward the permitted number of withdrawals or counted as an enrollment attempt.

**Probation and Dismissal**

There are two types of probation: academic and progress.

**Academic Probation**

A student who has attempted at least twelve (12) units is placed on academic probation if the student has earned a cumulative grade point average below 2.0.

**Progress Probation**

A student who has enrolled in a minimum of twelve (12) semester units is placed on progress probation when W, I, or NP grades are recorded in one-half or more of all units in which a student has enrolled.

**Unit Limitation**

A student on either academic or progress probation may be limited to 12 or fewer units, or to a course load recommended by the student's counselor.

**Removal from Probation**

A student on academic probation is removed from probation and achieves good standing when the student's cumulative grade point average is 2.0 or higher.

A student on progress probation is removed from probation and placed in good standing when less than half of the student's units are recorded as W, I, or NP.

**Remedial Unit Limitation**

The California Community Colleges Board of Governors has adopted regulations limiting the number of remedial course units a student may take to 30. These courses are usually numbered 1 through 99. Students may petition for a waiver to the 30-unit limitation through a counselor. However, federal financial aid does not allow a student to receive aid for more than 30 remedial units.

**Transcripts**

**Order Transcripts Online**

Current and former students can order transcripts and authorize the release of student records online. Students must submit a separate order for each Los Rios college they attended.

ORDER TRANSCRIPTS ONLINE ➤ (HTTPS://FLC.LOSRIOS.EDU/ORDER-TRANSCRIPTS)

**Unit/Academic Load**

Per Los Rios Regulation R-7211, fifteen (15) units each semester is considered a full load. Twelve (12) units each semester is a minimum full-time load and is usually acceptable to qualify for scholarships, grants, loans, and holding student offices.

**Fall/Spring Semester**

Eighteen (18) units per semester is a maximum load. Unit limit shall be district-wide. A petition to exceed the maximum load must be submitted in writing to the college at which the additional units will be taken prior to registration. A student may petition up to a maximum of six (6) additional units district-wide through this process.

**Summer Session**

Eight (8) units per summer session is a maximum load. Unit limit shall be district-wide. A petition to exceed the maximum load must be submitted in writing to the college at which the additional units will be taken prior to registration. A student may petition up to a maximum of four (4) additional units district-wide through this process.

**Special Considerations**

Full governmental subsistence for veterans and dependents requires the unit load of twelve (12) units (with reduced benefit amounts dependent on the total number of enrolled units).

The following categories require the minimum unit load indicated:

- International students – twelve (12) units
- Student athletes – twelve (12) units, including kinesiology/physical education

**Unit of Credit**
Units of credit are assigned to courses based on the “Carnegie Unit,” which assigns one unit of credit for three hours of work by the student per week. Usually this means one hour of lecture or discussion led by the instructor and two hours of outside preparation by the student. In laboratory courses, three hours of work in the laboratory are normally assigned one unit of credit which may include some additional preparation outside of class time. Students can find the number of units of credit with each course description.
Enrollment Verification | Los Rios

Enrollment verification for child care, health insurance, or car insurance can be printed out via eServices or requested by fax or in-person. All other requests can be processed immediately by the National Student Clearinghouse for a fee.

Verifications for Child Care, Health Insurance, and Car Insurance

eServices

You can print or save an enrollment verification certificate for free through eServices [https://ps.losrios.edu/student/signon.html](https://ps.losrios.edu/student/signon.html). From your eServices dashboard:

1. Click Student Center
2. Click Enrollment Verification (under Academics)
3. Follow the instructions to get to your printable verification

Fax and In-Person Requests

We do not accept verification requests over the phone. Faxed and in-person requests are processed in five to seven business days after we receive the request. We do not fax back verifications – all verifications must be picked up in person at Admissions and Records. You must provide a photo ID when you pick up your enrollment verification.

Fax your enrollment verification request to Admissions and Records at (916) 608-6569.

Other Enrollment and Degree Verifications

Requests from the following types of companies or individuals will be directed to the National Student Clearinghouse:

- Credit issuers
- Travel and consumer product companies
- Housing providers
- Scholarship providers
- Employers and employment agencies
- Verifications required by students or parents that do not include child care, health insurance, or car insurance

For your convenience, Los Rios has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment and degree status. You can obtain an official Enrollment Verification Certificate at any time via the National Student Clearinghouse website at nscverifications.org [http://nscverifications.org/welcome-to-verification-services/].
Alternative Credit/Study Options | Los Rios

In addition to regular classes, students may receive college credit when they participate in the following alternative credit and study options.

Advanced Placement (AP) Exams

Folsom Lake College grants credit for College Board Advanced Placement (AP) examinations. A student who meets the following requirements may receive credit for exams they successfully passed:

- Official copies of test scores are on file with Admissions and Records
- Student is in good standing, which is defined as having completed twelve (12) units of credit and having a minimum 2.0 grade point average (GPA)

Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of AP scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

Review the AP Credit Chart [https://flc.losrios.edu/ap-scores-chart] to see how Folsom Lake College grants credit for AP exams.

College-Level Examination Program (CLEP)

Folsom Lake College grants credit for College-Level Examination Program (CLEP) examinations. CLEP scores fulfill general education areas only; they do not fulfill graduation competencies, requirements for any major at Folsom Lake College, or enrollment limitations (such as prerequisite requirements) for any course at Folsom Lake College.

A student may receive credit for CLEP exams they have successfully passed once the following requirements are met:

- Official copies of test scores are on file with Admissions and Records
- Student has completed twelve (12) units of credit and has a minimum 2.0 grade point average (GPA)

Visit College Board’s College-Level Examination Program website [https://clep.collegeboard.org] to learn more.

CLEP scores are not accepted for transfer to the University of California. Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of CLEP scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

Review the CLEP Credit Chart [https://flc.losrios.edu/clep-scores-chart] to see how Folsom Lake College grants credit for CLEP exams.

International Baccalaureate (IB) Tests

Folsom Lake College may award college credit for international baccalaureate (IB) higher-level course completion, if the course work is compatible with the college’s curriculum. No credit will be granted for lower-level course work completed in the IB program.

A student who meets the following requirements may receive credit for IB tests they successfully passed:

- Official copies of test scores are on file with Admissions and Records
- Student is in good standing, which is defined as having completed twelve (12) units of credit and having a minimum 2.0 grade point average (GPA)

Review the IB Credit Chart [https://flc.losrios.edu/ib-scores-chart] to see how Folsom Lake College grants credit for IB tests.

Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of IB scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

Students who have earned credit from an IB test should not take a comparable college course because transfer credit will not be granted for both.

Credit by Examination

Under special circumstances and with department approval, students regularly enrolled and in good standing who believe they are qualified by...
experience or previous training may take a special examination to establish credit in a course in which they are not formally enrolled. A student who wishes to petition for credit by examination must have:

- Successfully completed a minimum of 12 units at Folsom Lake College
- A minimum grade point average (GPA) of 2.0

Successful completion of a course by examination is recorded on the permanent record/transcript as a Pass (P) grade. The P grade does not enter into the computation of the student's GPA.

**Limitations**

A maximum of 15 units may be allowed by credit by examination. The units may not be used to satisfy the 12-unit residence requirement for graduation. Credit by examination is not applicable to all courses, and in some instances, the process may require measures of evaluation.

Some four-year colleges and universities do not accept units granted through credit by examination. Students are encouraged to meet with a counselor for more information.

For the appropriate petition form and additional information, contact Admissions and Records (https://flc.losrios.edu/admissions-records).

**Credit for Military Service**

Veterans may receive credit for military service if they present papers showing honorable discharge from active duty of one year or more in the United States armed forces.

**How to Apply**

After you have completed one semester at Folsom Lake College, submit a copy of your DD-214 (member copy 4) separation paper and a petition to the Admissions and Records Office.

You may be eligible to receive the following credit (if applicable):

- Three (3) units of living skills graduation requirements
- One (1) unit of elective credit

In some circumstances, veterans may also receive credit for satisfactory training completed in service school.

**Guidance from the American Council on Education**

Credit granted for military service is based on A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education.

Students in the six-month reserve training program are not eligible for military credit. This is in accordance with the recommendation of the American Council on Education.

Students are encouraged to contact a counselor for more information.

**Distance/Online Education**

Folsom Lake College offers instruction via the internet. This includes online course sections where all work is carried out online, and partially online course sections where instruction is divided between online and in-person modalities.

To be successful in online courses, students need to be self-directed, motivated, and able to independently complete and electronically submit assignments on schedule. Students will also need reliable access to a computer and basic internet skills.

**Online Classes**

In online classes, classes meet online and all coursework is done online.

**Partially Online or "Hybrid" Classes**

Partially online classes feature a mix of online and in-person meetings and coursework. Class schedules will indicate the day/time of the in-person, on-campus class sessions.

**Online Learning Platform**

All online classes are offered through Canvas (https://canvas.losrios.edu), a cloud-based learning management system used by faculty and students within Los Rios Community College District.

Learn more about online education at Folsom Lake College (https://flc.losrios.edu/academics/online-education).

**Independent Study**

An independent study course involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s). Independent studies require regular meetings between the student and instructor. Additionally, the instructor may require examinations or other measures of evaluation, field trips, term papers, and other
Please note that some four-year colleges and universities do not accept units granted through independent study. Students are encouraged to meet with a counselor for more information.

For the appropriate petition and course proposal form, please contact Admissions and Records (https://flc.losrios.edu/admissions-records).

Study Abroad

Study abroad can be an enlightening, maturing, and life-changing experience. Students are challenged to re-examine themselves, their attitudes, and their studies as they learn to understand new and different cultures. In cooperation with the American Institute for Foreign Study, Los Rios Community College District offers unique study opportunities in cities such as:

- London, England
- Barcelona, Spain
- Florence, Italy

Requirements

To study abroad, students must:

- Be at least 18 years old
- Be in good academic standing with 12 college units completed by the time you go abroad
- Have a minimum overall grade point average (GPA) of 2.25

During the 13-week Study Abroad program, all students take 12 units – a three-unit Life and Culture class, an additional Los Rios class, and two other classes from the list of offerings.

Financial Aid

Financial Aid is available for study abroad.

Upcoming Study Abroad Opportunities

Learn more about current and upcoming study abroad opportunities (https://flc.losrios.edu/study-abroad).

Work Experience and Internship Program

Work experience is an academic program in which students apply what they have learned in the classroom to a job or internship and work to earn college credits. There are two types of programs: vocational and general.

For more information, please visit the Work Experience and Internship Program (https://flc.losrios.edu/wexp).
Advanced Placement Test Scores | Los Rios

Students may earn credit for College Entrance Board Advanced Placement (AP) tests with scores of 3, 4, or 5. AP scores can be used to meet Folsom Lake College AA/AS general education requirements (https://www.flc.losrios.edu/catalog/while-you-are-here/alternative-credit/study-options/advanced-placement-test-scores#aa-as-ge), California State University (CSU) general education requirements (https://www.csueb.edu/academic-affairs/graduate-admissions/admission-requirements), and Intersegmental General Education Transfer Curriculum (IGETC) (https://www.csueb.edu/academic-affairs/graduate-admissions/admission-requirements).

A student may receive credit for AP exams they have successfully passed once the following requirements are met:

- Official copies of test scores are on file with Admissions and Records
- Student has completed twelve (12) units of credit and has a minimum 2.0 grade point average (GPA)

Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of AP scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

AP Credit Toward Folsom Lake College General Education Requirements

This table describes how passing AP scores translate into college credit at Folsom Lake College, and which general education areas they satisfy (if any).

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>AP TEST SCORE</th>
<th>FLC COURSE EQUIVALENCY</th>
<th>SATISFIES FLC GE AREA</th>
<th>UNITS EARNED AT FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>3, 4, 5</td>
<td>BIOL 310 (score of 3), BIOL 400 (score of 4 or 5)</td>
<td>IV</td>
<td>6</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3, 4, 5</td>
<td>MATH 400</td>
<td>IIIb</td>
<td>5</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>MATH 400</td>
<td>IIIb</td>
<td>5</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>MATH 400 and MATH 401</td>
<td>IIIb</td>
<td>5 to 10</td>
</tr>
<tr>
<td>Calculus BC/AB Subscore</td>
<td>N/A</td>
<td>N/A</td>
<td>IIIb</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3, 4, 5</td>
<td>CHEM 400 and CHEM 401</td>
<td>IV</td>
<td>10</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>Vb</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3, 4, 5</td>
<td>CISC 310</td>
<td>IIIb</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>3, 4, 5</td>
<td>CISC 310 and CISP 300</td>
<td>IIIb</td>
<td>6</td>
</tr>
</tbody>
</table>
This table describes how passing AP scores translate into college credit at Folsom Lake College, and which general education areas they satisfy (if any).

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>AP TEST SCORE</th>
<th>FLC COURSE EQUIVALENCY</th>
<th>SATISFIES FLC GE AREA</th>
<th>UNITS EARNED AT FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science Principles</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>IIIb</td>
<td>6</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>3, 4, 5</td>
<td>ENGWR 300</td>
<td>IIa</td>
<td>6</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>3, 4, 5</td>
<td>ENGWR 300</td>
<td>IIa or I</td>
<td>6</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>IV</td>
<td>4</td>
</tr>
<tr>
<td>European History</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I or Vb</td>
<td>6</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>French Language</td>
<td>3, 4, 5</td>
<td>FREN 401 and FREN 402</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>German Language</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>Vb</td>
<td>3</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Latin</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3, 4, 5</td>
<td>ECON 302</td>
<td>Vb</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>3, 4, 5</td>
<td>ECON 304</td>
<td>Vb</td>
<td>3</td>
</tr>
<tr>
<td>Music Theory</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Music Theory (taken before Fall 2009)</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Physics 1</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>IV</td>
<td>4</td>
</tr>
<tr>
<td>Physics 2</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>IV</td>
<td>4</td>
</tr>
<tr>
<td>Physics B</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>IV</td>
<td>6</td>
</tr>
<tr>
<td>Physics C (Electricity Magnetism)</td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>IV</td>
<td>4</td>
</tr>
</tbody>
</table>
# AP Credit Toward Folsom Lake College General Education Requirements

This table describes how passing AP scores translate into college credit at Folsom Lake College, and which general education areas they satisfy (if any).

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<tr>
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<th>AP TEST SCORE</th>
<th>FLC COURSE EQUIVALENCY</th>
<th>SATISFIES FLC GE AREA</th>
<th>UNITS EARNED AT FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physics C (Mechanics)</strong></td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>IV</td>
<td>4</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>3, 4, 5</td>
<td>PSYC 300</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td><strong>Seminar</strong></td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spanish Language</strong></td>
<td>3, 4, 5</td>
<td>SPAN 401 and SPAN 402</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td><strong>Spanish Language and Culture</strong></td>
<td>3, 4, 5</td>
<td>SPAN 401 and SPAN 402</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td><strong>Spanish Literature</strong></td>
<td>3, 4, 5</td>
<td>SPAN 401 and SPAN 402</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td><strong>Spanish Literature and Culture</strong></td>
<td>3, 4, 5</td>
<td>SPAN 401 and SPAN 402</td>
<td>I</td>
<td>8</td>
</tr>
<tr>
<td><strong>Statistics</strong></td>
<td>3, 4, 5</td>
<td>STAT 300</td>
<td>IIb</td>
<td>4</td>
</tr>
<tr>
<td><strong>Studio Art – 2D Design</strong></td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td><strong>Studio Art – 3D Design</strong></td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td><strong>Studio Art – Drawing</strong></td>
<td>3, 4, 5</td>
<td>ART 300</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td><strong>US Government and Politics</strong></td>
<td>3, 4, 5</td>
<td>N/A</td>
<td>Va or Vb</td>
<td>3</td>
</tr>
<tr>
<td><strong>US History</strong></td>
<td>3, 4, 5</td>
<td>HIST 310 and HIST 311, or HIST 312 and HIST 313</td>
<td>I or Va or Vb</td>
<td>6</td>
</tr>
<tr>
<td><strong>World History (taken before Fall 2019)</strong></td>
<td>3, 4, 5</td>
<td>HIST 307 and HIST 308</td>
<td>Vb or I</td>
<td>6</td>
</tr>
<tr>
<td><strong>World History (taken in Fall 2019 or after)</strong></td>
<td>3, 4, 5</td>
<td>HIST 308</td>
<td>Vb or I</td>
<td>3</td>
</tr>
</tbody>
</table>

# AP Credit Toward CSU General Education Requirements

This table describes how a passing AP exam score of 3, 4, or 5 meets California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>AMERICAN INSTITUTIONS AND/OR GE BREADTH AREA</th>
<th>SEMESTER CREDITS TOWARD GE BREADTH CERTIFICATION</th>
<th>MINIMUM SEMESTER CREDITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physics C (Mechanics)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Seminar</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spanish Language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spanish Language and Culture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spanish Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spanish Literature and Culture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Statistics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Studio Art – 2D Design</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Studio Art – 3D Design</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Studio Art – Drawing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>US Government and Politics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>US History</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>World History (taken before Fall 2019)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>World History (taken in Fall 2019 or after)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Code(s)</td>
<td>Units</td>
<td>Credit</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>Art History</td>
<td>C1 or C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>B2 and B3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>B4</td>
<td>3</td>
<td>3 +</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>B4</td>
<td>3</td>
<td>6 +</td>
</tr>
<tr>
<td>Calculus BC/AB Subscore</td>
<td>B4</td>
<td>3</td>
<td>3 +</td>
</tr>
<tr>
<td>Chemistry (taken in Fall 2009 or later)</td>
<td>B1 and B3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry (taken before Fall 2009)</td>
<td>B1 and B3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>D</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>N/A</td>
<td>0</td>
<td>3 +</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>N/A</td>
<td>0</td>
<td>6 +</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>B4</td>
<td>3</td>
<td>6 +</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>A2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>A2 and C2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Environmental Science (taken in Fall 2009 or after)</td>
<td>B1 and B3</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Environmental Science (taken before Fall 2009)</td>
<td>(B1 and B3) or (B2 and B3)</td>
<td>4</td>
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<tr>
<td>European History</td>
<td>C2 or D6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>French Language (taken from Fall 2009 through Fall 2011)</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>German Language (taken from Fall 2009 through Fall 2011)</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>
## AP Credit Toward CSU General Education Requirements

This table describes how a passing AP exam score of 3, 4, or 5 meets California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>AMERICAN INSTITUTIONS AND/OR GE BREADTH AREA</th>
<th>SEMESTER CREDITS TOWARD GE BREADTH CERTIFICATION</th>
<th>MINIMUM SEMESTER CREDITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>German Language (taken before Fall 2009)</td>
<td>C2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Human Geography</td>
<td>D5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Latin</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Latin Literature (taken before Fall 2009)</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Latin: Vergil (taken before Fall 2012)</td>
<td>C2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>D2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>D2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music Theory (taken before Fall 2009)</td>
<td>C1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Physics 1 **</td>
<td>B1 and B3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physics 2 **</td>
<td>B1 and B3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physics B (taken before Fall 2009) **</td>
<td>B1 and B3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Physics B (taken from Fall 2009 through Fall 2013) **</td>
<td>B1 and B3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Physics C (Electricity/Magnetism) **</td>
<td>B1 and B3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physics C (Mechanics) **</td>
<td>B1 and B3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>D9</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Seminar</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Language (taken before Spring 2014)</td>
<td>C2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Spanish Literature (taken before Spring 2013)</td>
<td>C2</td>
<td>6</td>
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</table>
### AP Credit Toward CSU General Education Requirements

This table describes how a passing AP exam score of 3, 4, or 5 meets California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>AMERICAN INSTITUTIONS AND/OR GE BREADTH AREA</th>
<th>SEMESTER CREDITS TOWARD GE BREADTH CERTIFICATION</th>
<th>MINIMUM SEMESTER CREDITS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Literature and Culture</td>
<td>C2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Statistics</td>
<td>B4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art – 2D Design</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art – 3D Design</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art – Drawing</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>US Government and Politics</td>
<td>D8 and US-2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>US History</td>
<td>(C2 or D6) and US-1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>World History</td>
<td>C2 or D6</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

* If a student passes more than one AP exam in calculus or computer science, then only one examination may be applied to the CSU baccalaureate.

** If a student passes more than one AP exam in physics, then only six units of credit may be applied to the CSU baccalaureate and only four units of credit may be applied to CSU general education.

### AP Credit Toward IGETC

This table describes how a passing AP score of 3, 4, or 5 meets Intersegmental General Education Transfer Curriculum (IGETC) requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>IGETC AREA</th>
<th>SEMESTER CREDITS TOWARD CSU GE BREADTH</th>
<th>TOTAL UC QUARTER UNITS AWARDED</th>
<th>TOTAL UC SEMESTER UNITS AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3A or 3B</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Biology</td>
<td>5B and 5C</td>
<td>4</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>2A</td>
<td>3</td>
<td>4 quarter @</td>
<td>2.6 semester @</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>2A</td>
<td>3</td>
<td>8 quarter @</td>
<td>5.3 semester @</td>
</tr>
<tr>
<td>Calculus AB Subscore from BC Exam</td>
<td>2A</td>
<td>3</td>
<td>4 quarter @</td>
<td>2.6 semester @</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5A and 5C</td>
<td>4</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>4</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
</tbody>
</table>
This table describes how a passing AP score of 3, 4, or 5 meets Intersegmental General Education Transfer Curriculum (IGETC) requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>IGETC AREA</th>
<th>SEMESTER CREDITS TOWARD CSU GE BREADTH</th>
<th>TOTAL UC QUARTER UNITS AWARDED</th>
<th>TOTAL UC SEMESTER UNITS AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science AB</td>
<td>N/A</td>
<td>N/A</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>1A</td>
<td>3</td>
<td>8 quarter ^</td>
<td>5.3 semester ^</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>1A or 3B</td>
<td>3</td>
<td>8 quarter ^</td>
<td>5.3 semester ^</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>5A or 5C %</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>European History</td>
<td>3B or 4</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>French Language/Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>German Language/Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Human Geography</td>
<td>4</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Latin $</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
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<tr>
<td>Microeconomics</td>
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<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Music Theory</td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Physics 1</td>
<td>5A and 5C</td>
<td>4</td>
<td>8 quarter ~</td>
<td>5.3 semester ~</td>
</tr>
<tr>
<td>Physics 2</td>
<td>5A and 5C</td>
<td>4</td>
<td>8 quarter ~</td>
<td>5.3 semester ~</td>
</tr>
<tr>
<td>Physics B</td>
<td>5A and 5C</td>
<td>4</td>
<td>8 quarter ~</td>
<td>5.3 semester ~</td>
</tr>
<tr>
<td>Physics C (Electricity/Magnetism)</td>
<td>5A and 5C %</td>
<td>3</td>
<td>4 quarter ~</td>
<td>2.6 semester ~</td>
</tr>
<tr>
<td>Physics C (Mechanics)</td>
<td>5A and 5C %</td>
<td>3</td>
<td>4 quarter ~</td>
<td>2.6 semester ~</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Seminar</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
</tbody>
</table>
AP Credit Toward IGETC

This table describes how a passing AP score of 3, 4, or 5 meets Intersegmental General Education Transfer Curriculum (IGETC) requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>AP EXAM</th>
<th>IGETC AREA</th>
<th>SEMESTER CREDITS TOWARD CSU GE BREADTH</th>
<th>TOTAL UC QUARTER UNITS AWARDED</th>
<th>TOTAL UC SEMESTER UNITS AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Language and Culture</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>3B and 6A</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Statistics</td>
<td>2A</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>Studio Art – 2D Design</td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Studio Art – 3D Design</td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>Studio Art – Drawing</td>
<td>N/A</td>
<td>N/A</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>US Government and Politics</td>
<td>4 and US-2 **</td>
<td>3</td>
<td>4 quarter</td>
<td>2.6 semester</td>
</tr>
<tr>
<td>US History</td>
<td>(3B or 4) and US-1 **</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
<tr>
<td>World History</td>
<td>3B or 4</td>
<td>3</td>
<td>8 quarter</td>
<td>5.3 semester</td>
</tr>
</tbody>
</table>

@ The maximum UC credit for AP calculus exams is 8 quarter units or 5.3 semester units.
^ The maximum UC credit for both AP English tests is 8 quarter units or 5.3 semester units.
% AP test meets IGETC science course and lab requirement but only grants three units toward IGETC. Student will need to earn at least seven units in IGETC Area 5 to be certified.
$ Offered May 2013 and beyond.
~ The maximum UC credit for all AP physics exams is 8 quarter units or 5.3 semester units.
** Students need to complete a course that covers California State and Local Government to complete CSU American Institutions requirement.

For more information about transferring to the University of California (UC), see [how UC campuses accept AP credit](http://admission.universityofcalifornia.edu/counselors/exam-credit/ap-credits/index.html).
College-Level Examination Program Scores
| Los Rios

Folsom Lake College grants credit for College-Level Examination Program (CLEP) examinations. CLEP scores may be used to meet Folsom Lake College AA/AS general education requirements and California State University (CSU) general education requirements; they do not fulfill graduation competencies, requirements for any major at Folsom Lake College, or enrollment limitations (such as prerequisite requirements) for any course at Folsom Lake College.

A student may receive credit for CLEP exams they have successfully passed once the following requirements are met:

- Official copies of test scores are on file with Admissions and Records
- Student has completed twelve (12) units of credit and has a minimum 2.0 grade point average (GPA)

Visit College Board’s College-Level Examination Program (https://clep.collegeboard.org/) website to learn more.

CLEP scores are not accepted for transfer to the University of California. Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of CLEP scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

**CLEP Credit Toward Folsom Lake College General Education Requirements**

This table describes how passing CLEP scores translate into college credit at Folsom Lake College, and which general education areas they satisfy (if any).

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>SATISFIES FLC GE AREA</th>
<th>UNITS EARNED AT FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>V(a)</td>
<td>3</td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>II(b)</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>II(b)</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra – Trigonometry</td>
<td>50</td>
<td>II(b)</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>French Level I</td>
<td>50</td>
<td>N/A</td>
<td>6</td>
</tr>
<tr>
<td>French Level II (taken before Fall 2015)</td>
<td>59</td>
<td>I</td>
<td>12</td>
</tr>
<tr>
<td>French Level II</td>
<td>59</td>
<td>I</td>
<td>9</td>
</tr>
<tr>
<td>German Level I</td>
<td>50</td>
<td>N/A</td>
<td>6</td>
</tr>
</tbody>
</table>
## CLEP Credit Toward Folsom Lake College General Education Requirements

This table describes how passing CLEP scores translate into college credit at Folsom Lake College, and which general education areas they satisfy (if any).

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>SATISFIES FLC GE AREA</th>
<th>UNITS EARNED AT FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>German Level II (taken before Fall 2015)</td>
<td>60</td>
<td>I</td>
<td>12</td>
</tr>
<tr>
<td>German Level II</td>
<td>60</td>
<td>I</td>
<td>9</td>
</tr>
<tr>
<td>History, US I</td>
<td>50</td>
<td>V(a)</td>
<td>3</td>
</tr>
<tr>
<td>History, US II</td>
<td>50</td>
<td>V(a)</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>III(b)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
<td>I</td>
<td>3</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>50</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td>50</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Business Law</td>
<td>50</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>50</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>50</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>50</td>
<td>IV</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>50</td>
<td>II(b)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td>50</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>V(b)</td>
<td>3</td>
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<tr>
<td>Principles of Management</td>
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<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Level I</td>
<td>50</td>
<td>N/A</td>
<td>6</td>
</tr>
<tr>
<td>Spanish Level II (taken before Fall 2015)</td>
<td>63</td>
<td>I</td>
<td>12</td>
</tr>
<tr>
<td>Spanish Level II</td>
<td>63</td>
<td>I</td>
<td>9</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>50</td>
<td>II(b)</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>50</td>
<td>I or V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>50</td>
<td>V(b)</td>
<td>3</td>
</tr>
</tbody>
</table>
Exceptions

Folsom Lake College does not offer credit for the following CLEP exams, and these exams do not satisfy associate degree general education requirements:

- College Composition
- College Composition – Modular
- College Mathematics
- English Composition (with or without essay)
- Financial Accounting
- Freshman College Composition
- Social Sciences and History

## CLEP Credit Toward California State University General Education Requirements

This table describes how passing CLEP scores meet California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>CSU GE AREA</th>
<th>SEMESTER UNITS OF GE CREDIT</th>
<th>SEMESTER UNITS *</th>
<th>REMOVAL DATE FOR GE BREADTH **</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>C2</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>C2</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>B2 (no lab credit)</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>B4</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>B1 (no lab credit)</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>B4</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>College Algebra – Trigonometry</td>
<td>50</td>
<td>B4</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
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<td>3</td>
<td>3</td>
<td>Fall 2011</td>
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<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>French Level I ***</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>French Level II ***</td>
<td>59</td>
<td>C2</td>
<td>3</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td>French Level II ***</td>
<td>59</td>
<td>C2</td>
<td>3</td>
<td>12</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>
# CLEP Credit Toward California State University General Education Requirements

This table describes how passing CLEP scores meet California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>CSU GE AREA</th>
<th>SEMESTER UNITS OF GE CREDIT</th>
<th>SEMESTER UNITS *</th>
<th>REMOVAL DATE FOR GE BREADTH **</th>
</tr>
</thead>
<tbody>
<tr>
<td>German Level I ***</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>German Level II ***</td>
<td>60</td>
<td>C2</td>
<td>3</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td>German Level II ***</td>
<td>60</td>
<td>C2</td>
<td>3</td>
<td>12</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>History, US I</td>
<td>50</td>
<td>D and US-1</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>History, US II</td>
<td>50</td>
<td>D and US-1</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>E</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
<td>C</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Information Systems and Computer Applications</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Introduction to Business Law</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>50</td>
<td>B1 or B2 (no lab credit)</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>50</td>
<td>B4</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>
# CLEP Credit Toward California State University General Education Requirements

This table describes how passing CLEP scores meet California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>CLEP EXAM</th>
<th>CLEP SCORE</th>
<th>CSU GE AREA</th>
<th>SEMESTER UNITS OF GE CREDIT</th>
<th>SEMESTER UNITS *</th>
<th>REMOVAL DATE FOR GE BREADTH **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Level I ***</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish Level II ***</td>
<td>63</td>
<td>C2</td>
<td>3</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish Level II ***</td>
<td>63</td>
<td>C2</td>
<td>3</td>
<td>12</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>50</td>
<td>B4</td>
<td>3</td>
<td>3</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>50</td>
<td>C2 or D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>50</td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* These unit values are used only in determination of eligibility for admissions to CSU and should not be confused with the unit values applied toward GE Certification.

** Students seeking certification in GE Breadth prior to transfer must have passed the CLEP exam before this date.

*** If a student passes more than one CLEP examination in the same language other than English (such as two exams in Spanish), then only one examination may be applied to the baccalaureate (BA or BS). For each examination in a language other than English, a passing score of 50 is considered "Level I" and earns six units of credit towards the baccalaureate (BA or BS); the higher score listed for each test is considered "Level II" and earns additional units of credit and placement in Area C2 of GE Breadth, as noted.

## Exceptions

CSU does not offer credit for the following CLEP exams, and these exams do not satisfy CSU GE breadth requirements:

- College Composition
- College Composition – Modular
- College Mathematics
- English Composition (with or without essay)
- Freshman College Composition
- Social Sciences and History
Folsom Lake College may award college credit for international baccalaureate (IB) higher-level (HL) course completion, if the course work is compatible with the college’s curriculum. IB test scores may be used to meet Folsom Lake College AA/AS general education requirements, California State University (CSU) general education requirements, and Intersegmental General Education Transfer Curriculum (IGETC). No credit will be granted for lower-level course work completed in the IB program.

A student may receive credit for IB tests they have successfully passed once the following requirements are met:

- Official copies of test scores are on file with Admissions and Records
- Student has completed twelve (12) units of credit and has a minimum 2.0 grade point average (GPA)

Students should be aware that other colleges and universities have the right to accept, modify, or reject the use of IB scores towards their graduation requirements. Check with your counselor to determine whether these test results will be accepted at the transfer institution of your choice.

Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both.

**IB Credit Toward Folsom Lake College General Education Requirements**

This table describes how passing IB scores translate into college credit at Folsom Lake College, and which general education areas they satisfy (if any).

<table>
<thead>
<tr>
<th>IB EXAM</th>
<th>PASSING SCORE</th>
<th>FLC GE AREA</th>
<th>UNITS EARNED AT FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology HL</td>
<td>5</td>
<td>IV</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>5</td>
<td>IV</td>
<td>6</td>
</tr>
<tr>
<td>Economics HL</td>
<td>5</td>
<td>V(b)</td>
<td>6</td>
</tr>
<tr>
<td>Geography HL</td>
<td>5</td>
<td>V(b)</td>
<td>6</td>
</tr>
<tr>
<td>History (any region) HL</td>
<td>5</td>
<td>I or V(b)</td>
<td>6</td>
</tr>
<tr>
<td>Language A (any language) HL</td>
<td>3</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language)</td>
<td>5</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language except English)</td>
<td>5</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Language A: Literature HL (any language except English)</td>
<td>5</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Language A1 (any language) HL</td>
<td>4</td>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>Language A2 (any language) HL</td>
<td>4</td>
<td>I</td>
<td>6</td>
</tr>
</tbody>
</table>
IB Credit Toward Folsom Lake College General Education Requirements

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<thead>
<tr>
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<th>PASSING SCORE</th>
<th>FLC GE AREA</th>
<th>UNITS EARNED AT FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language B (any language) HL</td>
<td>4</td>
<td>N/A</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>4</td>
<td>II(b)</td>
<td>6</td>
</tr>
<tr>
<td>Physics HL</td>
<td>5</td>
<td>IV</td>
<td>6</td>
</tr>
<tr>
<td>Psychology HL</td>
<td>5</td>
<td>V(b)</td>
<td>3</td>
</tr>
<tr>
<td>Theatre HL</td>
<td>4</td>
<td>I</td>
<td>6</td>
</tr>
</tbody>
</table>

IB Credit Toward California State University General Education Requirements

This table describes how passing IB test scores meet California State University (CSU) general education (GE) breadth requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>IB TEST</th>
<th>PASSING SCORE</th>
<th>CSU GE AREA</th>
<th>SEMESTER UNITS FOR GE CERTIFICATION</th>
<th>MINIMUM SEMESTER CREDITS EARNED</th>
<th>REMOVAL DATE FOR GE BREADTH *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology HL</td>
<td>5</td>
<td>B2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>5</td>
<td>B1</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Economics HL</td>
<td>5</td>
<td>D2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Geography HL</td>
<td>5</td>
<td>D5</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>History (any region) HL</td>
<td>5</td>
<td>C2 or D6</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Language A (any language) HL</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language)</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language except English)</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## IB Credit Toward California State University General Education Requirements

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<thead>
<tr>
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<th>CSU GE AREA</th>
<th>SEMESTER UNITS FOR GE CERTIFICATION</th>
<th>MINIMUM SEMESTER CREDITS EARNED</th>
<th>REMOVAL DATE FOR GE BREADTH *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A: Literature HL (any language except English)</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Language A1 (any language) HL</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Language A2 (any language) HL</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>6</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Language B (any language) HL **</td>
<td>4</td>
<td>N/A</td>
<td>0</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>4</td>
<td>B4</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Physics HL</td>
<td>5</td>
<td>B1</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychology HL</td>
<td>5</td>
<td>D9</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Theatre HL</td>
<td>4</td>
<td>C1</td>
<td>3</td>
<td>6</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Students seeking certification in GE Breadth prior to transfer must have passed the test before this date.

** For CSU only – the IB curriculum offers language at various levels for native and non-native speakers. Language B courses are offered at the intermediate level for non-natives. Language A1 and A2 (any language) HL are advanced courses in literature for native and non-native speakers, respectively.

## IB Credit Toward IGETC Requirements

This table describes how passing IB test scores meet Intersegmental General Education Transfer Curriculum (IGETC) requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>IB TEST</th>
<th>PASSING SCORE</th>
<th>IGETC AREA</th>
<th>SEMESTER UNITS FOR IGETC CERTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology HL</td>
<td>5</td>
<td>5B (no lab)</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>5</td>
<td>5A (no lab)</td>
<td>3</td>
</tr>
<tr>
<td>Economics HL</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Geography HL</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>History (any region) HL</td>
<td>5</td>
<td>3B or 4</td>
<td>3</td>
</tr>
</tbody>
</table>
# IB Credit Toward IGETC Requirements

This table describes how passing IB test scores meet Intersegmental General Education Transfer Curriculum (IGETC) requirements as well as how they translate into credit.

<table>
<thead>
<tr>
<th>IB TEST</th>
<th>PASSING SCORE</th>
<th>IGETC AREA</th>
<th>SEMESTER UNITS FOR IGETC CERTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A: Language and Literature HL (any language)</td>
<td>5</td>
<td>3B</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Language and Literature HL (any language except English)</td>
<td>5</td>
<td>3B and 6A</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Literature HL (any language except English)</td>
<td>5</td>
<td>3B and 6A</td>
<td>3</td>
</tr>
<tr>
<td>Language A: Literature HL (any language)</td>
<td>5</td>
<td>3B</td>
<td>3</td>
</tr>
<tr>
<td>Language B (any language) HL</td>
<td>5</td>
<td>6A</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>5</td>
<td>2A</td>
<td>3</td>
</tr>
<tr>
<td>Physics HL</td>
<td>5</td>
<td>5A (no lab)</td>
<td>3</td>
</tr>
<tr>
<td>Psychology HL</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Theatre HL</td>
<td>5</td>
<td>3A</td>
<td>3</td>
</tr>
</tbody>
</table>
College Safety and Security | Los Rios

At Folsom Lake College, we are committed to maintaining a safe learning environment and supporting an ongoing comprehensive safety program. The Los Rios Police Department (LRPD) employs sworn police officers who are certified through California Peace Officers Standards and Training (POST) and are responsible for protecting life and property across the district.

LRPD has excellent working relationships with other law enforcement agencies and emergency service providers in our neighboring communities. These strong partnerships help support more effective responses in emergency situations.

Learn more about Los Rios Police Department [here](https://police.losrios.edu).

In This Section

  Abstract from page linked above.

  Abstract from page linked above.

  Abstract from page linked above.

  Abstract from page linked above.
Crime Prevention | Los Rios

Folsom Lake College actively supports crime prevention through a number of programs, including:

**Emergency Automobile Assistance**

Though they are not mechanics, Los Rios Police officers are equipped and trained to start cars with dead batteries or unlock non-electric car doors. Proper identification is required for the performance of these services.

**Firearms**

California Penal Code Section 626.9 (h) prohibits the possession of a firearm on college grounds.

**Alcohol**

Consumption of, or being under the influence of, alcohol while on campus is strictly prohibited. Violators are subject to suspension, expulsion, and/or criminal prosecution (Los Rios Policy P-2443 (/shared/doc/board/policies/P-2443.pdf)).

**Emergency Telephones**

Outdoor, emergency telephones have been installed at strategic locations throughout the campuses. These blue phones, when accessed, will automatically connect the caller to the Los Rios Police Department.

**Illegal Drugs**

Folsom Lake College is committed to being a drug-free campus. Violators will be subject to disciplinary procedures. The use, sale, or possession on campus of, or presence on campus under the influence of, any controlled substance is strictly prohibited. Violators are subject to suspension, expulsion, and/or criminal prosecution (Los Rios Policy P-2441 (/shared/doc/board/policies/P-2441.pdf) and Los Rios Policy P-2443 (/shared/doc/board/policies/P-2443.pdf)).

**Children on Campus**

It is not appropriate for children to attend classes with their parents. All children on campus must be under the direct supervision of a parent, guardian, or other authorized adult. Unattended or disruptive children will be reported to the proper authorities.

**Parking**

Vehicles that do not have a valid semester parking decal or daily permit properly displayed will be issued a parking citation. There is a $283 fine for parking in designated disabled spaces (including hatch marks next to disabled spaces) without a state-issued disabled decal or plate.

**Sexual Harassment**

Sexual harassment in any situation is unacceptable and is in violation of state and federal laws and regulations. Corrective action will be taken where evidence of sexual harassment is found (Los Rios Policy P-2424 (/shared/doc/board/policies/P-2424.pdf)).
Los Rios Police Department (LRPD) enforces the California Vehicle Code (CVC) and board-approved regulations on grounds designated for vehicle parking and traffic.

For more information, see parking regulations (https://police.losrios.edu/parking-resources/parking-regulations).
To report an on-campus crime or incident, see crime and reporting (https://police.losrios.edu/crime-and-reporting) on the Los Rios Police Department website.
Each year, the Los Rios Police Department publishes the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Report (also known as the Annual Clery Report). This report includes information about our safety and security policies and specific crime statistics.

In This Section

The classroom is the essential part of any college where freedom to learn should flourish. Learn about student rights and responsibilities.

Access to Student Records (FERPA) (/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities/access-to-student-records-(ferpa))
Learn about the use and release of student information.

Learn about our policy regarding alcohol, drugs, and smoking.

Computer and Internet Use Policy (/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities/computer-and-internet-use-policy)
Learn about our policies for the use of computers and the internet on campus.

Copyright and Piracy Policy (/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities/copyright-and-piracy-policy)
Learn about Folsom Lake College's copyright and piracy policies.

Learn about the student disciplinary procedures and due process at Folsom Lake College.

Learn about Folsom Lake College's stance on plagiarism, cheating, and academic integrity.

Right-to-Know Program Completion (/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities/right-to-know-program-completion)
In compliance with the Student Right-to-Know and Campus Security Act of 1990, completion and transfer rates for students attending Folsom Lake College can be found on the California Community College State Chancellor’s Office website.

Service Animals on Campus (/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities/service-animals-on-campus)
See guidelines for bringing service animals onto Folsom Lake College's campuses and centers.

Social Media Policy (/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities/social-media-policy)
Learn about Folsom Lake College's social media policy.

Standards of Conduct (/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities/standards-of-conduct)
Learn about Folsom Lake College's code of conduct and disciplinary offenses.

Student Grievance and Class-Related Concerns (/2020-2021-catalog/while-you-are-here/student-rights-and-responsibilities/student-grievance-and-class-related-concerns)
See information related to student grievances, how to file a formal grievance at Folsom Lake College, and steps to resolution.
Academic Rights and Responsibilities | Los Rios

The classroom (including laboratories, field trips, independent study, and so on) is the essential part of any college where freedom to learn should flourish. The instructor has the responsibility for the manner of instruction and the conduct of the classroom. The instructor should not act in any way that denies the rights of students as set forth below (Los Rios Regulation R-2411 (/shared/doc/board/regulations/R-2411.pdf)).

Student Academic Rights

Student Publications

In preparing student publications, the editorial staff and faculty advisors shall be free from censorship and advance copy approval except as provided by published district policy, statutes, or college regulation. These publications should do the following:

- Adhere to canons of responsible journalism, such as avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.
- State on the editorial page that the opinions expressed are not necessarily those of the college or the student body.

Support Causes

Students shall have the right to:

- Take stands on issues
- Examine and discuss questions of interest to them
- Support causes by orderly means which are in harmony with the regular functioning of the institution

Free Assembly and Free Speech

Students shall have the right to hear speakers on any subject and college recognized student organizations shall have the right to present speakers on any subject. In addition, students shall have the right of free assembly on each campus subject to regulations that assure the regular functioning of the institution.

The policies and regulations shall include reasonable provisions for the time, place, and manner of conducting these activities, but shall not prohibit the right of students to exercise free expression including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, and the wearing of buttons, badges, and other insignia.

Expression which is obscene, libelous, or slanderous according to current legal standards, or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful district or college regulations, or the substantial disruption of the orderly operation of the college, shall be prohibited.

Free to Organize

Students shall have the right to form an organization around any particular interest. This right includes the freedom to organize and to join student organizations subject to published college and district regulations.

Voice in Decision-Making

Students shall have the right to be informed on all college matters that can be shown to be directly relevant to them by having a voice in decision making that affects their academic future, with the exception of staff appointment, termination, and tenure.

In case of conflict in determining what college matters are relevant to students, the determination will be made by a college-designated student, faculty, and administrative committee.

In addition, student representatives shall be members of all faculty and administrative committees related to students' concerns; such student representatives shall have a vote as committee members.
Confidentiality

Students shall have the right to have their academic records treated in a confidential and responsible manner with due regard to the personal nature of the information these records contain. Students’ records will be released only on the written consent of the students or as provided by law. Learn more about [access to student records](https://flc.losrios.edu/access-to-student-records).

Academic Evaluation

Students shall have the right of protection against prejudiced or capricious academic evaluation. At the same time, students are responsible for maintaining standards of academic performance established in advance for each course in which they are enrolled.

Grievance Procedure

Students shall have the right to file a grievance as outlined in [Los Rios Regulation R-2412](https://flc.losrios.edu/board/regulations/R-2412.pdf), in the event of an alleged breach of their rights. Folsom Lake College’s designated grievance officer will hear grievances of students who believe their academic rights have been denied or violated.

Student Responsibilities

The Expectations of the College

Admission to college assumes the expectation that the student will:

- Be a responsible member of the college community
- Obey the law
- Comply with the published rules and regulations of the college
- Respect the rights, privileges, and property of the other members of the college community
- Not interfere with legitimate college affairs

Students enrolled in a class are responsible for meeting standards of performance and conduct established by the Los Rios Community College District and the instructor. Students are responsible for registering, “adding,” and “dropping” classes in a timely fashion to make sure that other students have an opportunity to take classes. Students are responsible for completing and submitting all class assignments, examinations, tests, projects, reports, and so on by scheduled due dates, or face penalties.

If any problem arises regarding coursework or attendance, the student will be held responsible for initiating communication and contact with the instructor. In addition, students will be held responsible for behavior and conduct adverse to the preservation of order as established by the college and the instructor. Students are responsible for meeting their degree requirements as provided in the college catalog.

Students also have the responsibility to use information technology resources effectively. Each user has the responsibility to:

- Use the resources appropriately and efficiently
- Respect the freedom and privacy of others
- Protect the stability and security of the resources
- Understand and fully abide by established college policies and applicable public laws

In the case of student conduct that involves an alleged or proven violation of criminal law, the disciplinary authority of the college will not be used to duplicate the function of criminal authority. Disciplinary action may be taken if the conduct also involves a violation of district or college policy.
Access to Student Records (FERPA) | Los Rios

Use and Release of Student Information

The Family Educational Rights and Privacy Act of 1974 (FERPA) was designed to protect the privacy of educational records and to establish the rights of students to inspect and review their educational records. It also provides control over the release of educational record information. The original intent of this legislation was to keep elementary and high school records private and to give parents access to their child's school records.

After a student turns eighteen or attends an institution of higher education (a college or university), the rights of access to the student’s records transfer to the student. This means that all academic information regarding a college student goes directly to the student unless the student has given specific, written permission to release that information to someone else.

While parents understandably have an interest in their child's academic progress, they are not automatically granted access to a student’s records without written consent of the student. Parents are encouraged to consult with the student if academic information is needed.

A student can give permission for a third party to access their records by filing a Student Consent for Release of Records Form ([shared/doc/admissions-records/forms/student-consent-for-release-of-student-records.pdf](/shared/doc/admissions-records/forms/student-consent-for-release-of-student-records.pdf)) (PDF) with the Admissions and Records office.
Alcohol, Drug, and Smoking Policy | Los Rios

Alcohol and Drug Policy

The abuse of illicit drugs and alcohol disrupts classes, compromises your physical and mental health, subjects you to criminal penalties, and impairs your ability to benefit from the learning experience. We therefore ask the college community to actively support a drug- and alcohol-free learning environment by knowing and making others aware of college policies and the substantial health and legal consequences of abuse.

District Policy

Policy P-2443: Drug and Alcohol-Free Workplace and College Premises (/shared/doc/board/policies/P-2443.pdf) states that the district “is committed to maintaining a drug- and alcohol-free workplace in accordance with the requirements of the US Drug-Free Workplace Act of 1988, and a drug- and alcohol-free college environment for students and employees in accordance with the requirements of the Drug-Free Schools and Community Act Amendment of 1989.”

Legal Sanctions

The Los Rios Standards of Student Conduct prohibit the use, sale, or possession on campus of, or presence on campus under the influence of, any controlled substance. Controlled substances include cocaine, marijuana, LSD, heroin, methadone, mescaline, peyote, and methaqualone, among others.

If you abuse drugs or alcohol on campus, or appear on campus or at a college-sponsored function under the influence of drugs or alcohol, you can be suspended, expelled, and/or criminally prosecuted. The penalties for the more common offenses are:

- Possession or use of alcohol: year in jail and/or fine
- Possession of marijuana: criminal citation and fine
- Possession of cocaine: imprisonment in a state prison
- Sales of any illegal drug: imprisonment in a state prison
- Possession or use of alcohol by a minor: one year in jail and/or fine
- If you are a student employee, you may be terminated
- You are required to report any convictions within five days of the occurrence
- You will be ineligible for financial aid

Smoking Policy

Per section 2.23 of Regulation R-1411: Use of Facilities (/shared/doc/board/regulations/R-1411.pdf), smoking, vaping, and the use of tobacco is prohibited on all district/college property. Smoking is defined as inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated tobacco or other product intended for inhalation, in any matter or in any form. Smoking also includes the use of e-cigarettes. An e-cigarette is any oral device that provides a vapor of nicotine or any other substance for inhalation. E-cigarettes do not include products approved by the United States Department of Food and Drug Administration for medical treatment.
Computer and Internet Use Policy | Los Rios

Computer Use Policy

The following rules apply to all computer labs on campus. Specific labs may have additional rules.

General Rules

- Equipment use in the lab is intended for class assignments only – use of computers is closely monitored for compliance with acceptable use standards.
- Computers are available on a first-come, first-served basis.
- Food and/or drinks (including water bottles) are not allowed in computer labs at any time.
- Children (under 18) are not allowed to use computer equipment unless they are current Folsom Lake College students.
- Report problems with computers and/or printers to computer lab staff.
- A valid login may be used for assigned purposes only – sharing access with others is not permitted.
- All downloading and saving must be to removable media.
- Playing games on college computers is prohibited except for class assignments.
- When you’re done, log off the computer but don’t turn the computer off.
- Directions from any lab assistant or instructor concerning equipment/facilities or student conduct must be followed in order to continue use of the facilities.

Respect Those Around You

- Bring your own headphones for sound control.
- Pets are not allowed, except for service animals.
- Keep noise to a minimum.
- Use one workstation per person.
- Keep backpacks out of the walkways.
- Turn off or silence cell phones and pagers and answer phone calls outside of the lab.

Software

- Software may not be copied from computers or network drives.
- Installing software or games on computers is prohibited.

Internet Use Policy

Internet access is limited to classroom assignments only.

The acceptable use standards concerning internet use must be followed where applicable. The following activities are not allowed:

- Transmitting unsolicited information, which contains profane language or panders to bigotry, sexism, or other forms of discrimination.
- Using the internet to gain unauthorized access to any computer.
- Engaging in personal attacks (writing bullying, intimidating, threatening, or harassing entries).
● Making threats (directed towards others or yourself) without expecting the recipients of those threats, the college, and the police to consider them real

● Transmitting information that contains obscene, indecent, lewd, or lascivious material or other material that explicitly or implicitly refers to sexual conduct. This includes displaying such material where other individuals could potentially view it

● Inappropriate mass mailing, which includes multiple mailing to news groups, mailing lists, or individuals

Attempts by students to obtain, manipulate, delete, or change the contents of another user’s files, passwords, etc. are regarded as infractions of the California Computer Crime Penal Code. Attempts to “break” the operating system constitute a felony under this law.
Copyright and Piracy Policy | Los Rios

What is a Copyright?

A copyright is a legal protection that gives the developer of an original piece of work (intellectual or artistic) exclusive rights for a certain time period. Copyright infringement is the unauthorized use of copyrighted material.

What is Piracy?

Piracy is the recreational downloading of copyrighted materials. Piracy is a violation of both federal law and college policy. The Recording Industry Association of America (RIAA) and Motion Pictures Association of America (MPAAM) have been cracking down on piracy in the US and targeting university and college networks, since this is where the highest amount of copyright infringements occur.

What is Peer-to-Peer (P2P) Software?

Peer-to-Peer (P2P) software allows users to download and distribute files from computer to computer across networks using P2P protocols, regardless of whether the user has paid for the files. When users have not paid for these files, they break federal and international copyright laws.

Piracy is not the only downside of using P2P software. P2P software allows users to access your computer and potentially hack into your private data. The result is exposure of your computer to significant security risks from viruses, worms, and hackers that could lead to possible loss of data, identity theft, and other liabilities.

College Actions for Violation

Sharing music, videos, or other copyrighted materials using Peer-to-Peer (P2P) applications over the network exposes you and anyone you share files with to legal action.

If a notice is sent from a trusted agency to Folsom Lake College, then the student's account will be blocked from accessing the WiFi network. The student in question may have to go through the college's disciplinary process to regain access.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

Additional Resources

- Policy P-8861: Copyright (/shared/doc/board/policies/P-8861.pdf)
- US Copyright Office (http://www.copyright.gov)
- Recording Industry Association of America (RIAA) (https://www.riaa.com/resources-learning/about-piracy/)
- Motion Picture Association (MPA) (https://www.motionpictures.org)
- Business Software Alliance (BSA) (http://www.bsa.org/anti-piracy)
The following are the disciplinary and due process procedures for when a student is referred to the Office of Student Conduct.

1. A student who is referred for discipline is required to meet with the Student Conduct Officer. This referral means the student's alleged behavior is believed to have been a violation of the Los Rios Student Standards of Contact.

2. The student will receive a certified letter via US standard mail notifying them of their referral. In the notification, the student is instructed to make an appointment for an investigative meeting with the Student Conduct Officer.

3. At the informal, investigative meeting, the Student Conduct Officer shall interview the student for the purpose of discussing the alleged misconduct and the disciplinary action that should be taken (if any).

4. At the investigative meeting, the parties shall have the right to present statements, testimony, evidence, and witnesses, except that neither party shall have the right to be represented by an attorney.

5. The investigative meeting is mandatory. If the student fails to make an appointment and/or does not attend the meeting, then the Student Conduct Officer may review the case and initiate disciplinary action without input from the student.

6. After the investigative meeting, the Student Conduct Officer may initiate disciplinary action by filing a notice with the Vice President of Student Services and serving such notice on the student charged. This decision depends entirely on the information obtained during the investigation.

7. The student has the right to request an appeal to the disciplinary action with the Vice President of Student Services no later than seven (7) days after the service of the notice of disciplinary action. A copy of the appeal form will be mailed to you along with your notice of disciplinary action.

8. After an appeal hearing, a written decision will be mailed to the student from the Office of the President within ten days of the conclusion of the hearing.

9. At this point, the final decision for disciplinary action rests with the college president. The president may approve, reject, or modify the written decision. The decision of the college president for disciplinary action is final.

Refer to Regulation R-2442: Due Process (/shared/doc/board/regulations/R-2442.pdf) for complete information regarding student standards of conduct and due process.

Contact

For additional information on student conduct, please contact the Student Conduct Officer:

Sonia Ortiz-Mercado (Vice President, Student Services)
Email: ortiz-s@flc.losrios.edu
Phone: (916) 608-6653
Plagiarism and Cheating Policy | Los Rios

Academic Integrity and Responsibility

Academic integrity and responsibility mean acting honestly, conscientiously, and honorably in all academic endeavors. Students are accountable for all that they say and write. Since trust is the foundation of an intellectual community, and since student work is the basis for instructors to evaluate student performance in courses, students should not misrepresent their work nor give or receive unauthorized assistance.

Academic Dishonesty

In contrast to academic integrity and responsibility, academic dishonesty takes the form of plagiarism and/or cheating.

Plagiarism

The word plagiarism comes from the Latin word "plagiarius," meaning kidnapper. Plagiarism is generally the taking of words, sentences, organization, and ideas from another source without acknowledging that source.

Plagiarism may include:

- Submitting papers, examinations, or assignments written/completed entirely or in part by others
- Directly copying portions of another's work without enclosing the copied passage in quotation marks for written work or without citing appropriately in an oral presentation and without acknowledging the source in the appropriate scholarly convention whether the work is presented in written or oral form
- Using a unique term or concept without acknowledging the source
- Paraphrasing or summarizing a source’s ideas without acknowledging the source
- Replicating a visual presentation, representation, or performance without acknowledging the source

Cheating

Cheating is similar to plagiarism in that it involves representing another’s work as one’s own. However, cheating often involves more overtly deceptive or fraudulent acts of academic dishonesty designed to gain credit for academic work that is not one’s own.

Cheating may include:

- Giving or receiving unauthorized assistance during an examination
- Fabricating or altering a source of data in a laboratory or experiment
- Collaborating with others when collaboration is not permitted, or when the contributions of others are not made clear
- Using unauthorized materials or aids during an examination, including calculators, dictionaries, or information accessed via any electronic devices
- Acquiring, without permission, tests or other academic material belonging to a member of the college faculty or staff
In compliance with the Student Right-to-Know and Campus Security Act of 1990, completion and transfer rates for students attending Folsom Lake College can be found on the California Community College State Chancellor's Office Student Right-to-Know Rate Disclosure Website (http://srtk.cccco.edu/index.asp).
Students and employees with a disability* who need a service animal may use a service animal (including a service animal in training) on district and college property. Therapy animals and pets are not allowed.

*Disability must be consistent with guidelines set forth by the Americans with Disabilities Act (ADA) and the Fair Employment and Housing Act (FEHA).

Service Animal Guidelines

Service animals are subject to the following guidelines:

1. A service animal is any dog or a miniature horse that is trained to do work or perform tasks for an individual with a disability.

2. Faculty, staff or student owners of service animals that wish to bring the animal to campus, are requested, but not required, to register their service animal with the Vice President of Student Services or Vice President of Administrative Services. Registration provides a quick way to demonstrate the service animal is properly on campus.

3. If owner applies for registration, owner must provide documentation of their service animal's current shot/vaccination records at the time of registration. Visitors should check in with the Vice President's offices.

4. If owner applies for registration, owner must provide documentation of appropriate licenses.

5. If owner applies for registration, owner should carry proof of service animal registration when accompanied by that service animal on campus.

6. The service animal must be in good health, and free of fleas and external parasites.

7. The service animal must be on a leash at all times.

8. Owner is responsible for all cleanup of animal feces.

9. Service animals that disrupt the learning environment and the ability of others to learn may be excluded from campus.

10. Service animals that are ill, unclean, noisy, or bedraggled will not be allowed on campus.

11. Service animals that show unprovoked aggressive tendencies or are deemed potentially dangerous will not be allowed on campus.

12. Service animals are not permitted to be in the following areas: mechanical rooms/custodial closets, any room where protective gear is worn, or any room that poses a potential danger to the animal.

13. Owner will be financially responsible for any damage or cleaning costs resulting from the animal being brought on to campus. Animals that cause damage may be excluded from the campus.

Individuals who bring a service animal to campus must extend courtesy and respect to colleagues, students, and visitors in the area. Owners are required to keep service animals on a leash and should consider safety, health, and the possible fears others may have in the presence of animals.
Social Media Participation Guidelines

As an institution of higher learning, Folsom Lake College – by its very nature – embraces the free and open exchange of ideas. To that end, we are committed to the community’s First Amendment rights and the core values of free speech.

We believe in fostering a thriving online community. We support the various channels of social networking – Facebook, Twitter, YouTube, Instagram, and so on – as valuable tools for engaging students, staff, faculty, alumni, friends, and supporters in a constructive two-way dialogue about Folsom Lake College and its mission.

At the same time, the long-term value, vibrancy, and success of any social media community depends on a shared philosophy of how to behave. It’s important that members of our community become familiar with Facebook’s Terms of Service (https://www.facebook.com/legal/terms), Twitter’s Rules and Policies (https://help.twitter.com/en/rules-and-policies), YouTube’s Policies (https://www.youtube.com/about/policies/#community-guidelines), Instagram’s Terms of Use (https://help.instagram.com/581066165581870), and similar support sites for social media. The emphasis for all participants – including site administrators – should always be transparency, honesty, respect, and civility.

All content, information, and views expressed on social media belong to the individuals posting the content. These views do not necessarily reflect the official policies or positions of the college, district, or Board of Trustees. We are not responsible for unanswered posts or inaccurate information posted by others.

Here are guidelines for engaging in Folsom Lake College social media platforms:

- Be respectful of the rights and opinions of others. Be willing to agree to disagree and move on.
- Stay on topic. Our social media sites are established as forums for the open and honest discussion of matters and developments related to our mission (https://flc.losrios.edu/about-us/our-values).
- Be transparent and honest.
- Add value. Be part of the conversation but don’t take it over.
- Avoid hateful speech, personal attacks, flaming, profanity, vulgarity, pornography, nudity, and abusive language.
- Keep personal information (for example, your phone number and address) out of your posts.
- Think before you post. Almost everything you write or post to a social media site – words, pictures, video – is public or can be discovered. If you post on any of our social media sites, then you consent that what you post can be published and you waive any expectation of privacy regarding the post. What you choose to add to the conversation today will live on long after the subject matter has come and gone as a topic of conversation.
- We encourage you to post comments and “like” articles, photos, and videos you enjoy.

On our Facebook, Twitter, YouTube, and Instagram pages and other social media platforms, our goal is to post interesting, entertaining, and educational content. We welcome your comments and suggestions. We encourage conversation and dialogue, but we want to ensure a respectful online environment and invigorating conversation for the broader college community. Our page administrators review posts and comments regularly to ensure any issues or concerns are addressed in a timely manner.

We may or may not reply to comments, but if it’s provocative, fair, and insightful, chances are others will engage in the conversation.

We reserve the right to determine and remove from Folsom Lake College social media sites any of the following:

- Comments, links, images, or videos that are illegal or encourage illegal activity, or are obscene, defamatory/libelous/slanderous, indecent, lewd, lascivious, sexually harassing or explicit in nature, or pose risks to the health or safety of individuals
- Comments that personally attack or threaten any person
- For students, anything that would violate District policies regarding student regulations (https://losrios.edu/about-los-rios/board-of-trustees/policies-and-regulations)
- For staff and faculty, anything that would violate District policies regarding staff and faculty regulations (https://losrios.edu/about-los-rios/board-of-trustees/policies-and-regulations)
- Successive off-topic posts by one or more individuals or groups
- Repetitive posts copied and pasted or duplicated by one or more individuals or groups
- Solicitations or advertisements
- Any materials that infringe upon the intellectual property or other rights of any third party
Standards of Conduct | Los Rios

Code of Conduct

A student who enrolls at Folsom Lake College may rightfully expect that students, faculty, and administrators will maintain an environment in which there is freedom to learn.

Student conduct must comply with federal and state laws, college rules and regulations, and Regulation R-2441: Standards of Conduct ([/shared/doc/board/regulations/R-2441.pdf](https://flc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/regulation-r-2441)). Students who violate such rules and regulations are subject to disciplinary action.

Disciplinary Offenses

Any student found to have committed, or to have attempted to commit, the following misconduct is subject to appropriate disciplinary action:

- Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, members of the college community
- Assault, battery, or any threat of force or violence upon members of the college community
- Willful misconduct which results in injury or death to members of the college community, or which results in cutting, defacing, or other injury to any real or personal property owned by the district
- The use, sale, or possession on campus of, or presence on campus under the influence of, any controlled substance ([See alcohol, drug, and smoking policies](https://flc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/alcohol-drug-and-smoking-policies))
- Willful or persistent smoking in any area where smoking has been prohibited by law or district policy ([See alcohol, drug, and smoking policies](https://flc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/alcohol-drug-and-smoking-policies))
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct
- Violation of College rules and regulations including those concerning student organizations, the use of college facilities, or the time, place and manner of public expression and distribution of materials
- Obstruction or disruption of teaching, research, administrative disciplinary procedures or other college activities, including its community service activity, or of other authorized activities on college-controlled premises
- Theft of or non-accidental damage to property of the college or a member of the college community while on campus or at college-sponsored events
- Unauthorized entry to or use of college facilities
- Dishonesty, such as cheating, plagiarism, or furnishing false information to the college; forgery, alteration, or misuse of college documents, records, or identifications ([See plagiarism and cheating policies](https://flc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/plagiarism-and-cheating))
- Knowing possession or use of explosives, dangerous chemicals or deadly weapons on college property or at a college function without prior authorization of the college president or designated representative
- Use, possession, distribution or being under the influence of alcoholic beverages, narcotics or dangerous drugs on college property or at college-sponsored events ([See alcohol, drug, and smoking policies](https://flc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/alcohol-drug-and-smoking-policies))
- Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, probation or other discipline pursuant to Regulation R-2441: Standards of Conduct ([/shared/doc/board/regulations/R-2441.pdf](https://flc.losrios.edu/about-us/our-values/student-rights-and-responsibilities/regulation-r-2441))
- Violation of any order of a college president, notice of which has been given prior to such violation, and which order is not inconsistent with any of the other provisions of this policy. This notice may be given by publication in the college newspaper, by posting on an official bulletin board designated for this purpose or by any other means reasonably calculated to inform students of its provisions.
- Attempting to commit an act that would be cause for disciplinary action identified above
Student Grievance and Class-Related Concerns
| Los Rios

Steps to Resolution

1. Students should speak with their professor about the concern.
2. Students who feel as though they are unable to speak with their professor or resolve the situation, should then contact the instructional division area dean.

Note: Most complaints, grievances, or disciplinary matters should be resolved at the campus level. This is the quickest and most successful way of resolving issues involving the college. You are encouraged to work through the campus complaint process first.

Contact

For information on how to file a formal grievance, please contact the Student Grievance Officer:

Kellie Butler (Dean, Student Services)
Email: butlerk@flc.losrios.edu
Phone: (916) 608-6780

Additional Grievance Information

Issues that are not resolved at the college or district level may be presented via resources provided by the California Community Colleges Chancellor’s Office. Complainants are encouraged to use the official form provided by the Chancellor’s office [https://www.cccco.edu/Complaint-Process-Notice](https://www.cccco.edu/Complaint-Process-Notice), however, that form is not required and complaints will not be considered defective or rejected if you do not use the form.

A student may file a grievance or grieve an action or decision of the district or one of its colleges when the student's status and/or rights have been adversely affected.

Grievances relating to grades are subject to Education Code Section 76224(a), which reads:

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final."

In addition to complaints being filed by students or employees, complaints may be initiated by other individuals or entities, such as a family member, representative, organization, or other third party wishing to file on behalf of an individual or group alleged to have suffered unlawful discrimination or harassment (Los Rios Regulation R-2423 [https://shared/doc/board/regulations/R-2423.pdf]).
Equal Opportunity, Equity, Discrimination, and Harassment | Los Rios

In This Section

Equal Opportunity (/2020-2021-catalog/while-you-are-here/equal-opportunity-equity-discrimination-and-harassment/equal-opportunity)
Learn about Folsom Lake College's commitment to equal opportunity.

At Folsom Lake College, we value equity and diversity. No person shall be unlawfully discriminated against, harassed, or excluded from any benefits, activities, or programs because they possess certain characteristics (actual or perceived).

Sexual Harassment or Assault (/2020-2021-catalog/while-you-are-here/equal-opportunity-equity-discrimination-and-harassment/sexual-harassment-or-assault)
Learn about Folsom Lake College's policies against sexual harassment and assault. This includes gender harassment, sexual violence, domestic violence, dating violence, and stalking.

Types of Harassment (/2020-2021-catalog/while-you-are-here/equal-opportunity-equity-discrimination-and-harassment/types-of-harassment)
It is a priority of Folsom Lake College to prevent and respond to all forms of harassment, including bullying, psychological harassment, racial harassment, religious harassment, stalking, mobbing, hazing, and backlash.

Learn about Folsom Lake College's discrimination and harassment complaint procedures and resolution process.
Equal Opportunity | Los Rios

Equal Opportunity is the Law

Folsom Lake College is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities through Disabled Students Programs and Services (https://flc.losrios.edu/dsps).

As a recipient of federal financial assistance, it is against the law for Folsom Lake College to discriminate against any individual in the US based on the following: race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, sex stereotyping, transgender status, and gender identity), national origin (including limited English proficiency), age, disability, or political affiliation or belief, or, against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity.

Folsom Lake College must not discriminate in any of the following areas:

- Deciding who will be admitted, or have access, to any WIOA Title I-financially assisted program or activity
- Providing opportunities in, or treating any person with regard to, such a program or activity
- Making employment decisions in the administration of, or in connection with, such a program or activity

Recipients of federal financial assistance must take reasonable steps to ensure that communications with individuals are as effective as communications with others. This means that, upon request and at no cost to the individual, Folsom Lake College is required to provide appropriate auxiliary aids and services to qualified individuals with disabilities.

What to Do If You Believe You Have Experienced Discrimination

If you think that you have been subjected to discrimination under a Workforce Innovation and Opportunity Act (WIOA) Title I financially assisted program or activity, then you may file a complaint within 180 days from the date of the alleged violation with either Folsom Lake College's Equal Opportunity Officer (or the person whom the recipient has designated for this purpose) or the Civil Rights Center.

FLC Equity Officer

Email: equity@flc.losrios.edu (mailto:equity@flc.losrios.edu)
Phone: (916) 608-6849

Civil Rights Center (https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center)

US Department of Labor
200 Constitution Avenue NW, Room N-4123
Washington, DC 20210

If you file your complaint with Folsom Lake College, then you must wait either until Folsom Lake College issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above).

If Folsom Lake College does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, then you may file a complaint with Civil Rights Center before receiving that notice. However, you must file your Civil Rights Center complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If Folsom Lake College does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, then you may file a complaint with the Civil Rights Center. You must file your Civil Rights Center complaint within 30 days of the date on which you received the Notice of Final Action.

La Igualdad De Oportunidades Es La Ley

Es contra la ley que este beneficiario de asistencia financiera federal discrimine de la siguiente manera: contra cualquier individuo en los Estados Unidos, sobre la base de raza, color, religión, sexo (incluyendo embarazo, parto y afecciones médicas relacionadas, estereotipos sexuales, estatus de transexuales e identidad de género), origen nacional (incluyendo la competencia limitada en inglés), edad, incapacidad, o afiliación o creencia política o contra cualquier beneficiario de, solicitante o participante en programas con asistencia financiera bajo el Título 1 del Workforce Innovation and Opportunity Act (WIOA), sobre la base del estatus de ciudadanía del individuo o la participación en cualquier programa o actividad con asistencia financiera del Título de WIOA.
El destinatario no debe discriminar en ninguna de las siguientes áreas: decidir quién será admitido, o tendrá acceso, a cualquier programa o actividad con asistencia financiera del Título 1 de WIOA; proporcionar oportunidades o el tratar a cualquier persona con respeto a dicho programa o actividad; o, tomar decisiones de empleo en la administración de, o en relación con, tal programa o actividad.

Los destinatarios de la asistencia financiera federal deben tomar medidas razonables para garantizar que las comunicaciones con las personas sean tan efectivas como las comunicaciones con los demás. Esto significa que, previa solicitud y sin costo para el individuo, se requiere que los destinatarios proporcionen ayuda y servicios auxiliares adecuados a personas calificadas con discapacidades.

Qué Hacer Si Usted Cree Que Ha Experimentado Discriminación

Si usted piensa que ha sido sometido a discriminación bajo una ley de Workforce Innovation and Opportunity Act I (WIOA) Título I programa o actividad asistida financieramente, usted puede presentar una queja dentro de 180 días a partir de la fecha de la presunta violación con cualquier.

El funcionario de Igualdad de Oportunidades del destinario (o la persona a la que el destinatario ha designado para este propósito):

**FLC Oficial de Equidad**

Email: [equity@flc.losrios.edu](mailto:equity@flc.losrios.edu)

Teléfono: (916) 608-6849

**Civil Rights Center**

[https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center](https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center)

US Department of Labor
200 Constitution Avenue NW, Room N-4123
Washington, DC 20210

Si presenta su queja con el destinatario, debe esperar hasta que el destinatario emita una Notificación por escrito de la Acción Final, o hasta que hayan pasado 90 días (lo que ocurra primero), antes de presentar su queja con el Civil Rights Center (véase la dirección anterior).

Si el destinatario no le da una Notificación por escrito de la Acción Final dentro de los 90 días del día en que usted presentó su queja, usted puede presentar una queja ante el Civil Rights Center antes de recibir ese aviso. Sin embargo, usted debe presentar su queja de Civil Rights Center dentro de 30 días de la fecha límite de 90 días (en otras palabras, dentro de los 120 días después del día en que usted presentó su queja con el destinatario).

Si el destinatario le da una Notificación por escrito de la Acción Final sobre su queja, pero usted no está satisfecho con la decisión o resolución, usted puede presentar una queja ante el Civil Rights Center. Usted debe presentar su queja de Civil Rights Center dentro de 30 días de la fecha en que recibió Notificación de la Acción Final.
Non-Discrimination Policy | Los Rios

At Folsom Lake College, we value equity and diversity. That's why we work toward just and fair inclusion into a society in which all people can participate, prosper, and reach their full potential.

No person shall be unlawfully discriminated against, harassed, or excluded from any benefits, activities, or programs because they possess any of the following characteristics (actual or perceived):

- Ethnic group identification
- Race or color
- Sex, gender, gender identity, or gender expression
- Pregnancy or childbirth-related condition
- Sexual orientation or sexual identity
- Religion or religious creed
- Age (over forty)
- National origin or ancestry
- Physical or mental disability
- Medical condition
- Political affiliation or belief
- Military and veteran status
- Marital status

In addition, retaliation against a person who files a complaint, refers a matter for investigation, participates in an investigation, or serves as an advocate for a complainant or respondent is prohibited by district policy.

For more information or to file a complaint, contact the Folsom Lake College Equity Officer at equity@folsomcolleges.edu or (916) 608-6849.
Title IX (Sex Discrimination)

Title IX of the Educational Amendments of 1972 and subsequent amendments bans sex discrimination in schools, whether it be in academics or athletics. Title IX states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

The underlying intent of Title IX is to eliminate any form of discrimination based on gender that may interfere with a student’s physical well-being, emotional well-being, and academic performance. Colleges and universities receiving federal funds bear an affirmative duty to ensure that no student (male or female) is deprived of an educational opportunity or benefit due to such discrimination.

Gender Harassment

Sex discrimination in the form of gender harassment consists primarily of repeated comments, jokes, and innuendoes directed at persons because of their gender or sexual orientation. This behavior typically is not aimed at eliciting sexual cooperation, but, like racial harassment, it contaminates the learning and work environment and has no place at Folsom Lake College.

Examples of gender harassment include the following:

- Disparaging women’s intellectual abilities and potential
- Using sexist statements in classroom discussions
- Disparaging the lifestyles or behaviors of gays or lesbians

Sexual Harassment Policy

It is the desire of the Los Rios Community College District Board of Trustees to provide for all students and employees an educational environment and workplace free from sexual harassment. Sexual harassment in any situation is unacceptable and is in violation of state and federal laws and regulations. Where evidence of harassment is found, appropriate corrective action shall be taken.

Definition of Sexual Harassment

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or an academic decision affecting the individual
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment includes, but is not limited to:

- Making unsolicited written, verbal, visual, or physical contact with sexual overtones. Some examples are:
  - Epithets
  - Derogatory comments or slurs of a sexual nature
  - Impeding or blocking movements or any physical interference with normal work
  - Derogatory posters or cartoons
- Continuing to express sexual interest after being informed that the interest is unwelcome (reciprocal attraction is not considered sexual harassment)
Within the work environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the career, salary, and/or work environment, or any other term or condition of employment

Within the educational environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the educational opportunities, grades, and/or learning environment of the student

Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response to a sexual advance. For example, within the work environment, either suggesting or actually withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed. Within the educational environment, either suggesting or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied.

Offering favors of educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, and so on, in exchange for sexual favors.

Sexual Assault

Sexual assault includes, but is not limited to:

- Rape
- Forced sodomy
- Forced oral copulation
- Rape by a foreign object
- Sexual battery
- Domestic violence
- Dating violence
- Stalking
- Threat of sexual assault

Sexual assault is a form of sexual harassment and should be reported under the district’s Discrimination and Harassment Procedures Policy P-2423 (/shared/doc/board/policies/P-2423.pdf) and Regulation R-2423 (/shared/doc/board/regulations/R-2423.pdf).

Sexual Violence

Sexual violence means physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion.

Consent

Consent is the informed, affirmative, conscious decision by each participant to engage in mutually agreed-upon sexual activity.

Consent must be voluntary, and given without coercion, force, threats, or intimidation. Consent requires positive cooperation in a particular sexual act, or expression of intent to engage in that sexual act through the exercise of free will.

Consent can be withdrawn or revoked. Consent to one form of sexual activity (or one sexual act) does not constitute consent to other forms of sexual activity (or other sexual acts). Consent to sexual activity given on one occasion does not constitute consent to sexual activity on another occasion. The fact that two people are, or were in, a dating or sexual relationship does not constitute consent to engage in sexual activity. There must always be mutual and affirmative consent to engage in sexual activity. Consent to a sexual act may be withdrawn or revoked at any time, including after penetration. The victim’s request for the perpetrator to use a condom or birth control does not, in and of itself, constitute consent. Once consent is withdrawn or revoked, the sexual activity must stop immediately.

Consent cannot be given by a person who is incapacitated. For example, a person cannot give consent if she/he is unconscious or coming in and out of consciousness. A person is incapacitated if she/he lacks the physical and/or mental ability to make informed, rational judgments. Examples of incapacitation include unconsciousness, sleep, and blackouts. Whether an intoxicated person (as a result of using alcohol or other drugs) is incapacitated depends on the extent to which the alcohol or other drugs impact the person’s decision-making capacity, awareness of consequences, and ability to make fully informed judgments. A person with a medical or mental disability may also lack the capacity to give consent.

Being intoxicated by drugs or alcohol does not diminish a person’s responsibility to obtain consent from the other party before engaging in sexual activity. Factors to be considered include whether the person knew, or whether a reasonable person in the accused’s position should have known, that the victim did not give, or revoked, consent; was incapacitated; or was otherwise incapable of giving consent.

Sexual intercourse with a minor is never consensual when the victim is under 18 years old, because the victim is considered incapable of giving legal consent due to age.
Domestic Violence

Domestic violence is a form of sexual violence and is abuse committed against someone who is a current or former spouse, current or former cohabitant, someone with whom the abuser has a child, someone with whom the abuser has or had a dating or engagement relationship, or a person similarly situated under California domestic or family violence law.

Cohabitant means two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to:

1. Sexual relations between the parties while sharing the same living quarters
2. Sharing of income or expenses
3. Joint use or ownership of property
4. Whether the parties hold themselves out as husband and wife
5. The continuity of the relationship
6. The length of the relationship

Dating Violence

Dating violence is a form of sexual violence and is abuse committed by a person who is, or has been, in a social or dating relationship of a romantic or intimate nature with the victim. This may include someone the victim just met; for example, a person they met at a party, were introduced to through a friend, or met on a social networking website.

Stalking

Stalking means a repeated course of conduct directed at a specific person (when based on gender or sex) that places that person in reasonable fear for his/her or others' safety, or to suffer substantial emotional distress.

Resources

For issues regarding sexual harassment and assault, the following resources are available:

- Los Rios Police, (916) 558-2221
- WEAVE Confidential Advocate, (916) 568-3011 or WEAVE@losrios.edu
- Title IX Coordinator, (916) 608-6688 or titleix@flc.losrios.edu
Types of Harassment | Los Rios

It is a priority of Folsom Lake College to prevent and respond to all forms of harassment, including bullying, psychological harassment, racial harassment, religious harassment, stalking, mobbing, hazing, and backlash.

Bullying

Bullying is physical and psychological harassing behavior perpetrated against an individual, by one or more persons. Bullying can occur on the playground, in school, on the job, or any other place.

HB 1576 defines bullying as recklessly or intentionally endangering the health or safety of a student by exposing the student repeatedly and over time to physical aggression or intimidation, whether through direct physical contact or through the use of information or communication technology, resulting in bodily injury or other harm to person or property. This definition does not supersede or limit any definition of bullying developed by the Board of Education or the actual codes of student conduct adopted by school boards pursuant to Section 22.1-279.6. Bullying is punishable as a Class 1 misdemeanor.

Workplace bullying is repeated, health-harming mistreatment of one or more persons (the targets) by one or more perpetrators that takes one or more of the following forms:

- Verbal abuse
- Offensive conduct/behaviors (including nonverbal) which are threatening, humiliating, or intimidating
- Work interference (sabotage) which prevents work from getting done

Psychological Harassment

Psychological harassment is humiliating or abusive behavior that lowers a person’s self-esteem or causes them torment. This can take the form of verbal comments, actions, or gestures. Workplace mobbing is considered psychological harassment.

Racial Harassment

Racial harassment is the targeting of an individual because of their race or ethnicity. The harassment includes words, deeds, and actions that are specifically designed to make the target feel degraded due to their race of origin or ethnicity.

Religious Harassment

Religious harassment is verbal, psychological, or physical harassment used against targets because they choose to practice a specific religion. Religious harassment can also include forced and involuntary conversions.

Stalking

Stalking is the unauthorized following and surveillance of an individual, to the extent that the person’s privacy is unacceptably intruded upon and the victim fears for their safety.

Mobbing

Mobbing is violence committed directly or indirectly by a loosely affiliated and organized group of individuals to punish or even execute a person for an alleged offense without a lawful trial. The “offense” can range from a serious crime, like murder to simple expression of ethnic, cultural, or religious attitudes. The issue of the victim’s actual guilt or innocence is often irrelevant to the mob, since the mob relies on contentions that are unverifiable, unsubstantiated, or completely fabricated.

Hazing

Hazing is persecuting, harassing, or torturing in a deliberate, calculated, planned manner. Typically the targeted individual is a subordinate, for example, a fraternity pledge, a first-year military cadet, or somebody who is considered “inferior” or an “outsider.” Hazing is illegal in many instances.
Backlash

Backlash or "victim blaming" occurs when the harasser or other people in the environment blame the victim for the harassment or the resulting controversies and conflicts after the harassment is reported or discovered.

Backlash results when people erroneously believe the victim could stop the harassment if they really tried, or that the victim must have done something to cause the harassment. The victim may be accused of trying to get attention, covering for incompetence, or in cases where the harassment is proven, lying about the extent of the effects.

Outdated attitudes about certain kinds of harassment remain and there is often social pressure for victims to keep quiet about abuse or suffer the consequences.
Discrimination and Harassment Complaint Procedures | Los Rios

How to File a Complaint

To file a complaint, fill out a Discrimination Complaint Form (/lrccd/shared/doc/legal/discrimination-complaint-form.pdf) (PDF) and submit it to your equity officer. This form is not required and a complaint will not be rejected based on failure to use the form.

Complaint Resolution

If it is determined that misconduct occurred, then Folsom Lake College will take immediate steps to halt misconduct and remedy any effects of that misconduct.

An equity officer will hold an informal conference if the complainant wants to try and resolve the complaint informally. The equity officer will provide information about applicable laws and rules. If an informal resolution is not reached or if the complainant disagrees with the recommendation made, then the complainant may engage in a formal resolution process.
Graduation and Transfer | Los Rios

Make a Plan for Transfer Success

Students who plan to transfer to the California State University (CSU) system, the University of California (UC) system, or to a private or out-of-state college or university should make an education plan with a counselor. This will ensure you meet the requirements for the specific institution you plan to attend.

Transfer eligibility is based on transferable college units and/or high school records and test scores. Each institution has its own admission requirements. To prepare for transfer:

1. Decide where you want to transfer
2. Talk to a counselor about that school's specific requirements
3. Create an education plan

In This Section

- **Graduation Requirements** (/2020-2021-catalog/graduation-and-transfer/graduation-requirements)
  Learn about graduating from Folsom Lake College, including how to petition for a degree or certificate and annual commencement ceremonies.

- **Commencement** (/2020-2021-catalog/graduation-and-transfer/commencement)
  Folsom Lake College has one commencement ceremony in May of each year, at the end of the spring semester.

- **While You Are Here** (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer)
  Students who plan to transfer should make an education plan with a counselor to ensure they meet the requirements for the specific institution they plan to attend.
Graduation Requirements | Los Rios

In This Section

Petition for a Certificate (/2020-2021-catalog/graduation-and-transfer/graduation-requirements/petition-for-a-certificate)
Learn how to petition for a certificate at Folsom Lake College.

Petition for a Degree (/2020-2021-catalog/graduation-and-transfer/graduation-requirements/petition-for-a-degree)
Learn how to petition for a degree at Folsom Lake College.

Associate Degree Graduation Requirements (/2020-2021-catalog/graduation-and-transfer/graduation-requirements/associate-degree-graduation-requirements)
See the requirements for graduating with an associate degree (AA or AS) from Folsom Lake College.
Petition for a Certificate | Los Rios

How to Petition for a Certificate

Students can file a petition for a certificate using our online certificate petition form (/why-flc/graduation-and-transfer/graduating-from-flc/petition-for-graduation/petition-for-a-certificate), or they can file a petition in person in the Admissions and Records Office (/admissions/get-started-and-apply/admissions-and-records). Folsom Lake College does not automatically confer certificates because requirements vary from program to program.

Requirements

To petition for a certificate, students must:

1. Know their catalog year*
2. Complete all certificate requirements with a minimum grade point average (GPA) of 2.0
3. Complete at least 12 units toward the certificate at Folsom Lake College (this does not apply to certificates that are less than 12 units)

* Usually, students follow the current catalog year. However, if you are following certificate requirements from an old catalog, then you must have maintained catalog rights (/2020-2021-catalog/graduation-and-transfer/graduation-requirements/petition-for-a-certificate#catalog-rights).

Required Documentation

The following must be on file in the Admissions and Records Office for a certificate petition to be processed:

- Official transcripts of all coursework completed at colleges outside of the Los Rios Community College District
- Official copies of AP/IB/CLEP test scores, if applicable
- A copy of DD214-military discharge papers, if veteran desires credit for military units
- List of courses in progress if attending another college
- Official final transcripts will be required at the end of the semester for final certificate evaluation
- Copy of any required competency tests, if applicable

Students must complete all certificate requirements by the end of the semester in which they petition for a certificate.

Petition Deadlines for 2020-2021

- Summer 2020: Friday, June 19, 2020
- Fall 2020: Friday, October 2, 2020
- Spring 2021: Friday, March 5, 2021

Approval or Denial

You will be notified via email if your petition is approved or denied.

If denied, then you will be notified of the missing requirements and advised to submit a new petition. If approved, then your certificate of achievement will be posted to your transcript at the end of the semester.

We mail certificates to the address listed on your petition, unless you choose to pick up your certificate. You will be notified when your certificate is available for pick-up.
<table>
<thead>
<tr>
<th>PETITION SEMESTER</th>
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**Catalog Rights**

For the purpose of graduating or earning a certificate from any college in the Los Rios Community College District, a student who attends at least one session (whether quarter, semester, or summer) in each calendar year at any California community college, California State University, University of California, or any regionally accredited institution of higher education, may choose to meet the requirements in effect at the Los Rios college from which the student intends to graduate, as follows:

- Requirements that were in effect at the time the student was admitted to a Los Rios college
- Requirements that were in effect at the time the student originally enrolled in an accredited college
- Requirements that were in effect at the intended date of graduation from a Los Rios college

**Certificate of Achievement vs. Certificate of Recognition**

A Certificate of Achievement requires 18 or more units, while a Certificate of Recognition requires fewer than 18 units. In addition, a Certificate of Achievement is posted to a student’s transcript, while a Certificate of Recognition is not. A Certificate of Recognition cannot be posted to a student’s transcript unless it has been approved by the California Community College Chancellor’s Office, per Title 5 Regulation 55070.b.
Petition for a Degree | Los Rios

How to Petition for a Degree

Students can file an online petition for a degree (/why-flc/graduation-and-transfer/graduating-from-flc/petition-for-graduation/petition-for-associate-degree) or online petition for a transfer degree (/why-flc/graduation-and-transfer/graduating-from-flc/petition-for-graduation/petition-for-associate-degree-for-transfer). Students can also file a petition in person in the Admissions and Records Office (/admissions/get-started-and-apply/admissions-and-records). Folsom Lake College does not automatically confer certificates because requirements vary from program to program.

Requirements

To petition for a degree, students must:

1. Know their catalog year*
2. Complete all degree requirements with a minimum grade point average (GPA) of 2.0
3. Complete at least 12 units toward the degree at Folsom Lake College

* Usually, students follow the current catalog year. However, if a student is following certificate requirements from an old catalog, then they must have maintained catalog rights (/2020-2021-catalog/graduation-and-transfer/graduation-requirements/petition-for-a-degree#catalog-rights).

Required Documentation

The following must be on file in the Admissions and Records Office for a degree petition to be processed:

- Official transcripts of all coursework completed at colleges outside of the Los Rios Community College District
- Official copies of AP/IB/CLEP test scores, if applicable
- A copy of DD214-military discharge papers, if veteran desires credit for military units
- List of courses in progress if attending another college
- Official final transcripts will be required at the end of the semester for final degree evaluation
- Copy of any required competency tests, if applicable

Students must complete all degree requirements by the end of the semester in which they petition for a degree.

Petition Deadlines for 2020-2021

- Summer 2020: Friday, June 19, 2020
- Fall 2020: Friday, October 2, 2020
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Approval or Denial

You will be notified via email if your petition is approved or denied.

If denied, then you will be notified of the missing requirements and advised to submit a new petition. If approved, then your degree will be posted to your transcript at the end of the semester.

We mail degrees to the address listed on your petition, unless you choose to pick up your degree. You will be notified when your degree is available for pick-up.
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- Requirements that were in effect at the time the student was admitted to a Los Rios college
- Requirements that were in effect at the time the student originally enrolled in an accredited college
- Requirements that were in effect at the intended date of graduation from a Los Rios college
Associate Degree Graduation Requirements
| Los Rios

Students may graduate from Folsom Lake College with the Associate in Arts (AA) or the Associate in Science (AS) degree by fulfilling the following requirements:

1. Satisfactory completion of 60 units of collegiate work with a ‘C’ (2.0) grade point average (GPA) in a curriculum that the district accepts toward the degree. At least 12 of the 60 units must be earned at Folsom Lake College.

2. Major: Complete an AA or AS Major Program of Study offered at Folsom Lake College. Courses used to complete requirements for the major must be completed with a grade of ‘C’ or better.

3. Demonstration of competency in writing, reading, and mathematics.

4. Completion of Folsom Lake College’s general education requirements with a minimum GPA of 2.0 in courses used for general education (21 units minimum) or possession of a Baccalaureate Degree (BA/BS) or higher from a regionally accredited college or university in the US.*

5. Students are held to the graduation requirements established at the time they begin college as long as they maintain their catalog rights.

Note: Effective beginning summer 2004, students who possess a BA/BS or higher degree from a regionally accredited college or university in the United States are deemed to have met the General Education and Graduation Competency Requirements for an AA/AS degree.

* See District Policy P-7241 and Regulation R-7241.

Graduation Competency Requirements

Demonstrate college-level competence in reading, written expression, and mathematics by completing the following:

1. **Reading Competency** (one of the following) –
   - Completion of Folsom Lake College’s General Education pattern
   - Completion and certification of the CSU GE Breadth pattern
   - Completion and certification of the IGETC pattern

2. **Written Expression Competency** (one of the following) –
   - Completion with a grade of ‘C’ or better of BUS 310 or ENGWR 300
   - Completion with a grade of ‘C’ or better of an equivalent college writing course at a regionally accredited college in the US

3. **Mathematics Competency** (one of the following) –
   - Completion with a grade of ‘C’ or better: MATH 110, 120, 125, 310, 335, 336, 341, 343, 355, 356, 370, 400, 401, 402, 410, or 420; or PHIL 324; or PSYC 330; or STAT 300
   - Completion with a grade of ‘C’ or better of a college math course at a regionally accredited college
   - Obtain a satisfactory score on a mathematics competency examination used district-wide for graduation

General Education Requirements for AA/AS Degrees

I. Humanities

Choose one course for a minimum of three units.
II. Language and Rationality

Choose two courses. Complete three units in each area.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>BUS 310, ENGED 310, 305, ENGWR 101, 300, 480</td>
</tr>
<tr>
<td>Communication and Analytical Thinking</td>
<td>ACCT 301; CISC 301, 310; CISP 300, 360, 400, 440; COMM 301, 311, 315, 331, 361, 363; ENGCW 400, 410, 420, 430; ENGED 305; ENGRD 310; ENGWRI 301, 302, 481, 482; GEOG 330; MATH 110, 120, 125, 300, 310, 335, 341, 343, 356, 370, 400, 401, 402, 410, 420; MGMT 360; PHIL 300, 320, 325, 330, 400, 401; MUIVI 372; MUP 360; MUSM 370; PHIL 300, 310, 331, 350, 351; PHOTO 302; SILA 305, 306, 315, 316; SPAN 401, 402, 411, 412; TA 300, 302, 303, 304, 350; TAFILM 300, 303, 304, 330, 360, 365</td>
</tr>
</tbody>
</table>

III. Living Skills

Choose two courses. Complete one course (three units minimum) in each area.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>DANCE , FITNS , HEED , PACT , SPORT , TMACT</td>
</tr>
<tr>
<td>Life Development Skills</td>
<td>ACCT 498; ADMJ 498, 498; ANTH 498; BIOL 498; BUS 320, 498; BUSTEC 307, 309, 332, 498; CHEM 498; CISC 300, 310, 498; COMM 321, 498; DANCE 382, 383, 498; ECE 312, 314, 354, 415, 498; ECON 320; ENGED 320; ENVT 498; GERON 300, 340, 498; HCD 310, 315, 318, 330, 345, 375; HEED 300, 302, 351; HIST 498; INDIS 313, 360; KINES 300, 416, 417, 498; LIBR 318; LTAT 310; MGMT 498; MKT 498; MUSM 498; NUTRI 300, 302, 320, 322, 330, 498; PHOTO 498; PSYC 340, 356, 360, 368, 370, 372; SOC 310, 341, 498; SWHS 302, 331, 340, 498; TA 498; VITI 498; WEXP 198, 498</td>
</tr>
</tbody>
</table>

IV. Natural Sciences

Choose one course for a minimum of three units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>ANTH 300, 303, 323; ASTR 300; BIOL 100, 300, 307, 310, 312, 323, 350, 400, 410, 420, 430, 440, 442; CHEM 305, 306, 400, 410, 420, 421; GEOG 300, 306, 331; GEOL 300, 305, 310, 330, 345; NUTRI 300, 302, 340; PHYS 310, 311, 350, 411; PS 302; PSYC 312</td>
</tr>
</tbody>
</table>

V. Social and Behavioral Sciences

Choose two courses. Complete a minimum of three units in each area.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
</table>
a) American Institutions
HIST 310, 311, 312, 314, 331; POLS 301

b) Social/Behavioral Sciences
ADMJ 300, 302, 320; ANTH 310, 319, 320, 323, 330, 341; BUS 320, 330, 340, 345; COMM 325, 341, 351, 363; ECE 312, 314, 330, 430; ECON 302, 304, 320; GEOG 310, 322; GERON 300; HIST 307, 308, 310, 311, 312, 314, 319, 331, 344, 368; JOUR 310; NUTRI 310; POLS 301, 302, 310, 320; PSYC 300, 320, 340, 356, 368, 370, 372; SJS 300; SOC 300, 301, 310, 321, 341, 379, 499; SWHS 331

VI. Ethnic/Multicultural Studies
Choose a minimum of three units from the following courses.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic/Multicultural Studies</td>
<td>ADMJ 302; ANTH 302, 310, 319, 330, 341; ARTH 312, 324, 325, 328, 330, 332, 333; BIOL 323; BUS 330; COMM 325; DANCE 380; ENGLT 340, 345, 360; GEOG 310, 322; HIST 308, 310, 311, 331, 344; HUM 320, 325, 332, 370; MUFHL 330; NUTRI 310; PHIL 352; PSYC 356, 368; SJS 300; SOC 301, 321, 341, 379, 499; SWHS 331</td>
</tr>
</tbody>
</table>

Catalog Rights
For the purpose of graduating or earning a certificate from any college in the Los Rios Community College District, a student who attends at least one session (whether quarter, semester, or summer) in each calendar year at any California community college, California State University, University of California, or any regionally accredited institution of higher education, may choose to meet the requirements in effect at the Los Rios college from which the student intends to graduate, as follows:

- Requirements that were in effect at the time the student was admitted to a Los Rios college
- Requirements that were in effect at the time the student originally enrolled in an accredited college
- Requirements that were in effect at the intended date of graduation from a Los Rios college
Folsom Lake College has one commencement ceremony in May of each year, at the end of the spring semester. Student who meet satisfy the graduation requirements during the prior summer semester (August), prior fall semester (December), or during the spring semester may participate in the graduation commencement exercise.

All students who are eligible for an associate degree must petition for graduation.
Make a Plan for Transfer Success

Students who plan to transfer to the California State University (CSU) system, the University of California (UC) system, or to a private or out-of-state college or university should make an education plan with a counselor. This will ensure you meet the requirements for the specific institution you plan to attend.

Transfer eligibility is based on transferable college units and/or high school records and test scores. Each institution has its own admission requirements. To prepare for transfer:

1. Decide where you want to transfer
2. Talk to a counselor about that school's specific requirements
3. Create an education plan

In This Section

Transfer to California State University (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/transfer-to-california-state-university)
Learn about transferring from Folsom Lake College to a California State University (CSU).

Transfer to University of California (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/transfer-to-university-of-california)
Learn about transferring from Folsom Lake College to the University of California (UC) system.

Transfer to Private Colleges (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/transfer-to-private-colleges)
Learn how to transfer from Folsom Lake College to a private or out-of-state college or university.

California State University General Education Requirements (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/california-state-university-general-education-requirements)
See the California State University (CSU) general education/breadth requirements, for students who intend to transfer from Folsom Lake College to a CSU.

Transfer Degree Requirements (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/transfer-degree-requirements)
Learn about transfer degrees, which provide a clear pathway from Folsom Lake College to a California State University major and bachelor’s degree.

Intersegmental General Education Transfer Curriculum Requirements (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/intersegmental-general-education-transfer-curriculum-requirements)
See the Intersegmental General Education Transfer Curriculum Requirements (IGETC) general education requirements, for students who intend to transfer from Folsom Lake College to a California State University (CSU) or University of California (UC).

Course Transferability and C-ID (/2020-2021-catalog/graduation-and-transfer/preparing-to-transfer/course-transferability-and-c-id)
Learn about the course identification numbering system (C-ID) and how to identify which courses are transferable.
Transfer Requirements

Students who plan to transfer to the California State University (CSU) system must meet certain requirements. The requirements differ based on whether you:

1. Were eligible for admission to a CSU directly after high school
2. Are only now eligible for admission through community college transfer

CSU accepts a maximum of 70 transferable semester units completed at a community college.

Eligible for Transfer After High School

High school eligibility is based on test scores, grade point averages, and completion of specific subject area requirements.

If you were eligible for admission to a CSU when you graduated from high school – but you decided to attend a community college first – then you can transfer to certain CSUs at any time, as long as you maintain a 2.0 grade point average for all transferable coursework.

Eligible for Transfer Through Community College

If you were not eligible for admission to a CSU when you graduated from high school, then you may be eligible for transfer after you complete the following at a California community college:

1. A minimum of 60 transferable units with a 2.0 grade point average*
2. Either of the following general education requirements:
   a. At least 30 units of CSU general education requirements, including:
      a. Area A1, A2, and A3
      b. Area B4
   b. Intersegmental General Education Transfer Curriculum (IGETC) requirements

In addition to general education and graduation requirements, we encourage you to complete lower-division preparatory courses for your major as required by the CSU to which you want to transfer. You can find lower-division major requirements at assist.org, the official state-wide repository for transfer and course articulation information.

* GPA requirements are higher for campuses or majors that are impacted or more competitive. The minimum GPA for international or non-resident students is 2.4 instead of 2.0.

Application Dates and Deadlines

Priority application deadlines for CSU:

- For fall admission, October 1 to November 30 of the prior year
- For spring admission, August 1 to 31 of the prior year
Transfer to University of California | Los Rios

Transfer Requirements

Students who plan to transfer to the University of California (UC) system must meet certain requirements. The requirements are slightly different, based on whether you:

- Were eligible for admission to a UC directly after high school
- Are only now eligible through community college transfer

Eligible for Transfer After High School

If you were eligible for admission to a particular UC when you graduated from high school, then you are eligible to transfer at any time if you maintain a 2.0 grade point average in transferable coursework.

Eligible for Transfer Through Community College

Subject Requirement

If you met the scholarship requirement after high school – but not the subject requirement – then you must do all of the following to transfer to a UC:

1. Take transferable college courses in the missing subject areas
2. Earn a C or better in each required course
3. Have a 2.0 grade point average (GPA) in all transferable coursework

Examination Requirement

If you met the scholarship requirement – but not the examination requirement – then you must complete a minimum of 12 semester units of transferable work and maintain a 2.0 grade point average in transferable coursework.

Scholarship Requirement

If you did not meet the scholarship requirement, then you must do the following:

1. Complete 60 units of UC-transferable college credit with a grade point average of at least 2.4 (for California residents) or 2.8 (for non-residents)
2. Complete the following course pattern, earning a grade of C or better in each course.1
   - Two transferable courses (3 units each) in English composition
   - One transferable course (3 units) in mathematical concepts and quantitative reasoning
   - Four transferable courses (3 units each) chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, or the physical and biological sciences

1 Students who satisfy the Intersegmental General Education Transfer Curriculum prior to transferring to UC will satisfy number 2 above.

Intersegmental General Education Transfer Curriculum (IGETC)

When you complete the IGETC pattern, you partially fulfill the 60-unit requirement for transfer to UC and complete the lower division general education breadth requirements. You should request your IGETC certification from the community college you last attended when your final transcript is sent to the UC campus.

The IGETC is best if you have not yet chosen a major or a campus. Once you have selected a major, it is important to begin fulfilling any required preparatory classes for that major. This is especially true for professional or “high-unit” majors. If you are preparing for an engineering or a high-unit science major at a UC campus, then it is not advisable to use the IGETC. Instead you should concentrate on fulfilling the 60-unit admission requirement by completing lower division major preparation courses as well as the basic admission requirements listed above.
Helpful Hints

- Connect with a counselor regularly to monitor your transfer progress.
- Many courses other than the ones listed in the IGETC will transfer to UC. The units from those other courses will count toward the 60 units required to transfer as a junior. Check the catalog for the transfer status of any course.
- Though transfers do not require an associate degree, it is easy to complete one while preparing to transfer. Learn about [associate degree graduation requirements](https://flc.losrios.edu/2020-2021-catalog/graduation-and-transfer/graduation-requirements/associate-degree-graduation-requirements). Check with your counselor about other courses needed for your major. In many cases, it is to your advantage to complete all pre-major requirements as well as general education requirements before you transfer.
Transfer to Private Colleges | Los Rios

Even if Folsom Lake College does not have a transfer agreement with a private or out-of-state college to which you want to transfer, you can probably receive academic credit for most of your community college classes. Most four-year institutions give full credit for general education courses and other courses designated for transfer at community college.

In addition, many out-of-state colleges participate in the Western Undergraduate Exchange (WUE) (https://www.wiche.edu/WUE/students), which offers discounts to California students in certain majors.

Find Out Transfer Requirements

Many colleges require transfer students to have completed a certain number of units, so make sure you check the requirements of the college to which you want to transfer. Transfer requirements are generally outlined in a college's catalog.
California State University General Education Requirements | Los Rios

The following Folsom Lake College courses fulfill California State University (CSU) lower-division general education requirements.

A. English Language Communication and Critical Thinking

Choose one course from each area for a minimum of nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>COMM 301, 311, 331, 361</td>
</tr>
<tr>
<td>A2</td>
<td>ENGWR 300</td>
</tr>
<tr>
<td>A3</td>
<td>COMM 311, 315; ENGRD 310; ENGWR 301, 302; PHIL 300, 320, 325, 328</td>
</tr>
</tbody>
</table>

B. Scientific Inquiry and Quantitative Reasoning

Choose one course from each area for a minimum of nine units. Courses in area B3 may also be used in areas B1 or B2 where appropriate. Related lecture courses must be completed prior to or concurrently with lab courses.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>ASTR 300; CHEM 305, 306, 400, 401, 410, 420, 421; GEOG 300, 306; GEOL 300, 305, 310, 330, 345; PHYS 310, 311, 350, 360, 411, 421, 431, PS 302</td>
</tr>
<tr>
<td>B2</td>
<td>ANTH 300, 303; BIOL 300, 307, 310, 323, 350, 400, 410, 420, 430, 431, 440, 442; PSYC 312</td>
</tr>
<tr>
<td>B3</td>
<td>ANTH 301; ASTR 400; BIOL 307, 310, 323, 400, 410, 420, 430, 431, 440, 442; CHEM 305, 306, 400, 401, 410, 420, 421; GEOG 301; GEOL 301, 306, 311; PHYS 312, 350, 360, 411, 421, 431; PS 302; PSYC 312</td>
</tr>
<tr>
<td>B4</td>
<td>MATH 300, 310, 335, 341, 343, 355, 356, 370, 400, 401, 402, 410, 420; PSYC 330; STAT 300</td>
</tr>
</tbody>
</table>

C. Arts and Humanities

Choose one course from each area, plus an additional course from either area, for a minimum of nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Arts</td>
<td>ART 300, 302, 304, 305, 310, 312, 320, 322, 323, 327, 328, 370, 372, 402, 430; ARTH 300, 303, 304, 306, 307, 309, 311, 312, 318, 324, 325, 328, 330, 332, 333; COMM 305; DANCE 380; MUFHL 300, 308, 310, 311, 321, 330, 400, 401, 410; MUIVI 310, 311; MUP 350, 357; TA 300, 302, 303, 304; TAFILM 300, 303, 304</td>
</tr>
<tr>
<td>C2 Humanities</td>
<td>ARTH 325, 333; ENGCW 400, 410; ENGLT 303, 305, 310, 311, 313, 319, 320, 321, 330, 339, 340, 341, 345, 360, 370, 402; ENGWR 301; FREN 401, 402, 411, 412; HIST 307, 308, 344, 368; HUM 300, 310, 320, 325, 332, 370; MUFHL 308; PHIL 300, 310, 330, 331, 350, 352; SILA 315, 316; SPAN 401, 402, 411, 412; TA 302, 303</td>
</tr>
</tbody>
</table>
D. Social Sciences

Choose three courses from at least two different disciplines for a minimum of nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>ADMJ 300, 302, 320; ANTH 310, 319, 320, 323, 330, 341; BUS 330, 345; COMM 325, 341, 351, 363; ECE 312, 314; ECON 302, 304; GEOG 310, 322; GERON 300; HIST 307, 308, 310, 311, 312, 314, 319, 331, 344, 368; JOUR 310; NUTRI 310; POLS 301, 302, 310, 320; PSYC 300, 312, 320, 335, 340, 356, 368, 370, 372; SJS 300; SOC 300, 301, 310, 321, 341, 379; SWHS 331</td>
</tr>
</tbody>
</table>

E. Lifelong Learning and Self Development

Choose at least one course for a minimum of three units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>COMM 321; ECE 312, 314; ENGED 320; GERON 300; HCD 310, 315; HEED 300, 351; INDIS 313; KINES 300; NUTRI 300, 302; PSYC 340, 356, 360, 370, 372; SOC 310; SWHS 302, 340</td>
</tr>
</tbody>
</table>

* Consult a counselor or assist.org (https://assist.org) to see if a specific physical education activity course is appropriate for CSU general education Area E.

F. US History, Constitution, and American Ideals

This is a CSU graduation requirement only – it is not required for CSU general education certification. Choose one course from each area for a total of two courses. These courses can also be used to satisfy Area D.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>HIST 310, 312; POLS 301</td>
</tr>
<tr>
<td>F2</td>
<td>HIST 310, 311, 312, 331</td>
</tr>
</tbody>
</table>
Transfer Degree Requirements | Los Rios

Folsom Lake College offers associate degrees for transfer (AD-T) to the California State University (CSU) system. Transfer degrees provide a clear pathway to a CSU major and bachelor's degree. Associate of arts for transfer (AA-T) and associate of science for transfer (AS-T) are types of transfer degrees.

Benefits of a Transfer Degree

Students who receive an AA-T or AS-T degree are guaranteed:

- Admission to a CSU with junior standing
- Priority admission consideration to their local CSU campus or to a program that is similar to their community college major

\(^1\) 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 at a CSU campus.

Current and prospective community college students are encouraged to meet with a counselor to review their options for transfer and explore additional degrees which may be under development at this time.

Requirements for a Transfer Degree

AA-T or AS-T degrees require the following:

1. Complete 60 semester units or 90 quarter CSU-transferable units, including both of the following:
   a. One of the following GE patterns (check with your counselor to determine the appropriate pattern for the degree you are pursuing):
      - The Intersegmental General Education Transfer Curriculum (IGETC)
      - The Intersegmental General Education Transfer Curriculum (IGETC) for STEM (see counselor)
      - The CSU General Education Requirements
      - The CSU General Education Requirements for STEM (see counselor)
   b. A minimum of 18 semester or 27 quarter units in a major or area of emphasis, as determined by the college

2. Obtain a minimum grade point average of 2.0 in 60 CSU-transferable units. AD-T degrees also require that students must earn a C or better in all courses used in the major or area of emphasis. Pass grades can be used from colleges where Pass denotes a C or better.

Folsom Lake College offers the following Associate Degrees for Transfer:

- Administration of Justice, AST
- Art History, AAT
- Studio Art, AAT
- Biology, AST
- Business Administration, AST
- Communications Studies, AAT
- Early Childhood Education for Transfer, AST
- Economics, AAT
- English, AAT
- Geography, AAT
- Geology, AST
- History, AAT
- Law, Public Policy, and Society, AAT
- Kinesiology, AAT
- Public Health Science, AST
- Mathematics, AST
- Nutrition and Dietetics, AST
- Philosophy, AAT
- Physics, AST
- Political Science, AAT
- Psychology, AAT
- Social Work & Human Services, AAT
- Social Justice Studies, AAT
- Sociology, AAT
- Theatre Arts, AAT
Completion of all the requirements in the Intersegmental General Education Transfer Curriculum (IGETC) meet lower-division general education requirements at either a California State University (CSU) or University of California (UC) without the need after transfer to take additional lower division general education courses. All courses must be completed with grades of "C" or better.

Students can also visit assist.org to see which courses will complete lower-division major preparation requirements. Students must see a counselor to have the IGETC pattern certified before transferring. Students who have selected a specific campus for transfer should consult with a counselor before following the IGETC pattern.

Advanced Placement (AP) and International Baccalaureate (IB) examinations are appropriate for inclusion on the IGETC pattern.

Area 1: English Communication

Choose one course from each area for a total of six to nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>ENGWR 300</td>
<td>For UC only: ENGWR 300 and 480 combined: maximum credit – one course.</td>
</tr>
<tr>
<td>1B</td>
<td>COMM 315; ENGWR 301, 302; PHIL 328</td>
<td>For UC only: ENGWR 301 and 481 combined: maximum credit – one course; or ENGWR 302 and 482 combined: maximum credit – one course.</td>
</tr>
<tr>
<td>1C</td>
<td>COMM 301, 311, 331, 361</td>
<td>This is a CSU requirement only and is required for all associate degrees for transfers (ADTs).</td>
</tr>
</tbody>
</table>

Area 2: Mathematical Concepts and Quantitative Reasoning

Choose one course for a total of three units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>MATH 300, 341, 355, 356, 370, 400, 401, 402; PSYC 330, STAT 300</td>
</tr>
</tbody>
</table>

Area 3: Arts and Humanities

Choose one course from each area, plus an additional course from either area, for a total of nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A Arts</td>
<td>ARTH 300, 303, 304, 306, 307, 309, 311, 312, 318, 324, 325, 328, 330, 332, 333; COMM 305; DANCE 380; MUFHL 300, 308, 310, 311, 321, 330, 400, 401, 410; TA 300, 302, 303, 304; TAFILM 300, 303, 304</td>
</tr>
<tr>
<td>3B Humanities</td>
<td>ARTH 325, 333; ENGLT 303, 305, 310, 311, 313, 319, 320, 321, 330, 339, 340, 341, 345, 360, 402; FREN 411, 412; HIST 307, 308, 344, 368; HUM 300, 310, 320, 325, 332, 370; PHIL 300, 310, 330, 331, 350, 352; SILA 316; SPAN 411, 412</td>
</tr>
</tbody>
</table>
Area 4: Social and Behavioral Sciences

Choose three courses from at least two different areas for a total of nine units.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A through 4J</td>
<td>ADMJ 300, 302; ANTH 310, 319, 320, 323, 330, 341; BUS 330, 345; COMM 325, 351, 363; ECE 312; ECON 302, 304; GEOG 310, 322; GERON 300; HIST 307, 308, 310, 311, 312, 314, 319, 331, 344, 368; JOUR 310; NUTRI 310; POLS 301, 302, 310, 320; PSYC 300, 320, 340, 356, 360, 368, 370, 372; SOC 300, 301, 310, 321, 341, 379; SWHS 331</td>
</tr>
</tbody>
</table>

Area 5: Physical and Biological Sciences

Choose one course from each area for a total of seven to nine units. Lecture courses must be completed prior to or concurrently with labs. Courses used in 5C may also be used in 5A or 5B if listed in these areas.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A Physical Science</td>
<td>ASTR 300; CHEM 305, 306, 400, 401, 420, 421; GEOG 300, 306; GEOL 300, 305, 310, 330, 345; PHYS 310, 311, 350, 360, 411, 421, 431; PS 302</td>
</tr>
<tr>
<td>5B Biological Science</td>
<td>ANTH 300, 303; BIOL 300, 307, 310, 323, 350, 400, 410, 420, 430, 431, 440, 442; PSYC 312</td>
</tr>
<tr>
<td>5C Lab</td>
<td>ANTH 301; ASTR 400; BIOL 307, 310, 323, 400, 410, 420, 430, 431, 440, 442; CHEM 305, 306, 400, 401, 420, 421; GEOG 301; GEOL 301, 306, 311; PHYS 312, 350, 360, 411, 421, 431; PS 302, PSYC 312</td>
</tr>
</tbody>
</table>

Area 6: Language Other Than English

This is a UC requirement only. Student must demonstrate proficiency equivalent to two years of high school study in a single language. The following courses also fulfill this requirement. Consult a counselor for more information on how to fulfill this requirement.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A</td>
<td>FREN 401, 402, 411, 412; SILA 305, 306, 315, 316; SPAN 401, 402, 411, 412</td>
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US History, Constitution, and American Ideals

This is a CSU graduation requirement only – it is not required for IGETC certification. Choose one course from each group for a total of two courses.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Group 1</td>
<td>POLS 301, 481</td>
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<td>Group 2</td>
<td>HIST 310, 310, 311, 318, 320, 321, 323, 325, 327, 330, 483, 484</td>
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Course Transferability and C-ID | Los Rios

Transfer Credit

Courses accepted for transfer by the University of California (UC) and/or California State University (CSU) systems are identified as such in the course details next to “Transferable.” Students who have questions regarding transferability of credit for specific courses to specific institutions should consult a counselor.

Course Identification Numbering System (C-ID)

The C-ID system is a statewide numbering system designed to identify comparable courses and facilitate articulation. Any community college course that bears a C-ID number signifies that it is equivalent in content, rigor, and student learning outcomes. Any course with a C-ID number can be assured that it will be accepted at other participating community college or CSU campuses. For example: C-ID COMM 110 at Folsom Lake College will be accepted by any other college that has been approved for the same C-ID COMM 110 number.

Students should consult a counselor for specific information and help evaluating course transferability. In addition, students should visit assist.org (https://assist.org) to confirm how each college’s course will be accepted for the following:

1. Majors at CSU and UC campuses
2. CSU general education requirements
3. IGETC general education requirements

Please consult a counselor to find out if your courses meet requirements at private and out-of-state colleges and universities. See an up-to-date listing of Folsom Lake College C-ID approved courses at www.c-id.net (https://www.c-id.net).
Programs of Study | Los Rios

In This Section

Description of Courses ([2020-2021-catalog/programs-of-study/description-of-courses](#))
Learn more about course numbering, course prefixes, prerequisites, corequisites, advisories, course transferability, and more.

Course Prefixes ([2020-2021-catalog/programs-of-study/course-prefixes](#))
See an A to Z listing of course prefixes and the subjects they represent.

Cross-Listed Courses ([2020-2021-catalog/programs-of-study/cross-listed-courses](#))
When a course is listed under two different departments in the catalog, the course is referred to as "cross-listed." See all cross-listed courses offered at Folsom Lake College.

List of Programs ([2020-2021-catalog/programs-of-study/list-of-programs](#))
See all of the programs – including degrees, certificates, and courses – offered at Folsom Lake College.
In This Section

Course Numbering (/2020-2021-catalog/programs-of-study/description-of-courses/course-numbering)
Folsom Lake College has a standardized course numbering system.

Prerequisites, Corequisites, and Advisories (/2020-2021-catalog/programs-of-study/description-of-courses/prerequisites-corequisites-and-advisories)
Learn about prerequisite courses, corequisite courses, advisory courses, and the challenge process.

To Be Arranged Scheduling (/2020-2021-catalog/programs-of-study/description-of-courses/to-be-arranged-scheduling)
Learn about courses scheduled as TBA, or To Be Arranged.
Course Numbering System

Folsom Lake College has a standardized course numbering system. The following numbers are designed to provide students with general information regarding the focus and intent of courses.

Course Number 1 to 99

Courses numbered 1 to 99 are credit courses that are considered developmental or basic skills and are not acceptable for the associate degree or transfer credit.

Course Number 100 to 299

Courses numbered 100 to 299 are applicable to an associate degree, but not transferable to a four-year institution.

Course Number 300 to 499

Courses numbered 300 to 499 are articulated for transfer with four-year institutions and are intended to meet major, general education, or elective credit requirements.
Prerequisites, Corequisites, and Advisories
| Los Rios

Enrollment Conditions

Many courses and educational programs have enrollment conditions, such as prerequisites, corequisites, or advisories on recommended preparation. These faculty-approved conditions are considered necessary and appropriate to ensure that students are adequately prepared to succeed in the course or educational program. It is the student’s responsibility to meet any and all enrollment conditions.

Students may challenge a prerequisite requirement through the challenge process (/2020-2021-catalog/programs-of-study/description-of-courses/prerequisites-corequisites-and-advisories#challenge).

Prerequisite

A prerequisite is a course that a student is required to take to demonstrate current readiness for enrollment in another course or educational program. For example, in order to take ENGWR 301, a student must have already completed ENGWR 300 with a grade of C or better.

Corequisite

A corequisite is a course that a student is required to take during the same semester as another course, or prior to another course. For example, a student needs to take GEOL 300 at the same time as GEOL 301 (or before taking GEOL 301).

Advisory

An advisory is a condition of enrollment when a student is advised, but not required to meet before, or in conjunction with, enrollment in a course or educational program.

Verifying Prerequisites

Students enrolled in courses that have a prerequisite must provide verification to the instructor that they have met the prerequisite. Supporting evidence includes:

- A transcript that verifies the student has earned a C or better in the prerequisite course. Students can print an unofficial transcript in eServices (https://ps.losrios.edu/student/signon.html). Instructors have access to this information on their roster if the class was taken within Los Rios Community College District since 2003 (prior course information cannot be viewed).
- English and/or math placement results from Los Rios Community College District.

If a student enrolls in a course and does not meet the prerequisite, then the instructor must drop the student from the course.

Verifying Corequisites

Your current class schedule provides verification of current enrollment in a corequisite course. Alternatively, if you took the corequisite previously, then your transcript shows prior completion of the corequisite course.

Challenge Process

If you do not have the supporting evidence to verify a prerequisite or corequisite but you believe that you should qualify to enroll in the course, then you may challenge a prerequisite or corequisite.

Criteria for challenging a prerequisite or corequisite include:

- You have knowledge or ability to succeed in the course with the prerequisite.
- The prerequisite course is not readily available.
- You believe that the prerequisite is discriminatory or being applied in a discriminatory manner.
- You believe that the prerequisite was established in violation of regulations and/or the established district-approved policy and procedures.
To challenge a prerequisite or corequisite:

1. Submit a Prerequisite Challenge Form (PDF) along with any supporting documentation to the instructional department (locations are listed on form) at least one week prior to the start of instruction.

2. Your challenge will be reviewed by the department’s prerequisite challenge committee.

3. You will be informed in writing of the committee’s determination within five working days of the review.

**Exception to the Prerequisite Process – English and Math**

The prerequisite for all 300-level English courses (ENGWR, ENGED, and ENGCW) and mathematics courses (MATH and STAT) must be cleared prior to enrollment.

You will be automatically cleared to enroll in an English or math class if:

- You are currently enrolled in the appropriate prerequisite course at a Los Rios college (you must earn a C or better grade or you will be automatically dropped from the higher level course before the new semester begins).
- You have completed and passed the appropriate prerequisite course at a Los Rios college.
- You have been placed into the math or English course you want to add.

If you completed the equivalent prerequisite course with a grade of C or better at a college or university that is on the [Approved Math External Equivalency List](#) or [Approved English External Equivalency List](#) then:

- Submit unofficial or official transcripts (unless already on file with the Admissions and Records office) along with Math Prerequisite Clearance Form (PDF) or English Prerequisite Clearance Form (PDF) to the Admissions and Records office. Please Note: In-progress coursework cannot be used.
- If verified through a transcript, then the external course will be posted as transfer credit on your unofficial transcript, which will clear enrollment for math courses. This process may take three to five business days, so plan ahead.

If you did not find your course on the approved equivalency lists above – but you believe you have the knowledge or ability to succeed in an English or math course through other college/university coursework (or other credentials) – then you may challenge the prerequisite via the challenge process.
Some or all of the class hours for courses may be offered using the “To Be Arranged” (TBA) course scheduling option. Please refer to the class schedule listing for sections of courses for specific TBA weekly or daily class hour requirements that may apply.
## Course Prefixes | Los Rios

### A

<table>
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<tr>
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When a course is listed under two (or more) different departments in the catalog, the course is referred to as "cross-listed," "cross-referenced," or "same as." The cross-listed course has identical content under both departments' catalog listing.

If two (or more) courses are cross-listed, then a student can only earn credit for one of those courses. Students who are not sure which cross-listed they should enroll in are encouraged to consult with a counselor.

When a cross-listed course is repeatable, the course may be taken (under either name) the total number of times stated in the catalog descriptions of the cross-listed course.

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Folsom Lake College Programs

Accounting (/2020-2021-catalog/programs-of-study/list-of-programs/accounting)
Learn more about the Accounting program.

Administration of Justice (/2020-2021-catalog/programs-of-study/list-of-programs/administration-of-justice)
Learn more about the Administration of Justice program.

Allied Health (/2020-2021-catalog/programs-of-study/list-of-programs/allied-health)
Learn more about the Allied Health program.

Anthropology (/2020-2021-catalog/programs-of-study/list-of-programs/anthropology)
Learn more about the Anthropology program.

Art (/2020-2021-catalog/programs-of-study/list-of-programs/art)
Learn more about the Art program.

Art History (/2020-2021-catalog/programs-of-study/list-of-programs/art-history)
Learn more about the Art History program.

Astronomy (/2020-2021-catalog/programs-of-study/list-of-programs/astronomy)
Learn more about the Astronomy program.

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Learn more about the Biology program.

Business (/2020-2021-catalog/programs-of-study/list-of-programs/business)
Learn more about the Business program.

Business Technology (/2020-2021-catalog/programs-of-study/list-of-programs/business-technology)
Learn more about the Business Technology program.

Chemistry (/2020-2021-catalog/programs-of-study/list-of-programs/chemistry)
Learn more about the Chemistry program.

Communication Studies (/2020-2021-catalog/programs-of-study/list-of-programs/communication-studies)
Learn more about the Communication Studies program.

Computer Information Science (/2020-2021-catalog/programs-of-study/list-of-programs/computer-information-science)
Learn more about the Computer Information Science program.

Dance Studies (/2020-2021-catalog/programs-of-study/list-of-programs/dance-studies)
Learn more about the Dance Studies program.

Early Childhood Education (/2020-2021-catalog/programs-of-study/list-of-programs/early-childhood-education)
Learn more about the Early Childhood Education program.

Economics (/2020-2021-catalog/programs-of-study/list-of-programs/economics)
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Learn more about the Education/Teaching program.

Emergency Medical Technology (/2020-2021-catalog/programs-of-study/list-of-programs/emergency-medical-technology)
Learn more about the Emergency Medical Technology program.

Engineering (/2020-2021-catalog/programs-of-study/list-of-programs/engineering)
Learn more about the Engineering program.

English (/2020-2021-catalog/programs-of-study/list-of-programs/english)
Learn more about the English program.

English as a Second Language (/2020-2021-catalog/programs-of-study/list-of-programs/english-as-a-second-language)
Learn more about the English as a Second Language program.

Environmental Technology (/2020-2021-catalog/programs-of-study/list-of-programs/environmental-technology)
Learn more about the Environmental Technology program.

French (/2020-2021-catalog/programs-of-study/list-of-programs/french)
Learn more about the French program.

General Education (/2020-2021-catalog/programs-of-study/list-of-programs/general-education)
Learn more about the General Education program.

Geography (/2020-2021-catalog/programs-of-study/list-of-programs/geography)
Learn more about the Geography program.

Geology (/2020-2021-catalog/programs-of-study/list-of-programs/geology)
Learn more about the Geology program.

Gerontology (/2020-2021-catalog/programs-of-study/list-of-programs/gerontology)
Learn more about the Gerontology program.

Health Education (/2020-2021-catalog/programs-of-study/list-of-programs/health-education)
Learn more about the Health Education program.

History (/2020-2021-catalog/programs-of-study/list-of-programs/history)
Learn more about the History program.

Human/Career Development (/2020-2021-catalog/programs-of-study/list-of-programs/human/career-development)
Learn more about the Human/Career Development program.

Humanities (/2020-2021-catalog/programs-of-study/list-of-programs/humanities)
Learn more about the Humanities program.

Imaging (/2020-2021-catalog/programs-of-study/list-of-programs/imaging)
Learn more about the Imaging program.

Interdisciplinary Studies (/2020-2021-catalog/programs-of-study/list-of-programs/interdisciplinary-studies)
Learn more about the Interdisciplinary Studies program.

Journalism (/2020-2021-catalog/programs-of-study/list-of-programs/journalism)
Learn more about the Journalism program.

Kinesiology (/2020-2021-catalog/programs-of-study/list-of-programs/kinesiology)
Learn more about the Kinesiology program.
Learning, Tutoring, and Academic Technology (/2020-2021-catalog/programs-of-study/list-of-programs/learning-tutoring-and-academic-technology)
Learn more about the Learning, Tutoring, and Academic Technology program.

Library (/2020-2021-catalog/programs-of-study/list-of-programs/library)
Learn more about the Library program.

Management (/2020-2021-catalog/programs-of-study/list-of-programs/management)
Learn more about the Management program.

Marketing (/2020-2021-catalog/programs-of-study/list-of-programs/marketing)
Learn more about the Marketing program.

Learn more about the Mathematics and Statistics program.

Medical Technology (/2020-2021-catalog/programs-of-study/list-of-programs/medical-technology)
Learn more about the Medical Technology program.

Modern Making (/2020-2021-catalog/programs-of-study/list-of-programs/modern-making)
Learn more about the Modern Making program.

Music (/2020-2021-catalog/programs-of-study/list-of-programs/music)
Learn more about the Music program.

Nutrition (/2020-2021-catalog/programs-of-study/list-of-programs/nutrition)
Learn more about the Nutrition program.

Philosophy (/2020-2021-catalog/programs-of-study/list-of-programs/philosophy)
Learn more about the Philosophy program.

Photography (/2020-2021-catalog/programs-of-study/list-of-programs/photography)
Learn more about the Photography program.

Physical Science (/2020-2021-catalog/programs-of-study/list-of-programs/physical-science)
Learn more about the Physical Science program.

Physics (/2020-2021-catalog/programs-of-study/list-of-programs/physics)
Learn more about the Physics program.

Political Science (/2020-2021-catalog/programs-of-study/list-of-programs/political-science)
Learn more about the Political Science program.

Project Management (/2020-2021-catalog/programs-of-study/list-of-programs/project-management)
Learn more about the Project Management program.

Psychology (/2020-2021-catalog/programs-of-study/list-of-programs/psychology)
Learn more about the Psychology program.

Real Estate (/2020-2021-catalog/programs-of-study/list-of-programs/real-estate)
Learn more about the Real Estate program.

Sign Language Studies (/2020-2021-catalog/programs-of-study/list-of-programs/sign-language-studies)
Learn more about the Sign Language Studies program.

Social Justice Studies (/2020-2021-catalog/programs-of-study/list-of-programs/social-justice-studies)
Learn more about the Social Justice Studies program.

Social Work/Human Services (/2020-2021-catalog/programs-of-study/list-of-programs/social-work/human-services)
Learn more about the Social Work/Human Services program.

Sociology (/2020-2021-catalog/programs-of-study/list-of-programs/sociology)
Learn more about the Sociology program.

Spanish ([2020-2021-catalog/programs-of-study/list-of-programs/spanish](/2020-2021-catalog/programs-of-study/list-of-programs/spanish))
Learn more about the Spanish program.

Student Government ([2020-2021-catalog/programs-of-study/list-of-programs/student-government](/2020-2021-catalog/programs-of-study/list-of-programs/student-government))
Learn more about the Student Government program.

Theatre Arts ([2020-2021-catalog/programs-of-study/list-of-programs/theatre-arts](/2020-2021-catalog/programs-of-study/list-of-programs/theatre-arts))
Learn more about the Theatre Arts program.

Viticulture ([2020-2021-catalog/programs-of-study/list-of-programs/viticulture](/2020-2021-catalog/programs-of-study/list-of-programs/viticulture))
Learn more about the Viticulture program.

Work Experience ([2020-2021-catalog/programs-of-study/list-of-programs/work-experience](/2020-2021-catalog/programs-of-study/list-of-programs/work-experience))
Learn more about the Work Experience program.
Accounting | Los Rios

The accounting program at Folsom Lake College provides training for entry-level employment in private industry or in government accounting. Study for self-employment as a provider of computer-based bookkeeping and/or tax services is also available. In addition, those individuals already employed in accounting can work toward career advancement by taking additional courses. Generally, employment in this specialization requires proficiency in business calculations.

Dean       Carlos Lopez
Department Chairs   C. D. Vickrey

(916) 361-6330  lopezc@flc.losrios.edu

Associate Degree

A.A. in Accounting

The Accounting degree is designed for students planning to seek accounting positions in business, industry, or government upon completion of two years of college study. The program also meets the needs of employed individuals seeking to learn applications of accounting theory as practiced in the field. The program provides the foundation for individuals to prepare financial statements and record business transactions for all types of business and industry. Students develop a strong knowledge base of U.S. Generally Accepted Accounting Principles (GAAP) and accounting procedures. Communication skills, teamwork, computer technology, and ethical behavior are also emphasized.

For those students interested in transferring to a four-year college or university to pursue a bachelor’s degree in this major, it is critical that students meet with an FLC counselor to select and plan the courses to fulfill major requirements. Schools vary widely in terms of the required preparation. The courses that FLC require for an A.A. degree in this major may be different from the requirements needed for a Bachelor’s degree.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 103</td>
<td>Intermediate Accounting - Part I</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 104</td>
<td>Intermediate Accounting - Part II</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 107</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 111</td>
<td>Cost Accounting</td>
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<tr>
<td>ACCT 311</td>
<td>Managerial Accounting</td>
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</tr>
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<td>ACCT 341</td>
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</tr>
<tr>
<td>BUS 340</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUSTEC 363</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>1</td>
</tr>
<tr>
<td>BUSTEC 364</td>
<td>Intermediate Electronic Spreadsheets</td>
<td>1</td>
</tr>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>
The Accounting Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- record, classify, summarize and report the business transactions of a company.
- prepare financial statements in conformity with accounting principles generally accepted in the United States of America.
- analyze and prepare financial information for management decision-making.
- communicate financial information effectively within a business environment
- provide management support in the budgeting, planning and decision-making processes.
- understand the role of ethics and standards of professional conduct in the accounting profession.
- integrate the principles of business, business law, taxation, and economics into accounting functions.
- apply principles of accounting to business situations and to understand other functions of business: marketing, management, finance and information processing.

Career Information

Career Opportunities: Entry-level employment opportunities include positions in accounts receivable, accounts payable, payroll, and cost accounting. Job titles include Account Clerk and Payroll Clerk. Promotional opportunities include higher-level responsibilities in these areas and the areas of general ledger, financial statement preparation, and financial statement analysis. Job titles include Senior Account Clerk Accounting Technician, and Office Manager/Bookkeeper.

Certificates of Achievement

Accounting Computer Applications Certificate

The Accounting Computer Applications program is designed for those individuals who wish to become proficient in the use of computers for business accounting purposes. The program offers a core curriculum that provides the academic and technical background for individuals who wish to prepare for entry-level accounting positions in business and industry using both accounting and personal computer skills.

Catalog Date: June 1, 2020

Certificate Requirements

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</tr>
<tr>
<td>CISA 320</td>
<td>Introduction to Database Management</td>
<td>1</td>
</tr>
<tr>
<td>CISA 321</td>
<td>Intermediate Database Management</td>
<td>1</td>
</tr>
<tr>
<td>CISC 300</td>
<td>Computer Familiarization (1)</td>
<td>1 - 3</td>
</tr>
<tr>
<td>or CISC 310</td>
<td>Introduction to Computer Information Science (3)</td>
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<tr>
<td>Total Units</td>
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<td>16 - 18</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:
(record, classify, summarize and report the business transactions of a company.
prepare financial statements in conformity with accounting principles generally accepted in the United States of America.
analyze and prepare financial information for management decision-making.
communicate financial information effectively within a business environment.
perform basic business computer skills with specific knowledge of commercial accounting software.

Career Information

Career Opportunities: Entry-level employment opportunities include positions in accounts receivable, accounts payable, payroll, and cost accounting. Job titles include Account Clerk and Payroll Clerk. Promotional opportunities include higher-level responsibilities in these areas and the areas of general ledger, financial statement preparation, and financial statement analysis. Job titles include Senior Account Clerk, Accounting Technician, and Office Manager/Bookkeeper.

Accounting Certificate

The Accounting Certificate is a program which prepares students for entry level positions in accounting. The program is designed for students who would like to gain a core understanding of the principles of accounting. Many who take the certificate program are looking for advancement in their careers or the ability to learn a new skill set. Certificate recipients are competent to record and maintain financial data in journals and ledgers from date of original transaction through a full accounting cycle terminating with closing entries and statement preparation.

Catalog Date: June 1, 2020

Certificate Requirements

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</tr>
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<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- record, classify, summarize and report the business transactions of a company.
- prepare financial statements in conformity with accounting principles generally accepted in the United States of America.
- analyze and prepare financial information for management decision-making.
- communicate financial information effectively within a business environment.
- provide management support in the budgeting, planning and decision-making processes.

Career Information

Career Opportunities: Entry-level employment opportunities include positions in accounts receivable, accounts payable, payroll, and cost accounting. Job titles include Account Clerk and Payroll Clerk. Promotional opportunities include higher-level responsibilities in these areas and the areas of general ledger, financial statement preparation, and financial statement analysis. Job titles include Senior Account Clerk, Accounting Technician, and Office Manager/Bookkeeper.
Accounting (ACCT)

ACCT 103 Intermediate Accounting - Part I

Units: 4
Hours: 72 hours LEC
Prerequisite: ACCT 301 with a grade of "C" or better
Catalog Date: June 1, 2020

This course provides a continuing study of the measurement and reporting of the results of operations and the financial condition of profit-directed business entities. Areas of study include emphasis on cash and receivables, inventory including issues concerning valuation, property, plant and equipment and intangible assets using the Financial Accounting Standards Board (FASB) as authority. This course is not intended for transfer to a four-year college.

Students must purchase (or have in their possession) a financial calculator for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the concepts, principles, and practices of financial accounting as issued by the Financial Accounting Standards Board (FASB) and the International Financial Reporting Standards (IFRS).
- compile and prepare financial statements and identify related disclosures.
- identify accounting topics where the time value of money is relevant, including calculating and comparing future and present value of cash flows.
- assess and apply the objectives and principles for managing cash, receivables, and inventories.
- apply the objectives and principles to account for the depreciation, depletion, amortization, and disposal of assets.
- analyze and account for complex business transactions.

ACCT 104 Intermediate Accounting - Part II

Units: 4
Hours: 72 hours LEC
Prerequisite: ACCT 301 with a grade of "C" or better
Advisory: ACCT 103
Catalog Date: June 1, 2020

This course builds on the concepts introduced in ACCT 301 of the measurement and reporting of the results of operations and the financial condition of profit-directed business entities. Areas of study include emphasis on current and long-term liabilities including contingencies, stockholders’ equity including dilutive securities and earnings per share, income taxes, pensions, operating and capital leases, accounting changes and error analysis, and the statement of cash flows. This course is not intended for transfer to a four-year college. Students must purchase (or have in their possession) a financial calculator for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the concepts, principles, and practices of financial accounting as issued by the Financial Accounting Standards Board (FASB) and the International Financial Reporting Standards (IFRS).
- demonstrate an understanding of the accounting and disclosure requirements for long-term investments, current and long-term liabilities, paid-in capital, retained earnings, warrants, rights and options, convertible securities, pension plans, leases, income taxes and accounting changes.
- compile and analyze financial statements, including the income statement, statement of retained earnings, balance sheet, and statement of cash flows.
- contrast the direct and indirect methods of calculating cash flow from operating activities, and preparation of statement of cash flows under each method.
- recommend the accounting treatment for complex business transactions.
ACCT 107 Auditing

This course is a study of the planning, evidence gathering, internal control review, sampling, and application of procedures used to audit assets, liabilities, equity and related income statement accounts of a company. The course also covers professional ethics, legal liabilities of CPAs, and auditors’ reports.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of Generally Accepted Auditing Standards (GAAS) and the professional and ethical responsibilities of the independent public accountant.
- demonstrate the ability to plan for and document the planning of an audit including the initial risk assessment, evaluation of internal control, calculation of materiality and preparation of audit programs.
- demonstrate knowledge of the substantiation of balances and collection of audit evidence and preparation of audit work papers.
- identify the auditor’s responsibilities for detecting fraud.
- evaluate the different types of reports that auditors may issue to indicate the character of their work and the degree of responsibility they are taking.

ACCT 111 Cost Accounting

This course is a continuation of the study of managerial accounting with an emphasis on cost accounting systems. Special attention is placed on the development of cost information needed by managers in manufacturing, merchandising, and service related businesses.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of how cost accounting information is used by managers in planning, controlling, and evaluating operations.
- compare and record accounting transactions under job-order and process costing systems.
- differentiate between, record, and report product and period costs under full absorption, variable, standard, and activity based costing systems.
- estimate appropriate reorder points and economic order quantities for purchases of raw materials.
- analyze service department costs and allocate them to operating departments.
- identify and record costs of scrap materials, spoiled goods, and defective products in manufacturing operations.
- compute and allocate joint product costs to primary products.
- evaluate cost behavior and use the characteristics of cost behavior in planning and evaluating business operations.
- compile reports detailing costs and profits for jobs and products.

ACCT 121 Payroll Accounting

This course is to be taken with ACCT 301 with a grade of "C" or better.

Prerequisite:
ACCT 103 and 104

Catalog Date: June 1, 2020

Units: 3
Hours: 54 hours LEC
Prerequisite: ACCT 301 with a grade of "C" or better
Catalog Date: June 1, 2020

This course is to be taken with ACCT 301 with a grade of "C" or better.

Units: 3
Hours: 54 hours LEC
Prerequisite: ACCT 301 with a grade of "C" or better
Catalog Date: June 1, 2020

This course is to be taken with ACCT 301 with a grade of "C" or better.

Units: 3
Hours: 54 hours LEC
Prerequisite: ACCT 301 with a grade of "C" or better
Catalog Date: June 1, 2020
This course will cover fundamental principles of payroll tax laws as defined by the Federal and State government. The course will include a study of Social Security taxes, Federal and State income tax withholding, Federal and State Unemployment Insurance, and journal entries to record payroll information. Payroll tax payment requirements and preparation of the employer’s California and Federal payroll tax returns will be included. A comprehensive simulation project will be completed as part of the course. The project will include one quarterly payroll reporting cycle.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the various Federal and California laws that affect employers in their payroll operations and the payroll and personnel records that they use to meet the requirements of the laws.
- identify the major provisions of the Fair Labor Standards Act (FLSA), how to determine hours worked by employees, commonly used methods to record time worked, and the major methods of computing salaries and wages.
- create and maintain payroll records and reports required by federal and California taxing authorities.
- prepare quarterly and annual federal and state payroll tax returns and forms.
- analyze and journalize payroll transactions.

ACCT 295 Independent Studies in Accounting

- Units: 1 - 3
- Hours: 54 - 162 hours LAB
- Prerequisite: None.
- Catalog Date: June 1, 2020

ACCT 301 Financial Accounting

- Units: 4
- Hours: 72 hours LEC
- Prerequisite: None.
- Advisory: MATH 120
- Transferable: CSU; UC
- General Education: AA/AS Area II(b)
- C-ID: C-ID ACCT 110
- Catalog Date: June 1, 2020

This is the 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 of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. It includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the nature and purpose of United States generally accepted accounting principles (US GAAP) and International Financial Reporting Standards (IFRS).
- explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information.
- define and use accounting and business terminology.
- explain what a system is and how an accounting system is designed to satisfy the needs of specific businesses and users.
- summarize the purpose of journals and ledgers.
- apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements.
- distinguish between cash basis and accrual basis accounting and explain their impact on the financial statements, including the revenue recognition and matching principles.
- identify and illustrate how the principles of internal control are used to manage and control a firm’s resources and minimize risk.
- explain the content, form, and purpose of basic financial statements (including footnotes) and annual reports, and how they satisfy the information needs of investors, creditors, and other users.
explain the nature of current assets and related issues, including the measurement and reporting of cash and cash equivalents, receivables and inventory and cost of goods sold.

explain the valuation and reporting of current liabilities, estimated liabilities, and other contingencies.

identify and illustrate issues relating to long-term asset acquisition, use, cost allocation, and disposal.

distinguish between capital and revenue expenditures.

identify and illustrate issues relating to long-term liabilities, including issuance, valuation, and retirement of debt (including the time value of money).

identify and illustrate issues relating to stockholders’ equity, including issuance, repurchase of capital stock, and dividends.

explain the importance of operating, investing, and financing activities reported in the Statement of Cash Flows.

interpret company activity, profitability, liquidity and solvency through selection and application of appropriate financial analysis tools.

identify the ethical implications inherent in financial reporting and be able to apply strategies for addressing them.

ACCT 311 Managerial Accounting

Units: 4
Hours: 72 hours LEC
Prerequisite: ACCT 301 with a grade of "C" or better
Transferable: CSU; UC
C-ID: C-ID ACCT 120
Catalog Date: June 1, 2020

This is the study of how managers use accounting information in decision-making, planning, directing operations, and controlling. The course focuses on cost terms and concepts, cost behavior, cost structure, and cost-volume-profit analysis. It includes issues relating to cost systems, cost control, profit planning, ethics, segment reporting and performance analysis in manufacturing and service environments. This course is required of all business majors, minors, and accounting certificate candidates. Students must purchase (or have in their possession) a financial calculator for this course and may require (purchase or receive with text) an online access code from publisher’s site.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and illustrate the primary activities and information needs of managers and explain the role of the managerial accountant as a member of the management team.
- compare and contrast financial and managerial accounting.
- define and illustrate various cost terms, concepts, and behaviors, and evaluate their relevancy for different decision-making purposes.
- prepare traditional and contribution-margin income statements and define related terms.
- explain cost-volume-profit analysis, degree of operating leverage, and safety margin and employ each as an analytical tool.
- describe the traditional types of product costing systems (including job-order and process), illustrate the flow of costs in each, and prepare related accounting records and reports.
- discuss the impact of technology on the business environment, its implications for product and service costs, and the development of activity-based costing and management.
- explain the purposes of budgeting, prepare a master budget and its component schedules, and relate the budget to planning and control.
- explain the development and use of standard costs and flexible budgets, prepare and interpret variance analysis reports, and relate them to responsibility accounting and control.
- explain the nature of and need for segment reporting and its relationship to cost, revenue, profit, and investment centers; prepare and analyze related segment reports.
- compare and contrast absorption costing and variable costing, prepare income statements using both methods, and reconcile the resulting net incomes.
- define relevant costs and benefits and prepare analyses related to special decisions.
- explain the nature of capital expenditure decisions and apply and evaluate various methods used in making these decisions; including the time value of money.
• identify the ethical implications inherent in managerial accounting and reporting and apply strategies for addressing them.

ACCT 341 Computerized Accounting

Units: 3
Hours: 54 hours LEC
Prerequisite: ACCT 301 with a grade of "C" or better; or two years of high school accounting.
Transferable: CSU
Catalog Date: June 1, 2020

This is a course using the computer to prepare financial statements and other accounting reports used in business. This course emphasizes the areas of study: general ledger, accounts payable, accounts receivable, banking, bank reconciliations, depreciation, fixed assets, inventory, job order and payroll. This course provides practical experience using contemporary computerized accounting software.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• explain the methods for utilizing a computerized accounting software program to record transactions for a business.
• analyze and format financial reports which can be used to make sound business decisions.
• list the steps to set up accounting records for a business utilizing the computerized accounting software.
• compare and contrast the benefits of utilizing a computerized accounting software program to maintain accounting records in a variety of business industries and situations.
• explain and demonstrate the steps to process payroll information in the computerized accounting software program.
• summarize and demonstrate the process to track inventory and maintain inventory records using a computerized accounting software program.

ACCT 342 Accounting Information Systems (SAP)

Units: 3
Hours: 54 hours LEC
Prerequisite: ACCT 301 with a grade of "C" or better; or two years of high school accounting.
Catalog Date: June 1, 2020

The course covers common business processes, enterprise resource planning system (ERP) transaction processing, relational databases, and systems controls. This course emphasizes the current technology of information systems. This course uses the SAP system, an enterprise resource planning system (ERP) adopted by the majority of Fortune 1000 companies. With hands-on practice, students will gain valuable and practical skills in Accounting Information Systems (AIS), which are an integral part of every business and organization, as they are impacted virtually by every transaction that occurs within an entity. The data gathered and stored within the accounting information system are essential to the proper control and evaluation of the organization.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• explain the methods for utilizing the SAP accounting software to record transactions for businesses.
• analyze and format financial reports using the SAP system.
• list the steps to set up accounting records for a business utilizing the SAP accounting software.
• compare and contrast the benefits of utilizing the SAP software to maintain accounting records in a variety of business industries and situations.
• summarize and demonstrate the process to track inventory and maintain inventory records using the SAP software.
• have the ability to navigate through the user interface to work on business processes and case studies on their own.
• have the ability to understand the business processes and apply to the SAP system.

ACCT 495 Independent Studies in Accounting
ACCT 498 Work Experience in Accounting

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Accounting. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Administration of Justice | Los Rios

The administration of justice program at Folsom Lake College applies analytical learning to understand the broad dimensions of the administration of justice and its impact on people. It is designed to prepare students for entry into the field of law enforcement/corrections employment, as well as transfer to four-year universities.

Dean  Vicky Maryatt
Department Chairs  Reynando Accoe

(916) 608-6925  maryatv@flc.losrios.edu

Associate Degrees for Transfer

A.S.-T. in Administration of Justice

The Associate in Science in Administration of Justice for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Administration of Justice at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   A. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   B. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice</td>
<td>3</td>
</tr>
<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law</td>
<td>3</td>
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<td>A minimum of 6 units from the following:</td>
<td>6</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<tr>
<td>ADMJ 322</td>
<td>Criminal Procedures (3)</td>
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<tr>
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<tr>
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<td>Criminal Investigation (3)</td>
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<td>A minimum of 6 units from the following:</td>
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<tr>
<td>PSYC 300</td>
<td>General Principles (3)</td>
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</tr>
</tbody>
</table>
The Associate in Science in Administration of Justice for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- describe the purpose, authority, and relationship between law enforcement, the judiciary, and corrections in the local, state, and federal levels.
- evaluate various local, state, and federal law enforcement career options and design a viable career path strategy.
- define and apply the ethical and leadership standards placed on administration of justice professionals.
- describe the complex interaction between criminal investigations and criminal justice system procedures.
- analyze cause in fact and proximate cause in relation to criminal activity and describe how they apply to criminal statutes, case law, and constitutional law.
- identify diverse cultural groups and unique crime related problems they face, and describe strategies law enforcement professionals can use to eliminate or reduce those problems.
- apply effective written and oral communication skills.

Career Information

Police Officer; Deputy Sheriff; Crime Scene Investigator; Identification Technician; Community Services Officer; Corrections Officer; Parole Officer; Probation Officer and a variety of support service occupations. Potential employers include: Federal, State and local law enforcement agencies (Sheriff, Police, California Highway Patrol, Federal Bureau of Investigations, Drug Enforcement Administration, Department of Justice, Crime Scene Investigations, and California Department of Corrections and Rehabilitation). Some positions, however, require a four-year degree for which FLC’s program is an excellent foundation for transfer.

Associate Degrees

A.A. in Administration of Justice

In the history of the Administration of Justice there has never been a greater demand for well-trained and educated professionals in the law enforcement, courts, and corrections fields. Folsom Lake College’s Administration of Justice program provides training to individuals for positions in a wide variety of careers in the Administration of Justice field. Graduates will be better prepared to seek employment at the local, state, federal and private levels.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
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<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice</td>
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<tr>
<td>ADMJ 301</td>
<td>Investigative Report Writing</td>
<td>3</td>
</tr>
<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues</td>
<td>3</td>
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<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law</td>
<td>3</td>
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<td>ADMJ 331</td>
<td>Patrol Procedures</td>
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<td>ADMJ 308</td>
<td>Crime Scene Investigation (3)</td>
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<tr>
<td>ADMJ 333</td>
<td>Computer Crime and Digital Evidence (3)</td>
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<tr>
<td>ADMJ 340</td>
<td>Introduction to Correctional Services (3)</td>
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<tr>
<td>ADMJ 370</td>
<td>Illegal Drugs - Identification and Investigation (3)</td>
<td></td>
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<tr>
<td>ADMJ 498</td>
<td>Work Experience in Administration of Justice (1 - 4)</td>
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A minimum of 6 units from the following:

ADMJ 332
ADMJ 322
ADMJ 331
ADMJ 333
ADMJ 340
ADMJ 370
ADMJ 498

Total Units: 24

The Administration of Justice Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- describe the purpose, authority, and relationship between law enforcement, the judiciary, and corrections in the local, state, and federal levels.
- evaluate various local, state, and federal law enforcement career options and design a viable career path strategy.
- define and apply the ethical and leadership standards placed on administration of justice professionals.
- analyze cause in fact and proximate cause in relation to criminal activity and describe how they apply to criminal statutes, case law, and constitutional law.
- identify diverse cultural groups and unique crime related problems they face, and describe strategies law enforcement professionals can use to eliminate or reduce those problems.
- apply effective written and oral communication skills.
- describe the role of computers in crime and investigations.

**Career Information**

Police Officer; Deputy Sheriff; Crime Scene Investigator; Identification Technician; Community Services Officer; Corrections Officer; Parole Officer; Probation Officer and a variety of support service occupations. Potential employers include: Federal, State and local law enforcement agencies (Sheriff, Police, California Highway Patrol, Federal Bureau of Investigations, Drug Enforcement Administration, Department of Justice, Crime Scene Investigations, and California Department of Corrections and Rehabilitation). Some positions, however, require a four-year degree for which FLC’s program is an excellent foundation for transfer.

**Administration of Justice (ADMJ)**

**ADMJ 300 Introduction to Administration of Justice**

| Units:     | 3 |
| Hours:     | 54 hours LEC |
| Prerequisite: | None |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area V(b); CSU Area D; IGETC Area 4 |
| C-ID:      | C-ID AJ 110 |
| Catalog Date: | June 1, 2020 |

This course introduces students to the characteristics of the American criminal justice system. Emphasis is placed on examining due process, U.S.
Constitutional Rights, criminal activity, crime causation and criminology, domestic and international criminal threats, law enforcement response to criminal activity, and future trends for law enforcement. Students will explore the components of the American justice system, including law enforcement, courts, and correctional services with an emphasis on ethics and leadership.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the purpose, authority, and relationship between law enforcement, the judiciary, and corrections at the local, state, and federal levels.
- differentiate crime classifications and various legal definitions.
- recall due process and protections provided by the U.S. Constitution.
- explain criminological theory and why it is important in understanding crime and criminality.
- demonstrate ethical decision making and leadership ability.

ADMJ 301 Investigative Report Writing

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101
Transferable: CSU
Catalog Date: June 1, 2020

This course provides a study of the techniques of preparing written investigative reports in a clear, comprehensive, concise, and logical manner. Emphasis is placed on administration of justice terminology, use of English and organization of information, note taking and report writing, and presentation of testimony in court.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and compile data for use in report writing.
- write an investigative report communicating facts in a clear, comprehensive, concise, and logical manner.
- define and demonstrate an understanding of vocabulary commonly used in the criminal justice system.
- understand how to compile notes from an interview or interrogation in a logical and organized manner.
- demonstrate an ability to take field notes and transpose those notes into a document that can be offered as evidence in a court of law.
- recognize the consequences of failing to write accurate and factual reports.

ADMJ 302 Community Relations: Multicultural Issues

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101
Transferable: CSU, UC
General Education: AA/AS Area V(b); AA/AS Area Vi; CSU Area D; IGETC Area 4
C-ID: C-ID AJ 160
Catalog Date: June 1, 2020

This course examines the complex relationship between communities and the law enforcement, judicial and correctional institutions of the justice system. The course addresses the role that race, ethnicity, gender, sexual orientation, social class, culture and the criminal justice professional play in shaping these relationships. The course will explore new strategies, skills, tools, and cultural knowledge necessary for personnel engaged in all aspects of the criminal justice system. Special topics include how terrorism and the need for homeland security have changed the dynamics of police-community relations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.

identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections.

identify and describe strategies for the administration of justice in a multicultural society.

ADMJ 308 Crime Scene Investigation

Units: 3
Hours: 51 hours LEC; 9 hours LAB
Prerequisite: None.
Transferable: CSU
C-ID: C-ID AJ 150
Catalog Date: June 1, 2020

This course will introduce the student to the basic principles of crime scene investigation, role of the crime scene investigator and criminalist, evolution of forensic sciences, including primary protection of the crime scene, the principles of physical evidence and how physical evidence can assist in solving crimes. The student will learn how to properly document a crime scene and will examine the relationship between the investigator, the crime scene investigator, and the crime laboratory.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify various types of criminal evidence (testimonial, documentary, demonstrative or physical) utilized in investigations.
- identify all the major categories of physical evidence utilized in investigations.
- identify the techniques and requirements of crime scene and evidence collection including but not limited to collection and analysis of fingerprints, firearms, evidence, biological evidence, trace evidence, impression evidence and crime scene reconstruction techniques to include photography, and sketches.
- identify the various responsibilities of investigators, first responder’s, supervisors and laboratory technicians.
- identify the ethical decision making and leadership principles.

ADMJ 320 Concepts of Criminal Law

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGRD 310 and ENGWR 101
Transferable: CSU; UC
General Education: AA/AS Area V(b); CSU Area D
C-ID: C-ID AJ 120
Catalog Date: June 1, 2020

This course examines the philosophy, history and structure of criminal law in the United States. Special emphasis is placed on the classification of crime, the general elements of crime, the definitions of common and statutory law, and the nature of acceptable evidence. This course utilizes case studies to introduce students to criminal law and the classification of crimes against persons, property, morals, and public welfare. The course will also include discussion of the U.S. Constitution, prosecution and defense decision making, criminal culpability, and defenses to crimes.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the adversarial court system, sources of criminal law and historical evolution of criminal law.
- identify elements of offenses as they relate to crimes against persons, property, morals, and public welfare.
- classify crimes according to severity.
- explain capacity to commit crime, causation, and culpability.
- use current and recent cases to illustrate the elements, severity, components, and aspects of the basic concepts of criminal law.
- discuss the goals and characteristics of criminal law.
- discuss the philosophical and historical evolution of criminal law, noting the role of the judiciary in its development.
know the basic terminology, definitions, and theories of criminal law.

- identify elements of offenses against the person, property, morals, and public welfare.
- classify crimes according to severity.
- explain capacity to commit crime, causation, and culpability.
- critically analyze various components of our system of criminal law.
- explain and discuss criminal defenses, legal justifications, and burdens of proof.

ADMJ 322 Criminal Procedures

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU
C-ID: C-ID AJ 122
Catalog Date: June 1, 2020

This course will examine the criminal procedures and how they are applied in the American justice system. Topics will include fundamental concepts of law, exclusionary rule, bail, extradition and rendition. Additional topics will include laws and procedures of arrest, order of trial procedures, motions, writs and appeals, limitations of prosecution, rights of the accused, prosecution and defense strategies, judgment, and sentencing.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the historical foundation for American criminal procedures.
- explain crime elements and give specific examples of major crimes.
- critique the Exclusionary Rule and explain how it applies to the 4th amendment and trial processes.
- assess police-citizen encounters and compare and contrast consensual with non-consensual encounters.
- define arrest and list the procedures necessary to ensure an arrest is legal.
- debate the Miranda decision and its relevance to the 5th amendment of the U.S. Constitution.
- explain the different phases of the trial process and reasons for each related to constitutional guarantees and protections.
- explain the roles of the prosecutor, defense attorney and the judge during the trial.
- define and explain the legal protections reliant to hearsay and privileged communications.
- explain due process and its relevance to the 6th, 8th, and 14th amendments of the U.S. Constitution and how those rights are insured before, during, and after a trial process.
- demonstrate ethical decision making and leadership ability.

ADMJ 323 Legal Aspects of Evidence

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU
C-ID: C-ID AJ 124
Catalog Date: June 1, 2020

This course examines the constitutional foundation of the rules of evidence as applied in United States law. Emphasis is placed on the types of evidence and the laws governing admissibility of evidence in criminal proceedings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze court processes and identify roles of key participants in criminal trials.
- define various classifications of evidence and its admissibility in a criminal trial.
- analyze the laws of search and seizure as they apply in the U.S.
- evaluate the various types of criminal identification, to include infield lineups, infield showups, and photographic lineups.
- demonstrate ethical decision making and leadership ability.

ADMJ 330 Criminal Investigation

- Units: 3
- Hours: 54 hours LEC
- Prerequisite: None.
- Transferable: CSU
- C-ID: C-ID AJ 140
- Catalog Date: June 1, 2020

This course introduces students to basic investigative responsibilities and procedures used during criminal investigations. Topics include crime scene management, forensic and physical evidence handling, search and seizure, property crimes, violent crimes, organized criminal enterprises, gangs, and domestic/international terrorist organizations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate basic investigative responsibilities, to include note taking, photographic documentation, preserving and processing evidence, and crime scene sketching.
- demonstrate knowledge of search and seizure protections under the fourth amendment of the U.S. Constitution, to include legal exceptions.
- demonstrate knowledge of the differences between property crimes and crimes against persons.
- be able to articulate the criminal elements required to legally define a criminal enterprise, a criminal gang, and a terrorist organization.
- demonstrate ethical decision making.
- demonstrate leadership abilities.

ADMJ 331 Patrol Procedures

- Units: 3
- Hours: 54 hours LEC
- Prerequisite: None.
- Transferable: CSU
- Catalog Date: June 1, 2020

This course will explore the early development and present-day role of patrol operations and techniques used by local law enforcement agencies. Major topics will include community policing, intelligence-led policing, effective patrol strategies, gang awareness, and key factors affecting deployment of patrol resources such as applying intelligence-led policing techniques and fostering community involvement to meet department objectives.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the primary duties and responsibilities of a patrol officer and identify methods officers use to meet those obligations.
- identify essential components of community policing and describe how they apply to problem solving strategies using ethical decision making and leadership ability.
- create examples of problem solving strategies in response to gang activity, youth violence, and other community crime problems.

ADMJ 333 Computer Crime and Digital Evidence

- Units: 3
- Hours: 54 hours LEC
This course will introduce the student to the basic principles of computer crime investigation, including the role of computer devices in various types of criminal activities, computer related criminal law, methods of collecting digital evidence and how digital evidence can assist in solving crimes. The student will learn how to properly perform and document digital evidence collection. The student will learn about court presentation and emerging case law related to computer crimes.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an understanding the operation of computer systems and the role of computers in crime and investigations.
- demonstrate an understanding of computer related criminal laws.
- articulate knowledge of Internet related crime.
- articulate an understanding of digital evidence and collection methods.

**ADMJ 340 Introduction to Correctional Services**

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<tbody>
<tr>
<td>Hours:</td>
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<td>Transferable:</td>
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<td>C-ID:</td>
<td>C-ID AJ 200</td>
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<td>Catalog Date:</td>
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</table>

This course provides an overview of the history and trends of adult and juvenile corrections including probation and parole. It focuses on the legal issues, specific laws, and general operation of correctional institutions. The relationship between corrections and other components of the judicial system are examined.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the history of corrections and explain current trends within corrections.
- research the legal issues, specific laws, and general issues encountered in a corrections facility.
- explain the relationship between corrections and other components of the administration of justice system.
- distinguish between adult and juvenile corrections, probation, and parole.

**ADMJ 370 Illegal Drugs - Identification and Investigation**

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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</table>

The study of current drugs of abuse will include identification, street terminology, pricing, packaging, methods of use, duration of effect, addiction, history, and recognizing persons under the influence. The course also examines current laws and law enforcement agency functions, including search and seizure, search warrants, enforcement trends, ethics and leadership, and treatment programs versus incarceration. This course will also study several high profile drug traffickers who have been incarcerated.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize various drug classifications and their effect on the central nervous system.
- recognize the adverse impact that drug addiction has on individuals and society as a whole.
- define elements of specific drug related laws.
demonstrate ethical decision making and leadership ability.

ADMJ 494 Topics in Administration of Justice

Units: 0.5 - 4
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

Designed to deal with current problems or specific topics concerning the administration of justice. The particular subject to be covered each semester will be determined by the Administration of Justice staff. May be taken two times for credit.

ADMJ 495 Independent Studies in Administration of Justice

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

ADMJ 498 Work Experience in Administration of Justice

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None.
Enrollment Limitation: Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.
Advisory: ENGWR 101 or ESLW 320
Transferable: CSU
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Administration of Justice. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Allied Health | Los Rios

Allied health curriculum is of benefit to students seeking careers in the health field by teaching the foundational medical language needed in many health-related programs.

Dean
Vicky Maryatt

Department Chairs
Jason Pedro

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maryatv@flc.losrios.edu

Associate Degree

A.S. in Pre-Health Occupations

The Pre-Health Occupation major prepares students to enter a variety of allied health training programs. It contains coursework required for many allied health majors including Nursing, Medical Laboratory Technology, and others. Since each training program requires a unique set of prerequisite coursework, it is imperative that students work closely with Counseling Services to ensure the appropriate courses are chosen for the training program they wish to enter.

Catalog Date: June 1, 2020

Degree Requirements

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<td>BIOL 400</td>
<td>Principles of Biology (5)</td>
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<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology (5)</td>
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<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology (5)</td>
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<tr>
<td>BIOL 440</td>
<td>General Microbiology (4)</td>
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<tr>
<td>or BIOL 442</td>
<td>General Microbiology and Public Health (5)</td>
<td>5</td>
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<tr>
<td>CHEM 305</td>
<td>Introduction to Chemistry (5)</td>
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<td>CHEM 400</td>
<td>General Chemistry I (5)</td>
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<tr>
<td>CHEM 401</td>
<td>General Chemistry II (5)</td>
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<td>AH 110</td>
<td>Medical Language for Health-Care Providers (3)</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
<td>3</td>
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<tr>
<td>or SOC 300</td>
<td>Introductory Sociology (3)</td>
<td>3</td>
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<tr>
<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
<td>3</td>
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<tr>
<td>COMM 361</td>
<td>The Communication Experience (3)</td>
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<tr>
<td>or COMM 331</td>
<td>Group Discussion (3)</td>
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<td>Interpersonal Communication (3)</td>
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<tr>
<td>or COMM 311</td>
<td>Argumentation and Debate (3)</td>
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<tr>
<td>or COMM 301</td>
<td>Introduction to Public Speaking (3)</td>
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<tr>
<td>NUTRI 300</td>
<td>Nutrition (3)</td>
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<td>PSYC 300</td>
<td>General Principles (3)</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<tr>
<td>or PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences (3)</td>
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Total Units: 24

1 BIOL 400, CHEM 400 and CHEM 401 required for Folsom Lake College’s Medical Laboratory Program.

2 AH 110, COMM 301 or 311 or 321 or 331 and STAT 300 or PSYC 330 required for Folsom Lake College’s Medical Laboratory Program.

The Pre-Health Occupations Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- apply chemical principles to solve quantitative problems.
- demonstrate skills in laboratory procedures and apply critical thinking skills in laboratory experiments.
- describe the overall organization of the human body.
- describe the roles that culture and diversity play in various aspects of human behavior.
- demonstrate a workable knowledge of medical terminology.
- explain the principles of nutrition and their effect on health.

**Career Information**

This program prepares students to enter a variety of allied health training programs.

**Allied Health (AH)**

**AH 110 Medical Language for Health-Care Providers**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This course provides an orientation to medical language including basic structure of medical term prefixes, suffixes, and roots, and combining forms with emphasis on analysis, spelling, and pronunciation. The course builds a medical vocabulary applicable to the specialties of medicine, the systems of the body, names of major diseases, and terms used in physical examination, diagnosis, and treatment. The purchase of a standard medical dictionary is also required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze the structural design of medical terms and understand the meaning of combinations of word elements.
- spell and pronounce medical terms.
- utilize medical terms correctly as they apply to the systems of the body - anatomy, physiology, disease, diagnosis, and treatment.
- interpret medical abbreviations and descriptive terms.
- translate healthcare reports and records into plain English words.
Anthropology | Los Rios

The Folsom Lake College anthropology program offers basic lower division courses in anthropology. Anthropology serves as an excellent background to many other behavioral sciences. It also assists students in understanding people and the world around them.

Dean
Carlos Lopez

Department Chairs
Erica Tyler

(916) 361-6330
lopezc@flc.losrios.edu

Associate Degree

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<td>Concepts of Criminal Law (3)</td>
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<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
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<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>ANTH 341</td>
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<td>BUS 320</td>
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A minimum of 18 units from the following: 18
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<td>Business Law (3)</td>
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<td>Introduction to Communication Theory (3)</td>
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<td>The Child, the Family and the Community (3)</td>
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<td>Infant and Toddler Development (3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes (3)</td>
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<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<td>History of World Civilizations to 1500 (3)</td>
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<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>Research Methods in Psychology (3)</td>
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<td>Abnormal Behavior (3)</td>
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<td>Human Sexuality (3)</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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</table>
The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

Certificate of Achievement

Heritage Interpretation Certificate

Heritage interpretation involves conveying meaningful information about historical, cultural, and natural events or sites to a broad audience. One may have encountered interpretive prose in historical site markers, displays at parks or museums, and written park visitor guides. Park rangers, docents, and tour guides use oral and written interpretation skills. More recently, interpretive skills have been expanding into social media. Students completing this proposed certificate of recognition will be prepared to take an exam to be a Certified Interpretive Guide (C.I.G) from the National Association for Interpretation. Courses in this certificate may also be applied towards associate degree and/or transfer requirements.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<td>ANTH 300</td>
<td>Biological Anthropology (3)</td>
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<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>or ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>Biology of Organisms (4)</td>
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<td>or BIOL 323</td>
<td>Plants and People (4)</td>
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<td>Environmental Biology (3)</td>
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<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>ANTH 392</td>
<td>Principles of Heritage Interpretation (3)</td>
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<tr>
<td>ANTH 498</td>
<td>Work Experience in Anthropology (1 - 4)</td>
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</table>
Anthropology (ANTH)

**ANTH 300 Biological Anthropology**

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None.
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area IV, CSU Area B2, IGETC Area 5B
- **Catalog Date:** June 1, 2020

This course is designed to introduce students to the study of physical or biological anthropology, one of the sub-disciplines of anthropology. Physical anthropology considers the role of culture in the human biological experience. This course traces the evolution of the human line and examines our relationship to our closest living relatives, the non-human primates. This course provides an overview of human genetics, human variation, primatology, human and primate evolution, human growth and development, skeletal anatomy, and forensic anthropology.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- assess the skeletal and behavioral similarities and differences between humans and non-human primates.
- infer how evolutionary forces shape modern human physical variation.
- integrate knowledge of the mechanisms of human evolution such as gene flow, mutation, and natural selection.
- analyze the fossil evidence for human evolution.
ANTH 301 Biological Anthropology Laboratory

This is an introductory laboratory course dealing with human evolution, human and non-human primate variation, genetics, and skeletal biology. This course provides hands-on experience with skeletal remains, anthropometric equipment, genetic testing, and other materials and techniques necessary to an holistic understanding of biological anthropology. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate major biological differences among non-human primate groups, extant human populations, and extinct hominin groups.
- analyze primate morphology and behavior within an evolutionary framework.
- evaluate evidence of evolutionary change in extinct and living primates, including humans.
- validate and critique systems of taxonomic classification for living and extinct primate species.

ANTH 303 Introduction to Forensic Anthropology

This course provides an overview of the field of forensic anthropology, which is the study of human remains in a medicolegal context. This course emphasizes current techniques used in the analysis of human skeletal remains, medicolegal procedures, and the role of the anthropologist in the investigative process. It examines the basics of bone biology, methods of skeletal analysis, and recognition of bone pathology and trauma. This course will address the broader aspects of applied anthropology and the role of anthropology in law enforcement and human rights issues.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- validate the application of the scientific method in a medico-legal setting, including forensic anthropological jurisprudence and sound standards-based methodology.
- describe the biological properties of human skeletal tissue including the processes of bone development and decomposition, response to trauma, and normative versus pathological presentations.
- evaluate the morphological changes in human bone caused by trauma, taphonomical change, and pathological conditions.
- explain techniques used in analysis and demonstrate how to apply these techniques to a legal setting.
- appraise the role of a forensic anthropologist at a crime scene investigation.

ANTH 310 Cultural Anthropology

This course is an introduction to the varieties of customs and forms of social organizations found in our species. A multicultural, comparative approach is used to study the structure and function of various economic, political, social and religious systems found in Western and non-Western
Societies.

Upon completion of this course, the student will be able to:

- define the scope of the anthropological field, and discuss the role of cultural anthropology and how it pertains to the interconnectedness of socio-economic, political and cultural interactions.
- recognize ethnocentrism's effect on human behavior and evaluate the ethical dilemmas inherent in conducting anthropological research.
- analyze changes in anthropological theory and describe methods of inquiry including the importance of fieldwork and participant observation.
- assess the role of language in learning, enculturation processes and cross-cultural communication.
- analyze the form and functions of various cultural institutions including marriage, kinship, religion, and social organization, using anthropological research.
- evaluate the relevance of subsistence techniques, the arts, and cultural change in the lives of individuals and societies locally and globally.

ANTH 319 Visual Anthropology: Introduction to Ethnographic Film

This course provides an introduction to the use of film by anthropologists as a research and educational tool. A series of films depicting different cultures from around the world are viewed and evaluated. Analysis will focus on examining various attributes of ethnographic film and its treatment by anthropological filmmakers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the work of anthropologists in fieldwork settings.
- identify the multi-dimensional, sensory experience of culture.
- evaluate ethnographic films by analyzing specific elements: i.e. role of narration, use of synchronous sound, editing, degree of subject involvement, distortions and bias, and ethnographic context.
- categorize the historical development of ethnographic film-making.
- compare the style, form, and focus of ethnographic films produced at different times, reflecting changes in anthropological theory.
- analyze ethnographic films as they pertain to controversial issues in the discipline of anthropology and in popular culture including but not limited to ethnocentrism, racism, sexism, classism, etc.
- discuss the shift away from the outsider's point of view to visual sovereignty since the 1980's.

ANTH 320 Introduction to Archaeology and World Prehistory

This course introduces students to the discipline of archaeology and provides a broad survey of world prehistory. Students will explore the fundamental principles, theoretical approaches, and methods utilized by archaeologists to reconstruct prehistory, and will explore a sample of the major developments of human prehistory from the Upper Paleolithic period through the historic period. Examples of the archaeological record will be drawn from all major geographic areas of the world. A field trip is required as part of this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the work of anthropologists in fieldwork settings.
- identify the multi-dimensional, sensory experience of culture.
- evaluate ethnographic films by analyzing specific elements: i.e. role of narration, use of synchronous sound, editing, degree of subject involvement, distortions and bias, and ethnographic context.
- categorize the historical development of ethnographic film-making.
- compare the style, form, and focus of ethnographic films produced at different times, reflecting changes in anthropological theory.
- analyze ethnographic films as they pertain to controversial issues in the discipline of anthropology and in popular culture including but not limited to ethnocentrism, racism, sexism, classism, etc.
- discuss the shift away from the outsider's point of view to visual sovereignty since the 1980's.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the relationship between archaeology and anthropology, and illustrate the use of archaeological methods with reference to cultural sequences.
- incorporate archaeological evidence into an understanding of historical records and cultural behaviors.
- identify the various archaeological theories, methods, and techniques used to investigate the human past.
- demonstrate an understanding of the nature of scientific inquiry and its application in archaeological research.
- discuss scientifically responsible and culturally respectful methods of archaeological retrieval and preservation including Cultural Resource Management (CRM) and adherence to Native American Grave Protection and Repatriation Act (NAGPRA) guidelines as an ethical framework of cultural resource management and heritage preservation.

ANTH 323 Introduction to Archaeology

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area V(b) (effective Summer 2020); CSU Area D (effective Fall 2020); IGETC Area 4 (effective Fall 2020)
C-ID: C-ID ANTH 150
Catalog Date: June 1, 2020

This course is an introduction to the concepts, methods and theoretical perspectives employed in the scientific study of archaeology. Emphasis will be placed on how data is retrieved from the archaeological record, and how it can be used to address questions about the development and evolution of human social systems. Topics will include archaeological theory, survey and excavation methods, laboratory analysis, reconstructing past environments, and drawing conclusions about the past from archaeological data. This course may require field trips outside of class time.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the various archaeological theories, methods, and techniques used to investigate the human past.
- demonstrate an understanding of the nature of scientific inquiry and its application in archaeological research.
- articulate the goals, and the legal, operational, and ethical framework of cultural resource management and heritage preservation.
- illustrate the use of archaeological methods with reference to cultural sequences.
- discuss the relationship between anthropology and archaeology.

ANTH 330 Magic, Witchcraft, and Religion

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area V(b); AA/AS Area VI; CSU Area D; IGETC Area 4
Catalog Date: June 1, 2020

This is a cross-cultural study of the forms and functions of supernatural beliefs and associated rituals in various societies around the world. The emphasis of the course is on understanding beliefs and rituals within their social contexts and through broad comparisons to derive insight into the general functions of beliefs and rituals in human life.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast religious and magical principles from a variety of cultures.
- integrate anthropological methods into the study of both preliterate and literate religious systems.
- evaluate the ways that religious beliefs are integrated into other societal structures, such as economy, social organization, political
organization and healing practices.
  
- evaluate the role of magic, ritual, and belief systems in contemporary society.
- incorporate culturally relativistic terms in the analysis and appraisal of religious experience in global societies.

**ANTH 341 Introduction to Linguistics**

<table>
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<tbody>
<tr>
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<td>C-ID:</td>
<td>C-ID ANTH 130</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course will involve the exploration of language including the formal structures of language and cultural dimensions of communication through an anthropological perspective. Three core areas that will be addressed include: structural linguistics (phonetics, phonology, morphology, syntax, semantics); historical linguistics (language origin, evolution and change); and sociolinguistics. Linguistic concepts that will be addressed include theoretical assumptions and methodologies pertaining to the biological basis of language, the analytical techniques of linguistics, the role of language in establishing world view, critical thinking and social interaction, how language is used to create and reinforce relationships of power (race, class, gender), diverse languages and dialects, bilingualism, literacy, the social motivation of language change, and the impact of language loss.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain the biological basis of language, including genetic, physiological, and neurological aspects of language, and the biocultural origins of language.
- apply linguistic theory and methods to a social interpretation of languages and their relation to culture.
- interpret and describe language using structural linguistic techniques.
- describe the role of language as a reflection of culture and ways in which language influences thought as well as recognize the interrelated acquisition of language and culture.
- examine the diversity of language and dialects (how people are treated differently based on their dialect and membership in minority populations vs. majority populations), bilingualism, literacy, change, and the impact of language loss (due to chosen change and/or forced change or assimilation due to racism).
- examine cross-cultural non-verbal communication.
- apply the methodologies of historical linguistics and language comparisons, describing the process of linguistic divergence and the creation of new languages or dialects.
- demonstrate an awareness of how race, class, gender, ethnicity, age, and sexual orientation intersect with language use.

**ANTH 392 Principles of Heritage Interpretation**

<table>
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<th>BiOL 392 and HIST 392</th>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This interdisciplinary course covers the basics of interpreting historical, cultural, and natural resources to the general public. Interpretation is a communication process that forges emotional and intellectual connections between the interests of the audience and the inherent meaning of the resource. Topics include developing an interpretive program using a thematic approach and learning program delivery techniques. Completion of this course will qualify students to apply for professional certification through the National Association for Interpretation as a Certified Interpretive Guide (CIG). This course is recommended for students interested in history, biology, anthropology, recreation, education, and communication. Not open to students who have received credit for Biology 392 or History 392. This course requires field trips.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- define heritage interpretation.
• demonstrate knowledge of the history, principles, and philosophy of interpretation as it is practiced in natural resources settings (parks and forests) and a variety of other settings (museums, nature centers, zoos, arboretums, planetariums, aquariums, botanical gardens, historic sites, etc.).

• compose interpretive themes, goals, and objectives.

• research, outline and develop an interpretive presentation.

ANTH 495 Independent Studies in Anthropology

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

ANTH 498 Work Experience in Anthropology

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None.
Enrollment Limitation: Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.
Advisory: ENGW1 01 or ESLW 320
Transferable: CSU
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Anthropology. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.

• manage personal career plans and decision making using industry & workforce information and online resources.

• behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.

• exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.

• demonstrate critical and creative thinking skills as they apply to the workplace.
Art | Los Rios

The Folsom Lake College art curriculum offers introductory and intermediate level courses in painting, drawing, sculpture, ceramics, printmaking, and metal arts, including introductory level courses in art education and design. Through the program’s studio art classes, students develop an awareness and understanding of the materials, tools, rationale, and significance of art in society. The art curriculum’s critical thinking and technical skills components encourage students to utilize independent thought processes and problem solving. The program prepares students to achieve their educational goals, which may include: transfer to a four-year college or university, pursuit of a career in the arts, and/or development of skills for satisfying personal and lifelong creative practice.

Dean     Francis Fletcher
Department Chairs    Heike Schmid
Phone  (916) 608-6752
Email  fletchf@flc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Studio Art

The Associate in Arts in Studio Arts for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Studio Arts at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

(a) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(b) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
<td>ART 300</td>
<td>Drawing and Composition I</td>
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<td>ART 320</td>
<td>Design: Fundamentals</td>
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<tr>
<td>ART 370</td>
<td>Three Dimensional Design</td>
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<tr>
<td>ARTH 309</td>
<td>Art Survey: Renaissance to 19th Century</td>
<td>3</td>
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<td>ARTH 311</td>
<td>Art Survey: Modern Art</td>
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<td>A minimum of 3 units from the following:</td>
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<td></td>
<td>ARTH 332</td>
<td>Asian Art (3)</td>
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<tr>
<td></td>
<td>or ARTH 303</td>
<td>Art Survey: Ancient to 14th Century (3)</td>
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</table>
A minimum of 9 units from the following:

Select three courses, each from a different category listed below.

### Drawing
- ART 302  Drawing and Composition II (3)
- ART 304  Figure Drawing I (3)

### Color Theory
- ART 323  Design: Color Theory (3)

### Painting
- ART 327  Painting I (3)

### Printmaking
- ART 361  Printmaking: Survey (3)

### Sculpture
- ART 372  Sculpture (3)

### Ceramics
- ART 390  Ceramics (3)

### Applied Design
- ART 383  Metal Design: Emphasis In Fabrication (3)

### Other Media
- ART 332  Oil Painting (3)
- ART 334  Acrylic Painting (3)
- ART 336  Watercolor Painting (3)
- ART 402  Beginning Clay Sculpture (3)

### Second Semester
- ART 328  Painting II (3)
- ART 373  Intermediate Sculpture (3)
- ART 386  Intermediate Metal Design: Emphasis in Fabrication (3)

Total Units: 27

The Associate in Arts in Studio Art for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- differentiate major historical movements and developments in the visual arts.
- compose or design works of art that utilize a combination of technique, materials, visual ideas, and experiences.
- construct and document an initial portfolio of artworks for professional presentation.
- critique artworks using correct terminology related to concepts, materials, and techniques.
- evaluate form, image, and artistic creation of visual artworks from different traditions, cultures, and civilizations.
Career Information

Individuals with four-year degrees in art may be placed in the K-12 educational field as well as in museums and galleries as registrars, preparators, and curatorial staff. Individuals may also work as fine artists, graphic artists or designers, illustrators, computer artists, and other commercial work such as freelance photographers. Advanced degrees in art may lead to careers as educators at the college or university level, art directors, art editors, curators, conservators, and restorers for museums and galleries.

Associate Degrees

A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Arts and Humanities. These courses emphasize the study of cultural, literary, and humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities). Students will learn to value aesthetic understanding and incorporate these concepts when constructing value judgments (Possible majors at a four-year institution include, but are not limited to: Art, English, Foreign Language, Humanities, Linguistics, Music, Philosophy, and Theatre Arts).

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
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<td>Classical Rehearsal and Performance III (1 - 3)</td>
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<td>TAP 323</td>
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<td>TAP 343</td>
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<td>TAP 350</td>
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The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:
evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities).

A.A. in Studio Art

The A.A. degree in Art is designed for students to develop their skills in visual arts, to further studies, as well as for self-enrichment. Students who transfer to earn their Bachelor of Arts (BA) or Bachelor of Fine Arts (BFA) can continue their studies by pursuing MA and MFA degrees. The Studio Art program includes two and three dimensional, fine and applied arts, as well as study in art history. Upon completion of their higher degrees, students can work as independent artists, educators, restorers, designers, etc.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>ART 300</td>
<td>Drawing and Composition I</td>
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<td>ART 304</td>
<td>Figure Drawing I</td>
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<tr>
<td>ART 320</td>
<td>Design: Fundamentals</td>
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<td>ART 323</td>
<td>Design: Color Theory</td>
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<td>ARTH 309</td>
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<td>ARTH 311</td>
<td>Art Survey: Modern Art (3)</td>
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<td>ARTH 332</td>
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Drawing

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<td>ART 302</td>
<td>Drawing and Composition II (3)</td>
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<td>ART 305</td>
<td>Figure Drawing II (3)</td>
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<tr>
<td>ART 308</td>
<td>Perspective Drawing (3)</td>
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<td>ART 310</td>
<td>Pen and Ink Drawing (3)</td>
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<td>ART 312</td>
<td>Portrait Drawing (3)</td>
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<tr>
<td>ART 361</td>
<td>Printmaking: Survey (3)</td>
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<td>ART 364</td>
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Painting

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A minimum of 9 units from the following:

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<td>ART 327</td>
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<td>ART 328</td>
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<td>ART 332</td>
<td>Oil Painting (3)</td>
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<td>ART 334</td>
<td>Acrylic Painting (3)</td>
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<td>ART 336</td>
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<td>ART 337</td>
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Painting Units: 9

Total Units: 30

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Sculpture

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<td>ART 372</td>
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<td>ART 373</td>
<td>Intermediate Sculpture (3)</td>
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<tr>
<td>ART 382</td>
<td>Metal Design: Emphasis in Mixed Media (3)</td>
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<td>ART 383</td>
<td>Metal Design: Emphasis In Fabrication (3)</td>
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<tr>
<td>ART 386</td>
<td>Intermediate Metal Design: Emphasis in Fabrication (3)</td>
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<td>ART 387</td>
<td>Intermediate Metal Design: Emphasis in Forming (3)</td>
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<tr>
<td>ART 390</td>
<td>Ceramics (3)</td>
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<td>ART 391</td>
<td>Intermediate Ceramics (3)</td>
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<td>ART 402</td>
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<tr>
<td>ART 404</td>
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Sculpture Units: 9

Total Units: 30

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The Studio Art Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

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Student Learning Outcomes

Upon completion of this program, the student will be able to:

- differentiate major historical movements and developments in the visual arts.
- compose or design works of art that utilize a combination of techniques, materials, visual ideas, and experiences.
- critique artworks using correct terminology related to concepts, materials, and techniques.
- evaluate form, image, and artistic creation of visual artworks from different traditions, cultures, and civilizations.

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Certificate of Achievement

Clay Arts Certificate

This certificate provides theoretical foundation and practical experience for students interested gaining knowledge in ceramics and clay sculpture. Topics include the basic and intermediate skills needed for a strong foundation in the area of clay arts.
Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
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<td>ART 391</td>
<td>Intermediate Ceramics</td>
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<td>ART 404</td>
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<td>ART 370</td>
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<td>ART 372</td>
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<td>Total Units:</td>
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Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze compositional principles as they apply to three-dimensional form and space.
- create ceramic and clay sculpture utilizing basic traditional and contemporary techniques.
- demonstrate the proper and safe use of kilns and other clay related equipment.

Career Information

Working at clay/ceramic studios, clay artist, ceramists, potter, sculptor, public art project artist.

Certificate

Metal Design Certificate

This certificate provides theoretical foundation and practical experience for students interested in gaining knowledge in metal arts. Topics include the basic and intermediate skills needed for a strong foundation in the area of metal arts.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ART 382</td>
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<td>ART 383</td>
<td>Metal Design: Emphasis in Fabrication (3)</td>
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<td>ART 386</td>
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<td>ART 387</td>
<td>Intermediate Metal Design: Emphasis in Forming</td>
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<td>ART 372</td>
<td>Sculpture (3)</td>
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<tr>
<td>or ART 370</td>
<td>Three Dimensional Design (3)</td>
<td></td>
</tr>
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<td>Total Units:</td>
<td>15</td>
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</table>
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze the elements of art and principles of design as they apply to three dimensional form and space.
- create metal art sculpture utilizing basic traditional and contemporary techniques.
- demonstrate proper use of torches, kilns, and other metal arts tools and equipment.
- create metal arts objects that reflect a basic understanding of technical process and reflect personal expression.

Career Information

Students who complete the certificate will be able to enter an industry that has strong demand for employees having required technical skills and training. Students may work at a jewelry/metal arts studio, become a jewelry/metal artist, metal sculptor, or public art project artist.

Art (ART)

ART 300 Drawing and Composition I

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<th>Units:</th>
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<td>Course Family:</td>
<td>Drawing Fundamentals (<a href="http://flc.losrios.edu/course-families#id_100006">http://flc.losrios.edu/course-families#id_100006</a>)</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Advisory:</td>
<td>ENGW 101 or eligibility for ENGW 300 through the assessment process. ENGRD 110 or eligibility for ENGRD 310 through the assessment process.</td>
</tr>
<tr>
<td>Transferable:</td>
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<tr>
<td>General Education:</td>
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<tr>
<td>C-ID:</td>
<td>C-ID ARTS 110</td>
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<td>Catalog Date:</td>
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This course covers the fundamentals of drawing using line, shape, value, space, and composition. The development of observational skills to accurately render three-dimensional form and space on a two-dimensional surface is emphasized. It introduces and uses various media and techniques for drawing. This is a foundation requirement for all art students. Students are required to purchase supplies needed for the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize and apply diverse drawing materials and techniques.
- create illusion on a two-dimensional surface, using concepts related to form and spatial development.
- create works of art using the elements of art and principles of design.
- critique and evaluate different subjects and aesthetic viewpoints in drawings, including historical and contemporary examples, using discipline specific terminology.

ART 302 Drawing and Composition II

<table>
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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Course Family:</td>
<td>Drawing Fundamentals (<a href="http://flc.losrios.edu/course-families#id_100006">http://flc.losrios.edu/course-families#id_100006</a>)</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>General Education:</td>
<td>CSU Area C1</td>
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<tr>
<td>C-ID:</td>
<td>C-ID ARTS 205</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course expands on the drawing skills presented in ART 300 and covers more complex problems in observation, personal expression, and the formal exploration of composition. Students investigate subject, form, and content through the elements of art, principles of design, as well as diverse materials and techniques and historical and contemporary approaches to drawing. Students will need to purchase art materials and tools.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate intermediate-level drawing skills and concepts using diverse materials and techniques.
- create works of art through the use of the elements of art and principles of design in diverse subject matters.
- critique and evaluate one's own artwork and the work of others.
- examine the historical development and use of drawings.

ART 304 Figure Drawing I

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Figure Studies (http://flc.losrios.edu/course-families?id_100008)
Prerequisite: ART 300 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1
Catalog Date: June 1, 2020

This studio class offers drawing from the human figure. There will be lectures and discussion on proportion, anatomy, and the relationship of the figure to space and composition. Students will need to purchase art materials and tools.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- observe, discern, and interpret human proportion, structure, and anatomy.
- create works of art in which the human form is the main subject using a variety of media and techniques.
- demonstrate an understanding of the relationship of the figure to space.
- demonstrate an understanding of the human form as a vehicle of expression.
- examine and describe the major historical, contemporary, and critical trends in figure drawing.

ART 305 Figure Drawing II

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Figure Studies (http://flc.losrios.edu/course-families?id_100008)
Prerequisite: ART 304 with a grade of "C" or better
Transferable: CSU; UC
General Education: CSU Area C1
Catalog Date: June 1, 2020

This course utilizes the skills acquired in ART 304 to pursue more complex work in figure drawing. Topics include the study of anatomy, proportion, foreshortening, figure in space, and color. Students are required to purchase materials needed for the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- increase their ability to utilize the human form as the dominant expressive element in a composition.
- create figure studies using diverse colors.
- draw anatomy, proportion, and foreshortening of the human form.
- evaluate the relationship between the visual arts and cultures.

ART 308 Perspective Drawing

Units: 3
Hours: 36 hours LEC; 54 hours LAB
This course introduces the study of linear and atmospheric perspectives to create spatial relationships in drawings. Topics include historical development of linear and atmospheric perspectives; incorporation of perspective in two dimensional arts; and creating spatial relationships through the use of different perspectives. Students are required to purchase any supplies needed for the course work.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and evaluate the spatial relationships in two-dimensional arts.
- apply the rules of perspective to create three-dimensional drawings.
- critique works of art using the terms and rules of perspective.

ART 310 Pen and Ink Drawing

This course covers different techniques and materials used in pen and ink drawing. Topics include the historical development of pen and ink drawings by different artists, study of lines and values to depict different subjects and textures, and use of elements of art and principles of design to create works of art. The students are required to purchase materials needed for the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate among different techniques and materials in pen and ink drawing.
- create works of art consisting of diverse subjects in pen and ink techniques using the elements of art and principles of design.
- critique works of art based on the elements of art and principles of design.

ART 312 Portrait Drawing

This course is an introduction to and exploration of the human face as a subject in art. Focus will be placed on the development of skills needed to portray specific individuals. Topics include the study of anatomy and historical and contemporary approaches to portrait drawing. Students need to purchase art materials and tools.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate and apply skills to capture the likeness of an individual.
- use a variety of techniques and materials to create portrait drawings.
integrate historical and contemporary approaches to portraiture.

- critique portrait drawings based on the elements of art and the principles of design.

### ART 320 Design: Fundamentals

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** None  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C1  
**C-ID:** C-ID ARTS 100  
**Catalog Date:** June 1, 2020

This is a studio course which covers the elements of art (line, shape, value, space, texture, and color) and principles of design (such as unity, variety, balance, movement, emphasis, proportion, and economy), and the application and historical references of these concepts to both fine and applied arts. The students are required to purchase art materials and tools needed for the course.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the different elements of art and principles of design in historical and contemporary examples of 2-D art.
- apply the elements of art and principles of design to fine and applied arts.
- critique works of art, including their own, based on the use of elements of art and principles of design.
- use a variety of materials and techniques to effectively communicate design concepts.

### ART 323 Design: Color Theory

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** None  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C1  
**C-ID:** C-ID ARTS 270  
**Catalog Date:** June 1, 2020

This course covers studio practices in the application and understanding of color as they are used in the fine and applied arts. Topics include color theory, its applications in two and three dimensional art, and the historical use of color in the visual arts. Students will need to purchase art supplies needed for the course.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply color theory in two and three dimensional art.
- identify and demonstrate an understanding of major color theory concepts and science, including color physics, physiology, and the psychological use of color.
- identify the historical use of color in the visual arts.
- critique color interactions and relationships in fine and applied art.

### ART 327 Painting I

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Course Family:** Painting  
**Prerequisite:** ART 300 with a grade of “C” or better  
**Advisory:** ENGRD 110 or eligibility for ENGRD 310 through the assessment process. ENGRD 110 or eligibility for ENGRD 310 through the assessment process.  
**Transferable:** CSU; UC
This course is an introduction to the tools, materials, and techniques used in painting. Coursework includes exercises in light and color theory, description of form, color and spatial development, and composition. Students will need to purchase art materials and tools.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skill in support and surface preparation, in a working knowledge of the physical properties of painting materials, and in painting techniques.
- exhibit proficiency in addressing the major concerns of painting: spatial representation, form development, and the application of color theory to painting projects.
- develop expressive content through manipulation of painting techniques, color, and value, as well as through concepts of ideation and process.
- apply the elements of art and principles of design to paintings.
- critique and evaluate historical and contemporary developments, trends, materials, and approaches in painting using discipline specific terminology and concepts.

ART 328 Painting II

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Painting [http://flc.losrios.edu/course-families#id_100009]
Prerequisite: ART 327 with a grade of "C" or better
Transferable: CSU; UC
General Education: CSU Area C1
Catalog Date: June 1, 2020

This is an intermediate studio painting course for the student who wishes to expand technical skills and work in a more independent framework. The student will initiate and execute progressively complex assignments. Students must purchase all supplies for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create paintings using different painting media and different compositional studies.
- develop a series of paintings which represent social issues.
- produce a series of paintings as ways of expressing one's self.
- apply color theory to create works of art.
- analyze and critique his/her work and the work of peers using a range of interpretations and perspectives.

ART 332 Oil Painting

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Painting [http://flc.losrios.edu/course-families#id_100009]
Prerequisite: ART 300 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an introduction to the medium and techniques used in oil painting. Topics include indirect and direct painting techniques in oil, application of elements of art and principles of design to depict diverse subjects in naturalistic and abstract representations, and self-expression through the medium of oil paint. Students are required to purchase supplies needed for the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
create forms and depict diverse subjects through the use of oil paints as a medium.
distinguish and demonstrate similarities and differences between indirect and direct painting techniques in oil painting.
apply elements of art and principles of design to create works of art using diverse oil painting techniques.
critique works of art based on techniques and methods used in oil painting, elements of art, and principles of design.

ART 334 Acrylic Painting
Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Painting
Prerequisite: ART 300 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an introduction to the medium and techniques used in acrylic painting. Topics include the historical development of acrylics as a painting medium, and techniques and mediums used in acrylic painting. Students are required to purchase art supplies needed for the course.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- prepare a variety of surfaces and supports for acrylic painting.
- analyze and distinguish different techniques used in acrylic painting and demonstrate a working knowledge in the versatile medium of acrylic paint.
- create acrylic paintings exploring diverse subjects using the elements of art and principles of design.
- incorporate color theory to create works of art in acrylic painting.
- critique works of art based on the elements of art and principles of design.

ART 336 Watercolor Painting
Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Painting
Prerequisite: ART 300 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an introduction to transparent watercolor painting. The course topics include various materials and brush techniques in watercolor, color theory, and composition. Students will need to purchase art materials and tools.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- exhibit proficiency in applying the fundamental techniques of watercolor media.
- demonstrate competence in and understanding of the major concerns of painting: spatial representation, form development, and expression.
- create watercolor paintings applying the elements of art and principles of design.
- describe major historical and contemporary trends in watercolor painting.

ART 337 Intermediate Watercolor Painting
Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Painting
Prerequisite: ART 336 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020
This course covers an in-depth study of watercolor in contemporary methods and concepts in transparent watercolor. Emphasis is given to different approaches in watercolor, composition, technical problems and solutions, and individual style development. Students are required to purchase materials needed for the course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze diverse ways of creating images with watercolor.
- utilize different traditional and contemporary techniques in watercolor.
- explore personal expression through the use of colors and techniques.
- critique one's own creation compared to traditional and contemporary approaches.

**ART 361 Printmaking: Survey**

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | [Printmaking](http://flc.losrios.edu/course-families#id_100010) |
| Prerequisite: | None |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I |
| C-ID: | C-ID ARTS 220 |
| Catalog Date: | June 1, 2020 |

This is a printmaking survey course which may include relief (wood and linoleum), intaglio (engraving, etching and drypoint), and planograph (silkscreening, collagraphy, and monotype) processes. Students will need to purchase art materials and tools.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- differentiate various printmaking methods.
- create editions by printing a matrix.
- integrate visual ideas into personal work by using different printmaking techniques.

**ART 364 Printmaking: Relief**

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | [Printmaking](http://flc.losrios.edu/course-families#id_100010) |
| Prerequisite: | None |
| Advisory: | ART 300 and 320 |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course covers the techniques of relief printmaking by hand and by printing press. Topics include historical development of relief printmaking, materials, and techniques used in relief prints using wood and linoleum. Students are required to purchase supplies needed for the course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- differentiate each relief process and use of printmaking tools to execute the work of art.
- create prints using relief process by hand and by printing press.
- distinguish historical development and use of relief printmaking.
- critique works of art based on elements of art and principles of design.
ART 370 Three Dimensional Design

This is a studio course covering the study of three-dimensional designs. Course topics include application of the elements of art and principles of design to create three dimensional forms. Use of diverse materials and techniques used in three dimensional forms will be included. Students will need to purchase art materials and tools.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose in three dimensions and work with a variety of media which may include but is not limited to clay, wood, metal, paint, plaster, paper, fibers, and mixed media.
- discuss, describe, analyze and critique three-dimensional works of art through references to the formal elements and principles of design.
- identify and understand the formal elements and organizing principles of three-dimensional art in works of art, as well as, in the everyday physical world around them, throughout history and across cultures.
- independently produce objects, forms, and problem-solving projects that successfully incorporate the basic elements and organizing principles of three-dimensional art.
- translate ideas and visual experience into tactile forms and/or objects using both formal and conceptual approaches.

ART 372 Sculpture

This course provides basic practice in the expressive use of form and color in three-dimensional space. Students will learn technical skills, including casting, additive, and reductive/carving sculptural methods, as well as construction and assemblage methods. Students will need to purchase art materials and tools.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the elements of art and principles of design to create three-dimensional forms.
- create sculptures utilizing principles of casting, reductive carving, additive processes, and assemblage methods to traditional and non-traditional use of materials.
- compare and contrast properties of sculpture form and space.
- examine and describe historical and contemporary developments, trends, materials, and approaches in sculpture.

ART 373 Intermediate Sculpture

This is an intermediate course in the practice of the expressive use of form in three-dimensional space. It utilizes traditional additive and subtractive
media, as well as constructive media, and other contemporary materials. The course utilizes a problem-solving format in order to develop knowledge of technical process, formal vocabulary, and individual expression. It examines both historical and contemporary approaches in developing form and content. Students will need to purchase art materials and tools.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- utilize compositional principles as they apply to three-dimensional form and space.
- discuss and demonstrate their knowledge of traditional and contemporary sculptural techniques.
- compare and contrast properties of sculpture form and space.
- develop their creative abilities and individual expression through problem-solving assignments.

**ART 382 Metal Design: Emphasis in Mixed Media**

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | Small Metal Arts [link] |
| Prerequisite: | None |
| Advisory: | Each student should be able to demonstrate the ability to independently and safely operate the classroom equipment and machinery according to the standards set by the instructor on the first day of class. Students who are sensitive to loud noises are advised not to take this class. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course offers a contemporary approach to mixed media in small metal sculpture and jewelry. This course encompasses found object, polymer clay, titanium anodizing, and Keum Bo. Students are required to purchase a basic set of tools, metals and other supplies.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compare and assemble mixed media materials used with metals.
- apply the elements of art and design principles to create mixed media metal art projects.
- analyze small metal art objects on the basis of materials and techniques.
- create objects that reflect a basic understanding of technical process and reflect personal expression.

**ART 383 Metal Design: Emphasis In Fabrication**

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Course Family: | Small Metal Arts [link] |
| Prerequisite: | None |
| Advisory: | Each student should be able to demonstrate the ability to independently and safely operate the classroom equipment and machinery according to the standards set by the instructor on the first day of class. Students who are sensitive to loud noises are advised not to take this class. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course covers historical and contemporary approaches to fabrication of metal and jewelry design. Sculptural jewelry forms will be made utilizing processes of fabricating, surfacing, soldering, forming and forging of metals. Steel hammers, anvils, and other equipment will be used in the class. Basic methods and techniques for use with silver and base metals will be covered. Students will need to purchase art materials and tools.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- differentiate and utilize various methods and techniques of fabrication used in jewelry-making.
- distinguish surface treatment and metal shaping techniques used for 3-D metal projects/jewelry.
- integrate visual ideas into personal work by using different jewelry making techniques.
ART 386 Intermediate Metal Design: Emphasis in Fabrication

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Small Metal Arts
Prerequisite: ART 383 with a grade of "C" or better
Advisory: Each student should be able to demonstrate the ability to independently and safely operate the classroom equipment and machinery according to standards set by the instructor on the first day of class. Students who are sensitive to loud noises are advised not to take this class.
Transferable: CSU
Catalog Date: June 1, 2020

This is an intermediate course offering a historical and contemporary approach to fabrication of metal and jewelry design. Techniques may include forging, raising hollow forms, and the use of the hydraulic press in anticlastic and synclastic raising, matrix die forming and embossing molds. This is a concentrated study of intermediate work in elements of metal design and form. Students need to purchase metals and some required tools.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate mastery of fabrication and forming techniques required in creating projects in metals.
- apply design principles and use of the elements of art to create projects.
- critique works of art using terms and techniques in metal design.
- integrate and apply historical and contemporary ideas toward creating projects.
- create metal/jewelry projects at an intermediate level as a means of personal expression.

ART 387 Intermediate Metal Design: Emphasis in Forming

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Small Metal Arts
Prerequisite: ART 383 with a grade of "C" or better
Advisory: Each student should be able to demonstrate the ability to independently and safely operate the classroom equipment and machinery according to the standards set by the instructor on the first day of class. Students who are sensitive to loud noises are advised not to take this class.
Transferable: CSU
Catalog Date: June 1, 2020

This is an intermediate course offering a historical and contemporary approach to the forming of metal and jewelry design. This course encompasses the wide range of procedures used to convert flat metal into volumetric form using the hydraulic press and the rolling mill in forming three-dimensional metal objects. Steel hammers, anvils, and other equipment will be used in the class. A basic set of tools, metals, and supplies will be available for purchase at the college bookstore.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate mastery of forming techniques used in creating projects in malleable metals.
- apply the elements of art and design principles to create metal forming projects.
- integrate and apply historical and contemporary ideas of metal forming in their projects.
- create metal/jewelry forming projects at an intermediate level as a means of personal expression.
- demonstrate an understanding of the malleability and characteristics of different metals and their uses in forming.

ART 390 Ceramics

Units: 3
Hours: 36 hours LEC; 54 hours LAB
This course is a beginning ceramic class in hand building and wheel throwing techniques. Clay forming skills of pinch, coil, slab, press, and slump molds are covered, as well as an introduction to the potter’s wheel. The geology of clay and glazes is included. Methods of glazing and firing are studied. Historical and modern ceramic traditions provide the context for this course material. Students will need to purchase clay and some required tools.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify basic ceramic technology.
- apply the concepts of three dimensional design to create class projects.
- create functional and non-functional ceramic work demonstrating learned techniques in coil, slab, press and slump molds, and wheel thrown skills.
- examine and describe historical and contemporary developments, trends, materials, and approaches in ceramics.

**ART 391 Intermediate Ceramics**

This is an intermediate course in wheel-throwing and sculpture techniques. It explores the technical and creative processes of ceramic pottery making and sculpture including surface treatment and various firing processes. Focus is placed on an in-depth examination of contemporary ceramics. The student will be given a materials/supplies needed list by the instructor, which the student must purchase and use in order to succeed in the course. Field trips outside of class time may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate skills of wheel-throwing and hand-building ceramic techniques.
- investigate the history and theory of ceramics.
- create ceramic sculpture and pottery.
- examine and integrate design, concept, and aesthetics in ceramic sculpture.
- critique ceramic art work.

**ART 402 Beginning Clay Sculpture**

This course is an introduction to the basic hand-building techniques and methods devoted to three dimensional and relief sculptural forms in clay. The course topics include glazing and firing processes used in clay sculpture. Students will need to purchase art materials and tools.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
- demonstrate an understanding of the properties of clay.
- create three-dimensional forms in clay through the skills and knowledge of hand-building techniques.
- apply the techniques of low-fire glazing, engobes, oxides, and cold patinas.
- resolve three-dimensional design problems through a creative approach: the handling of mass, space, texture, and color through an awareness of the principles of design.
- examine historic periods, cultural variations, and contemporary trends in clay sculpture.

ART 404 Intermediate Clay Sculpture

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: ART 402 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an intermediate class in ceramic sculpture techniques and methods. The class will include glazing, surface treatment and various firing processes used in clay sculpture. Focus will be placed on in-depth examination of contemporary ceramic sculpture. Students will need to purchase art materials and tools.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply skills and knowledge of hand-building and wheel-throwing ceramic techniques to produce three-dimensional forms in clay.
- demonstrate an understanding of glazing, low- and mid-fire glazes.
- demonstrate via projects an understanding of three-dimensional design problems: mass, space, texture, and color.

ART 430 Art and Children

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: None
Transferable: CSU
General Education: AA/AS Area i; CSU Area C1
Catalog Date: June 1, 2020

This course covers the use of materials and techniques of studio activities in the K-12 classroom. Topics include the elements of art, principles of design, materials used in two and three dimensional art, techniques used to create age appropriate art, and designing art curriculum for the K-12 classroom. Students are required to purchase supplies needed for the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast diverse techniques and materials used in the visual arts.
- design age specific curriculum for particular groups.
- demonstrate a familiarity with California K-12 standards.
- analyze the age-specific capabilities of children in terms of the visual arts.
- demonstrate an awareness of historical and social uses of art by diverse age groups.
- develop skills and techniques to incorporate the elements of art and principles of design.

ART 495 Independent Studies in Art

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
This course involves a student working individually on a topic of study and research beyond the scope of regularly offered courses. Upon the approval of the proposed topic, the student will work and keep in contact with the advisory faculty to successfully complete the topic study. Students may take this course up to four times without duplication of the topics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the understanding of concepts, processes, and techniques of topic of study.
- discriminate and analyze through projects the major concerns of the techniques and methods in the topic of study.
- recognize and evaluate the topic of study throughout the visual arts and society.

Art History (ARTH)

ARTH 300 Introduction to Art

This is an introduction to the visual arts and architecture in various world cultures. Lecture and discussion include an overview of different materials and techniques that are used for the visual arts, such as drawing, painting, sculpture, artifacts, architecture, and printmaking. Topics also include the study of theory, terminology, the meaning and function of art, roles of artists, elements of art, and principles of design to develop visual literacy.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and evaluate different materials and techniques used for creating the visual arts and architecture.
- identify, analyze, and discuss the roles of artists and functions of art and architecture in diverse cultures.
- evaluate and critique works of art and architecture based on elements of art and principles of design and employ appropriate terminology.
- differentiate art historical methodologies.

ARTH 303 Art Survey: Ancient to 14th Century

This course surveys western art from the prehistoric period to the 14th century. Topics include the relationship between the visual arts and culture, and changes in the visual arts and architecture from Paleolithic to Gothic.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, examine, and assess works of art and architecture from prehistoric through the medieval period employing appropriate art history terminology.
analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.

analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period.

**ARTH 304 Ancient Art**

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This course covers the development of Western art from the Prehistoric era through the Roman period. Lecture and discussion focus on the visual arts and architecture from the ancient Near Eastern, Egyptian, Greek, and Roman cultures. This is a required course for students seeking the A.A. in Art History.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and evaluate works of art and architecture from the prehistoric to ancient cultures.
- analyze the creation and function of art.
- demonstrate an understanding of different cultural, social, and religious influences to visual arts in Mesopotamian, Egyptian, Greek, and Roman cultures.
- analyze meanings and purposes of art and architecture.

**ARTH 306 Medieval Art**

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This course is an introduction to Medieval arts and architecture from the fall of Roman Empire through late Gothic period. The lecture and discussion include the Early Christian, Byzantine, Celtic, Islamic, Romanesque, and Gothic arts. This is a required course for students seeking the A.A. in Art History.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and evaluate the visual arts and architecture from the Medieval period in Europe.
- analyze different stylistic changes in the visual arts and architecture during the Medieval period.
- evaluate different cultural, social, and religious influences on the visual arts and architecture during the Medieval period.
- research and analyze meanings and functions of arts and architecture.

**ARTH 307 Italian Renaissance Art**

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This course introduces the visual arts and architecture of Italy from duecento (13th century) through cinquecento (16th century). Topics include the relationship between the visual arts and culture, and artists and their works from Proto-Renaissance, Renaissance, High Renaissance, and Mannerism.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify works of art from duecento (13th century) through cinquecento (16th century) in Italy.
- compare and contrast the characteristics of art movements and the artists’ works in Italy.
- compare and contrast the relationship between the visual arts and culture in Italy.
- research and analyze the Italian visual arts and architecture from duecento through cinqucento.

ARTH 309 Art Survey: Renaissance to 19th Century

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Advisory: ARTH 300 and ENGWR 101
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A
C-ID: Part of C-ID ARTH 120
Catalog Date: June 1, 2020

This course is a survey of art from the Proto-Renaissance (13th and 14th centuries) to Romanticism (19th century). The course examines paintings, sculptures, graphic art, artifacts, and architecture from western culture.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, examine, and assess representative works of art and architecture from the Renaissance to 19th century employing appropriate art historical terminology.
- analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
- analyze, discuss, and distinguish the roles of art, architecture, and artists from Renaissance to 19th century.

ARTH 311 Art Survey: Modern Art

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Advisory: ARTH 300 and ENGWR 101
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A
C-ID: C-ID ARTH 150; Part of C-ID ARTH 120
Catalog Date: June 1, 2020

This course is a survey of modern art from Neoclassicism to contemporary art, from 18th century to 21st century. Through lecture and discussion, the course examines visual arts and architecture from Europe and America.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, examine, and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology.
- analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
- analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.
ARTH 312 Women in Art

This is a survey course of women's art: how women are portrayed in the visual arts and the study of female artists and their works from the Middle Ages through the 21st century. The lecture and discussion include both European and non-European arts of women.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and evaluate the significant contributions made by female artists from the Middle Ages to contemporary visual arts.
- distinguish the works of art produced by female artists.
- evaluate how women are depicted as subjects in the visual arts.
- research and analyze works of art produced by female artists.

ARTH 318 History of American Art

This course covers American art from pre-colonial period to the present day. Lecture and discussion include visual arts and architecture of the Native Americans prior to the arrival of Europeans and Colonial periods, Early American art and architecture, 19th century, 20th century, and the early 21st century American arts.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and identify the visual arts and architecture from the pre-colonial period to the present day America.
- compare and contrast the different meanings and functions of the visual arts and architecture from the pre-colonial to the present day.
- analyze meanings and functions of the visual arts and architecture.
- analyze the relationship between the visual arts and American culture.

ARTH 324 Art of the Americas

This course covers the visual arts and architecture of indigenous Mesoamerica and South America. Topics include the relationship between art and beliefs, materials and techniques used in art and architecture, and comparison and contrast between the Mesoamerican and South American cultures.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- identify and evaluate the visual arts and architecture from Mesoamerican and South American cultures.
- compare and contrast the stylistic changes in the visual arts and architecture among the Mesoamerican and South American cultures.
- research and analyze the meanings and functions of the visual arts and architecture.
- evaluate the relationship between the art and cultures from Mesoamerican and South American cultures and the ideas of ethnicity, ethnology, ethnocentrism, and racism in the study of art.

**ARTH 325 Native American Art History**

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This course is an introduction to the art and culture of Native American peoples. It will include the native peoples of the Arctic and Subarctic regions, the Northwest Coast, the Eastern Woodlands, including the Iroquois Confederacy, the Plains, the Southwest, and California. Contemporary Native American art will also be discussed. Comparisons between individual Native American cultures will be drawn, as well as comparisons between Native and Eurocentric cultures.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- interpret different beliefs and their influence to the Native American cultures.
- identify and evaluate the visual culture of Native American peoples.
- analyze the role of art in Native American culture throughout history.
- critique and analyze the contribution of Native American artists in contemporary arts.

**ARTH 326 Traditional Native American Art**

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Traditional Native American cultures exemplified their religious philosophy and reverence for nature in the utilitarian and art objects they created with clay, stone, fiber and wood. This class introduces the history, culture, mythology and art of the Southwest, Nevada and California Native Americans.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- students will have gained an understanding of the historical development of Native American cultures of the Southwest, Great Basin and California from prehistoric time to historical contact with Europeans and Spaniards.
- student will have gained an understanding of the impact and influence of historical contact with immigrants on the Native history culture.
- students will have examined the belief systems of circumpolar cultures that were the ancestors of all Native Americans.
- students will have gained knowledge and experienced the manner in which primitive art exemplifies the beliefs of Native Americans.
- students will have analyzed the uniqueness of Native American spiritual beliefs and demonstrated the application of these worldviews in primitive art.
- students will have completed projects working with native materials of clay, stone and fiber that demonstrate their understanding of primitive art concepts and principles.
students will have gained technical knowledge allowing them to understand the transformation of clay into pottery.

students shall have completed an independent research project from which they have gained greater understanding of similarities and differences between the indigenous populations and immigrants from Europe and Spain.

students will have developed critical thinking skills allowing them to research, analyze and examine the cultural differences presented in the art of Native Americans and the immigrant societies.

students will have completed projects in clay, stone and fiber that demonstrate their understanding and present these to the college and community population in an art show setting.

### ARTH 328 Survey of African Art

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None  
**Advisory:** ARTH 300 and ENGWR 101  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A  
**Catalog Date:** June 1, 2020

This course covers the visual arts and architecture of Africa. Topics include cultural and philosophical background of African arts, materials and techniques used, and the impact of African art to Western art.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and identify the visual arts and architecture of the African cultures.
- distinguish stylistic changes in art and architecture from prehistoric to modern time in Africa.
- evaluate African art and architecture within their cultural and historical contexts.
- compare and contrast the impact of ethnicity, ethnology, ethnocentrism, and racism in art.
- research and analyze meanings and functions of the visual arts and architecture in Africa.

### ARTH 330 Survey of African-American Art

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None  
**Advisory:** ARTH 300 and ENGWR 101  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A  
**Catalog Date:** June 1, 2020

This course covers the visual arts and architecture of black artists in America. Topics include the roots of African-American art, the Harlem Renaissance, and the political and social representations of the African-American culture.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and identify the visual arts and architecture by African-American artists from the colonial period to the contemporary period in America.
- distinguish the stylistic changes in art and architecture among African-American artists and their works.
- evaluate and recognize African-American artists’ social and political issues in their art.
- interpret the unique contributions that African-American artists and architects have made in the history of American art and architecture.
- research and analyze meanings and functions of art and architecture by African-American artists and architects.
ARITH 332 Asian Art

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ARTH 300 and ENGWR 101
Transferable: CSU, UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A
C-ID: C-ID ARTH 130
Catalog Date: June 1, 2020

This course is a survey of Asian arts and architecture from the Prehistoric era to the contemporary. The course examines arts from China, India, Korea, Japan, Indonesia, Thailand, and Sri Lanka. The lecture and discussion include the development of Eastern philosophy and beliefs and their relationship to the visual arts.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and evaluate works of art and architecture from Asian cultures including India, China, Korea, Japan, Indonesia, Thailand, and Sri Lanka.
- evaluate different cultural, social, and religious influences on the visual arts and architecture in Asian cultures.
- distinguish the roles and contributions of the visual arts and artists in Asian cultures and their influence on Western art.
- research and analyze the meanings and functions of the visual arts in Asian cultures.

ARITH 333 Introduction to Islamic Art

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGRWR 101
Transferable: CSU, UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A (effective Fall 2020); IGETC Area 3B (effective Fall 2020)
Catalog Date: June 1, 2020

This is a survey course that studies the art and culture of the Middle East. It primarily focuses on Islamic art and architecture and provides fundamental information on the formation of Islamic art, its history and philosophy. Students will learn to identify works of art produced by artists from Muslim countries and regions. They will also be able to describe verbally and in writing characteristics and key elements in Islamic art and architecture. This course will include but not be limited to visual examples from Arabic, Persian and Indian cultures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the influential elements in the formation and production of Islamic art considering the social, political and historical backdrop against which Islamic art flourished, including the role of the unorthodox interpretation of Islam relating to artistic endeavors.
- demonstrate an awareness of the critical issues within the field of “Islamic art” such as the use of the term “Islamic” in Islamic art and the application of methodology in the interpretation of the art.
- demonstrate knowledge of and analyze comparatively examples of the various branches of the art and architecture and the relating arts, for example the art of the book, calligraphy and book illumination as part of the art of the object, and religious and secular architecture and the building decorative arts as seen in the realm of architecture.
- analyze the mutual impact of Islam and other cultures both in the East and the West and identify the elements of mutual appropriation in their visual art.

ARITH 495 Independent Studies in Art History

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020
This course involves a student working individually on a topic of study and research beyond the scope of regularly offered courses. Upon the approval of the proposed topic, the student will work and keep in contact with the advisory faculty to successfully complete the topic study. Students may take this course up to four times without duplication of the topics.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- discuss and analyze the visual arts and architecture on the topic of study.
- evaluate the relationship between a culture and the visual arts and architecture on the topic of study.
- identify major works of art and architecture on the topic of study.
- research the visual arts and architecture on the topic of study.
Art History | Los Rios

The Folsom Lake College art history curriculum offers a wide range of courses in introduction to art, western, and non-western art, from prehistoric to contemporary. Through the program's diverse classes, students develop an understanding of the diverse cultural, historical, social, and religious backgrounds. The art history curriculum's critical thinking and research components encourage students to utilize independent thought processes and analytical skills. The program provides transfer and employment opportunities, as well as personal enrichment for students.

Dean
Francis Fletcher

Department Chairs
Eunyoung Hwang

(916) 608-6752
fletchf@flc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Art History

The Associate in Arts in Art History for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Art History at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

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

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ARTH 303</td>
<td>Art Survey: Ancient to 14th Century</td>
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<tr>
<td>ARTH 309</td>
<td>Art Survey: Renaissance to 19th Century</td>
<td>3</td>
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<td>ARTH 311</td>
<td>Art Survey: Modern Art</td>
<td>3</td>
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<tr>
<td>ART 300</td>
<td>Drawing and Composition I</td>
<td>3</td>
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<td>A minimum of 9 units from the following:</td>
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<td>Select 3 units from Art History Electives, 3 units from Art Electives, and 3 units from any of the following lists.</td>
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Art History Electives
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>ARTH 328</td>
<td>Survey of African Art (3)</td>
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<tr>
<td>ARTH 332</td>
<td>Asian Art (3)</td>
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<tr>
<td>ARTH 333</td>
<td>Introduction to Islamic Art (3)</td>
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<tr>
<td></td>
<td><strong>Art Electives</strong></td>
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<tr>
<td>ART 304</td>
<td>Figure Drawing I (3)</td>
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<tr>
<td>ART 320</td>
<td>Design: Fundamentals (3)</td>
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<tr>
<td>ART 327</td>
<td>Painting I (3)</td>
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<tr>
<td>ART 361</td>
<td>Printmaking: Survey (3)</td>
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<td>ART 370</td>
<td>Three Dimensional Design (3)</td>
<td></td>
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<tr>
<td>ART 372</td>
<td>Sculpture (3)</td>
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<tr>
<td>ART 383</td>
<td>Metal Design: Emphasis In Fabrication (3)</td>
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<tr>
<td>ART 390</td>
<td>Ceramics (3)</td>
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<tr>
<td>ART 402</td>
<td>Beginning Clay Sculpture (3)</td>
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<td></td>
<td><strong>General Electives</strong></td>
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<td>ARTH 307</td>
<td>Italian Renaissance Art (3)</td>
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<tr>
<td>ARTH 318</td>
<td>History of American Art (3)</td>
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<tr>
<td></td>
<td>Total Units:</td>
<td>21</td>
</tr>
</tbody>
</table>

The Associate in Arts in Art History for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- assess and evaluate the contributions of artists throughout history.
- identify and evaluate works of art or architecture according to their appropriate style and time frame.
- analyze and critique art and architecture within the context of their functions and meanings.
- research and assess theoretical information concerning the meanings and purposes of art and architecture.
- demonstrate an understanding of the history of cultures and civilizations and how art and architecture is a reflection of that history.

**Career Information**

Art historians with undergraduate degrees are placed as registrars, preparators, and curatorial staff in art museums and galleries; they can also be employed as art critics in mass media publications, such as newspapers and magazines. An advanced degree allows an art historian a wider range of possible career applications, including museums directorships, curators, instructors, preservationists, researchers, and auction house personnel.

**Associate Degrees**

**A.A. in Art History**

The A.A. Degree in Art History is designed for students to pursue their education in Art History and Art Administration as well as for students who seek self enrichment in the field of Art History. Students, after transfer and completion of their Bachelor of Arts (BA) in Art History, can further their studies in Master’s and Ph.D. in Art History and Art Administration. Upon the completion of their continued education, students can work in galleries and museums as docents, as program directors, curators, or for private collectors and public organizations in related fields as well as educators, writers, etc.

**Catalog Date:** June 1, 2020
Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>ARTH 304</td>
<td>Ancient Art</td>
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<td>ARTH 306</td>
<td>Medieval Art</td>
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<td>ARTH 309</td>
<td>Art Survey: Renaissance to 19th Century</td>
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<td>ARTH 311</td>
<td>Art Survey: Modern Art</td>
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<tr>
<td>ARTH 307</td>
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<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>ARTH 312</td>
<td>Women in Art (3)</td>
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<td>ARTH 324</td>
<td>Art of the Americas (3)</td>
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<tr>
<td>ARTH 328</td>
<td>Survey of African Art (3)</td>
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<tr>
<td>ARTH 330</td>
<td>Survey of African-American Art (3)</td>
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<td>ARTH 332</td>
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<tr>
<td>ART 320</td>
<td>Design: Fundamentals (3)</td>
<td></td>
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<tr>
<td>ART 323</td>
<td>Design: Color Theory (3)</td>
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<tr>
<td>ART 361</td>
<td>Printmaking: Survey (3)</td>
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<td>ART 364</td>
<td>Printmaking: Relief (3)</td>
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<td>Three Dimensional Design (3)</td>
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<td>Sculpture (3)</td>
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<td>ART 382</td>
<td>Metal Design: Emphasis in Mixed Media (3)</td>
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<td></td>
<td>Total Units:</td>
<td>21</td>
</tr>
</tbody>
</table>

The Art History Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assess and evaluate the contributions of artists throughout history.
- identify and evaluate works of art or architecture according to their appropriate style and time frame.
- analyze and critique art and architecture within the context of their functions and meanings.
- research and assess theoretical information concerning the meanings and purposes of art and architecture.
- demonstrate an understanding of the history of cultures and civilizations and how art and architecture is a reflection of that history.
Art History (ARTH)

ARTH 300 Introduction to Art

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A
C-ID: C-ID ARTH 100
Catalog Date: June 1, 2020

This is an introduction to the visual arts and architecture in various world cultures. Lecture and discussion include an overview of different materials and techniques that are used for the visual arts, such as drawing, painting, sculpture, artifacts, architecture, and printmaking. Topics also include the study of theory, terminology, the meaning and function of art, roles of artists, elements of art, and principles of design to develop visual literacy.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and evaluate different materials and techniques used for creating the visual arts and architecture.
- identify, analyze, and discuss the roles of artists and functions of art and architecture in diverse cultures.
- evaluate and critique works of art and architecture based on elements of art and principles of design and employ appropriate terminology.
- differentiate art historical methodologies.

ARTH 303 Art Survey: Ancient to 14th Century

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ARTH 300 and ENGWR 101
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A
C-ID: C-ID ARTH 110
Catalog Date: June 1, 2020

This course surveys western art from the prehistoric period to the 14th century. Topics include the relationship between the visual arts and culture, and changes in the visual arts and architecture from Paleolithic to Gothic.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, examine, and assess works of art and architecture from prehistoric through the medieval period employing appropriate art history terminology.
- analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
- analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period.

ARTH 304 Ancient Art

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ARTH 300 and ENGWR 101
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A
This course covers the development of Western art from the Prehistoric era through the Roman period. Lecture and discussion focus on the visual arts and architecture from the ancient Near Eastern, Egyptian, Greek, and Roman cultures. This is a required course for students seeking the A.A. in Art History.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and evaluate works of art and architecture from the prehistoric to ancient cultures.
- analyze the creation and function of art.
- demonstrate an understanding of different cultural, social, and religious influences to visual arts in Mesopotamian, Egyptian, Greek, and Roman cultures.
- analyze meanings and purposes of art and architecture.

**ARTH 306 Medieval Art**

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Advisory:</td>
<td>ARTH 300 and ENGWR 101</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I; CSU Area C1; IGETC Area 3A</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course is an introduction to Medieval arts and architecture from the fall of Roman Empire through late Gothic period. The lecture and discussion include the Early Christian, Byzantine, Celtic, Islamic, Romanesque, and Gothic arts. This is a required course for students seeking the A.A. in Art History.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and evaluate the visual arts and architecture from the Medieval period in Europe.
- analyze different stylistic changes in the visual arts and architecture during the Medieval period.
- evaluate different cultural, social, and religious influences on the visual arts and architecture during the Medieval period.
- research and analyze meanings and functions of arts and architecture.

**ARTH 307 Italian Renaissance Art**

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<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<td>General Education:</td>
<td>AA/AS Area I; CSU Area C1; IGETC Area 3A</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course introduces the visual arts and architecture of Italy from duecento (13th century) through cinquecento (16th century). Topics include the relationship between the visual arts and culture, and artists and their works from Proto-Renaissance, Renaissance, High Renaissance, and Mannerism.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify works of art from duecento (13th century) through cinquecento (16th century) in Italy.
- compare and contrast the characteristics of art movements and the artists’ works in Italy.
- compare and contrast the relationship between the visual arts and culture in Italy.
- research and analyze the Italian visual arts and architecture from duecento through cinquecento.
ARTH 309 Art Survey: Renaissance to 19th Century

This course is a survey of art from the Proto-Renaissance (13th and 14th centuries) to Romanticism (19th century). The course examines paintings, sculptures, graphic art, artifacts, and architecture from western culture.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, examine, and assess representative works of art and architecture from the Renaissance to 19th century employing appropriate art historical terminology.
- analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
- analyze, discuss, and distinguish the roles of art, architecture, and artists from Renaissance to 19th century.

ARTH 311 Art Survey: Modern Art

This course is a survey of modern art from Neoclassicism to contemporary art, from 18th century to 21st century. Through lecture and discussion, the course examines visual arts and architecture from Europe and America.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, examine, and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology.
- analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.
- analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course.

ARTH 312 Women in Art

This is a survey course of women's art: how women are portrayed in the visual arts and the study of female artists and their works from the Middle Ages through the 21st century. The lecture and discussion include both European and non-European arts of women.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- identify and evaluate the significant contributions made by female artists from the Middle Ages to contemporary visual arts.
- distinguish the works of art produced by female artists.
- evaluate how women are depicted as subjects in the visual arts.
- research and analyze works of art produced by female artists.

**ARTH 318 History of American Art**

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None  
Advisory: ARTH 300 and ENGW 101  
Transferable: CSU; UC  
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A  
Catalog Date: June 1, 2020

This course covers American art from pre-colonial period to the present day. Lecture and discussion include visual arts and architecture of the Native Americans prior to the arrival of Europeans and Colonial periods, Early American art and architecture, 19th century, 20th century, and the early 21st century American arts.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and identify the visual arts and architecture from the pre-colonial period to the present day America.
- compare and contrast the different meanings and functions of the visual arts and architecture from the pre-colonial to the present day.
- analyze meanings and functions of the visual arts and architecture.
- analyze the relationship between the visual arts and American culture.

**ARTH 324 Art of the Americas**

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None  
Advisory: ARTH 300 and ENGW 101  
Transferable: CSU; UC  
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A  
C-ID: C-ID ARTH 145  
Catalog Date: June 1, 2020

This course covers the visual arts and architecture of indigenous Mesoamerica and South America. Topics include the relationship between art and beliefs, materials and techniques used in art and architecture, and comparison and contrast between the Mesoamerican and South American cultures.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and evaluate the visual arts and architecture from Mesoamerican and South American cultures.
- compare and contrast the stylistic changes in the visual arts and architecture among the Mesoamerican and South American cultures.
- research and analyze the meanings and functions of the visual arts and architecture.
- evaluate the relationship between the art and cultures from Mesoamerican and South American cultures and the ideas of ethnicity, ethnology, ethnocentrism, and racism in the study of art.

**ARTH 325 Native American Art History**

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ARTH 300 and ENGWR 101  
Advisory: CSU; UC  
Transferable: AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A  
General Education: C-ID ARTH 145  
C-ID: C-ID ARTH 145  
Catalog Date: June 1, 2020
This course is an introduction to the art and culture of Native American peoples. It will include the native peoples of the Arctic and Subarctic regions, the Northwest Coast, the Eastern Woodlands, including the Iroquois Confederacy, the Plains, the Southwest, and California. Contemporary Native American art will also be discussed. Comparisons between individual Native American cultures will be drawn, as well as comparisons between Native and Eurocentric cultures.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- interpret different beliefs and their influence to the Native American cultures.
- identify and evaluate the visual culture of Native American peoples.
- analyze the role of art in Native American culture throughout history.
- critique and analyze the contribution of Native American artists in contemporary arts.

**ARTH 328 Survey of African Art**

This course covers the visual arts and architecture of Africa. Topics include cultural and philosophical background of African arts, materials and techniques used, and the impact of African art to Western art.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and identify the visual arts and architecture of the African cultures.
- distinguish stylistic changes in art and architecture from prehistoric to modern time in Africa.
- evaluate African art and architecture within their cultural and historical contexts.
- compare and contrast the impact of ethnicity, ethnology, ethnocentrism, and racism in art.
- research and analyze meanings and functions of the visual arts and architecture in Africa.

**ARTH 330 Survey of African-American Art**

This course covers the visual arts and architecture of black artists in America. Topics include the roots of African-American art, the Harlem Renaissance, and the political and social representations of the African-American culture.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
recognize and identify the visual arts and architecture by African-American artists from the colonial period to the contemporary period in America.

distinguish the stylistic changes in art and architecture among African-American artists and their works.

evaluate and recognize African-American artists’ social and political issues in their art.

interpret the unique contributions that African-American artists and architects have made in the history of American art and architecture.

research and analyze meanings and functions of art and architecture by African-American artists and architects.

**ARTH 332 Asian Art**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ARTH 300 and ENGWR 101 |
| Transferable: | CSU, UC |
| General Education: | AA/AS Area I, AA/AS Area VI, CSU Area C1; IGETC Area 3A |
| C-ID: | C-ID ARTH 130 |
| Catalog Date: | June 1, 2020 |

This course is a survey of Asian arts and architecture from the Prehistoric era to the contemporary. The course examines arts from China, India, Korea, Japan, Indonesia, Thailand, and Sri Lanka. The lecture and discussion include the development of Eastern philosophy and beliefs and their relationship to the visual arts.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and evaluate works of art and architecture from Asian cultures including India, China, Korea, Japan, Indonesia, Thailand, and Sri Lanka.

- evaluate different cultural, social, and religious influences on the visual arts and architecture in Asian cultures.

- distinguish the roles and contributions of the visual arts and artists in Asian cultures and their influence on Western art.

- research and analyze the meanings and functions of the visual arts in Asian cultures.

**ARTH 333 Introduction to Islamic Art**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 101 |
| Transferable: | CSU, UC |
| General Education: | AA/AS Area I, AA/AS Area VI, CSU Area C1; CSU Area C2 (effective Fall 2020); IGETC Area 3A; IGETC Area 3B (effective Fall 2020) |
| Catalog Date: | June 1, 2020 |

This is a survey course that studies the art and culture of the Middle East. It primarily focuses on Islamic art and architecture and provides fundamental information on the formation of Islamic art, its history and philosophy. Students will learn to identify works of art produced by artists from Muslim countries and regions. They will also be able to describe verbally and in writing characteristics and key elements in Islamic art and architecture. This course will include but not be limited to visual examples from Arabic, Persian and Indian cultures.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate the influential elements in the formation and production of Islamic art considering the social, political and historical backdrop against which Islamic art flourished, including the role of the unorthodox interpretation of Islam relating to artistic endeavors.

- demonstrate an awareness of the critical issues within the field of "Islamic art" such as the use of the term "Islamic" in Islamic art and the application of methodology in the interpretation of the art.

- demonstrate knowledge of and analyze comparatively examples of the various branches of the art and architecture and the relating arts, for example the art of the book, calligraphy and book illumination as part of the art of the object, and religious and secular architecture and the building decorative arts as seen in the realm of architecture.
• analyze the mutual impact of Islam and other cultures both in the East and the West and identify the elements of mutual appropriation in their visual art.

ARTH 495 Independent Studies in Art History

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course involves a student working individually on a topic of study and research beyond the scope of regularly offered courses. Upon the approval of the proposed topic, the student will work and keep in contact with the advisory faculty to successfully complete the topic study. Students may take this course up to four times without duplication of the topics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• discuss and analyze the visual arts and architecture on the topic of study.
• evaluate the relationship between a culture and the visual arts and architecture on the topic of study.
• identify major works of art and architecture on the topic of study.
• research the visual arts and architecture on the topic of study.
Astronomy | Los Rios

The Folsom Lake College astronomy program offers an array of transferable courses that fulfill both major and general education requirements. The astronomy courses are offered as part of the general education program at FLC and consists of the ASTR 300 lecture class and the ASTR 400 lab class. These classes are meant to give the student a comprehensive breadth of the field of astronomy and the laboratory class gives a hands-on learning experience. Both courses are an excellent way for liberal arts students to gain an appreciation of scientific knowledge and methods.

Dean

Greg McCormac

Department Chairs

Daniel Hale

(916) 608-6615

mccormg@flc.losrios.edu

Astronomy (ASTR)

ASTR 300 Introduction to Astronomy

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Advisory: ENGWR 300 and MATH 100
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; IGETC Area 5A
Catalog Date: June 1, 2020

This is a general course in astronomy that examines the nature and evolution of the solar system, stars, galaxies, cosmology and life in the universe.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recall important words and definitions used in astronomy.
- investigate conceptual and simple quantitative problems requiring the application of basic physics and astronomy.
- explain astronomical evolutionary processes within the universe.
- explain the major similarities and differences between the planets and other objects within the solar system.
- explain the daily and yearly motions of the night sky and of the Sun, Moon and planets.

ASTR 400 Astronomy Laboratory

Units: 1
Hours: 54 hours LAB
Prerequisite: None
Corequisite: ASTR 300 (may be taken previously)
Advisory: ASTR 300 and MATH 100 with grades of "C" or better
Transferable: CSU; UC
General Education: CSU Area B3; IGETC Area 5C
Catalog Date: June 1, 2020

This course introduces students to various types of astronomical observations and presents the tools needed to analyze and interpret astronomical data. The course will cover historical and current observational methods. This will include naked eye and telescopic observations.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and classify common celestial objects.
- use common astronomical methods and tools.
- analyze astronomical data to infer properties of celestial bodies.
- set up a telescope and use it to obtain drawings/pictures of astronomical objects.

ASTR 495 Independent Studies in Astronomy

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |
Biology | Los Rios

The Folsom Lake College biology curriculum offers courses that satisfy general education requirements in life sciences. Some courses are prerequisites for a degree in the environmental sciences or health professions. In addition, the curriculum helps prepare students for transfer opportunities to four-year programs in biological sciences, nursing, and physical therapy, and programs leading to careers in teaching, medicine, dentistry, and veterinary medicine. All courses seek to develop critical thinking skills while fostering a lasting appreciation of biology. Students planning to continue for a four-year degree should consult the lower division requirements of the transfer program of the university to which they plan to attend.

Dean
Greg McCormac

Department Chairs
Sherry Rogers

(916) 608-6615
mccormg@flc.losrios.edu

Associate Degrees for Transfer

A.S.-T. in Biology

The Associate in Science in Biology for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University (CSU). Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Biology at the institution they wish to transfer to because major and general education requirements may vary for each CSU, and the degree does not guarantee admission to a specific CSU campus.

This program has the following completion requirements:

1. Completion of 60 semester units that are eligible for transfer to the California State University, including both of the following:
   A. CSU IGETC for STEM Breadth Requirements.
   B. The required number of units in the major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0. Associate Degrees for Transfer also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>BIOL 400</td>
<td>Principles of Biology</td>
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<td>BIOL 410</td>
<td>Principles of Botany</td>
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<tr>
<td>CHEM 400</td>
<td>General Chemistry I</td>
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<tr>
<td>CHEM 401</td>
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<td>MATH 400</td>
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<tr>
<td>PHYS 350</td>
<td>General Physics (4)</td>
<td>8</td>
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<tr>
<td>or PHYS 411</td>
<td>Mechanics of Solids and Fluids (4)</td>
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</table>

and PHYS 360 | General Physics (4)                 |       |
The Associate in Science in Biology for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) the Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, and Mathematics (IGETC for STEM).

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply acquired knowledge, skills, and abilities toward successful completion of coursework at transfer institutions.
- demonstrate knowledge of the language, facts, and concepts that serve as the foundation for working independently on more complex problems.
- employ appropriate information-gathering tools to investigate scientific matters.
- clearly communicate scientific information, both orally and in written form, to diverse audiences.
- demonstrate laboratory and field habits consistent with accepted practices for safety, documentation, and core techniques.
- analyze data sets, recognize the implications of disturbances to biological systems, and synthesize information to draw conclusions.
- differentiate between scientifically-derived knowledge, myth, and conjecture in professional or everyday encounters with information.
- recognize and discuss ethical implications of biological research when encountered in personal, community, and scientific issues.
- engage in free exchange of ideas to support creative problem solving.
- evaluate former and proposed human activities, and, if necessary, recommend alternative actions that are environmentally sustainable.

Associate Degrees

A.S. in Biological Sciences

Biology programs at FLC seek to prepare lower division students for transfer to higher education institutions, entry into vocational programs, or science-related employment. All programs seek to develop critical thinking skills while fostering a lasting appreciation of biology.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>CHEM 400</td>
<td>General Chemistry I</td>
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<td>CHEM 401</td>
<td>General Chemistry II</td>
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<tr>
<td>BIOL 400</td>
<td>Principles of Biology</td>
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<td>BIOL 410</td>
<td>Principles of Botany</td>
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<td>BIOL 420</td>
<td>Principles of Zoology</td>
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<tr>
<td>BIOL 323</td>
<td>Plants and People (4)</td>
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<tr>
<td>BIOL 350</td>
<td>Environmental Biology (3)</td>
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<tr>
<td>BIOL 380</td>
<td>Natural History Field Studies: Coastal Ecosystems (1)</td>
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<tr>
<td>BIOL 382</td>
<td>Natural History Field Studies: Desert Ecosystems (1)</td>
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<tr>
<td>BIOL 384</td>
<td>Natural History Field Study of Forest Ecosystems (1 - 4)</td>
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A minimum of 8 units from the following:

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<tbody>
<tr>
<td>BIOL 323</td>
<td>Plants and People (4)</td>
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<td>BIOL 350</td>
<td>Environmental Biology (3)</td>
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<td>Natural History Field Studies: Coastal Ecosystems (1)</td>
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<tr>
<td>BIOL 382</td>
<td>Natural History Field Studies: Desert Ecosystems (1)</td>
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<tr>
<td>BIOL 384</td>
<td>Natural History Field Study of Forest Ecosystems (1 - 4)</td>
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<td>COURSE CODE</td>
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<tr>
<td>BIOL 386</td>
<td>Natural History Field Studies: Marine Ecosystems (1)</td>
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<td>BIOL 388</td>
<td>Natural History Field Studies: River Ecosystems (1)</td>
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<tr>
<td>BIOL 389</td>
<td>Natural History Field Studies: Wetland Ecosystems (1)</td>
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<td>BIOL 390</td>
<td>Natural History Field Study (0.5 - 4)</td>
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<tr>
<td>CHEM 420</td>
<td>Organic Chemistry I (5)</td>
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<td>CHEM 421</td>
<td>Organic Chemistry II (5)</td>
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<td>INDIS 360</td>
<td>Sustainability: Your Future on Planet Earth (3)</td>
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<td>PHYS 350</td>
<td>General Physics (4)</td>
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<td>PHYS 360</td>
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<tr>
<td>PHYS 411</td>
<td>Mechanics of Solids and Fluids (4)</td>
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<tr>
<td>PHYS 421</td>
<td>Electricity and Magnetism (4)</td>
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<tr>
<td>PHYS 431</td>
<td>Heat, Waves, Light and Modern Physics (4)</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<tr>
<td><strong>Total Units:</strong></td>
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<td><strong>33</strong></td>
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</tbody>
</table>

The Biological Sciences Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- apply acquired knowledge, skills, and abilities toward successful completion of coursework at transfer institutions.
- demonstrate knowledge of the language, facts, and concepts that serve as the foundation for working independently on more complex problems.
- employ appropriate information-gathering tools to investigate scientific matters.
- clearly communicate scientific information, both orally and in written form, to diverse audiences.
- demonstrate laboratory and field habits consistent with accepted practices for safety, documentation, and core techniques.
- analyze data sets, recognize the implications of disturbances to biological systems, and synthesize information to draw conclusions.
- differentiate between scientifically-derived knowledge, myth, and conjecture in professional or everyday encounters with information.
- recognize and discuss ethical implications of biological research when encountered in personal, community, and scientific issues.
- engage in free exchange of ideas to support creative problem solving.
- evaluate former and proposed human activities, and, if necessary, recommend alternative actions that are environmentally sustainable.

**A.A. in Interdisciplinary Studies: Math and Science**

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable course work that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Math and Science. These courses emphasize the natural sciences which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations. Possible majors at a four-year institution include, but are not limited to: mathematics, biology, chemistry,
It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

**Catalog Date:** June 1, 2020

### Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td></td>
<td>A minimum of 18 units from the following:</td>
<td>18</td>
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<tr>
<td></td>
<td>You must select courses from at least three different disciplines and complete courses from both math and science. If a course is cross-listed with another on the list, only one may apply to the degree.</td>
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<tr>
<td>ANTH 300</td>
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<td>ANTH 301</td>
<td>Biological Anthropology Laboratory (1)</td>
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<tr>
<td>ANTH 303</td>
<td>Introduction to Forensic Anthropology (3)</td>
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<tr>
<td>ASTR 300</td>
<td>Introduction to Astronomy (3)</td>
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<td>ASTR 400</td>
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<td>The Foundations of Biology (3)</td>
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<td>Biology of Organisms (4)</td>
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<td>Plants and People (4)</td>
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<td>Environmental Biology (3)</td>
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<td>Anatomy and Physiology (5)</td>
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<td>BIOL 440</td>
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<td>General Microbiology and Public Health (5)</td>
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<td>Introduction to Chemistry (5)</td>
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<td>CHEM 306</td>
<td>Introduction to Organic and Biological Chemistry (5)</td>
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<td>CHEM 410</td>
<td>Quantitative Analysis (5)</td>
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<td>GEOG 300</td>
<td>Physical Geography: Exploring Earth's Environmental Systems (3)</td>
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<td>GEOG 306</td>
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<td>Geology of California (3)</td>
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<td>MATH 356</td>
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<td>NUTRI 300</td>
<td>Nutrition (3)</td>
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<td>NUTRI 340</td>
<td>Nutrition and Metabolism (3)</td>
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<td>PHYS 310</td>
<td>Conceptual Physics (3)</td>
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<td>Basic Physics (3)</td>
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<td>Mechanics of Solids and Fluids (4)</td>
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<td>Heat, Waves, Light and Modern Physics (4)</td>
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<td>PS 302</td>
<td>Introduction to Physical Science (4)</td>
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<td>PSYC 312</td>
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<tr>
<td>PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences (3)</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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</table>

Total Units: 18

The Interdisciplinary Studies: Math and Science Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- reason quantitatively and empirically (Math and Science).
Certificate of Achievement

Heritage Interpretation Certificate

Heritage Interpretation involves conveying meaningful information about historical, cultural, and natural events or sites to a broad audience. One may have encountered interpretive prose in historical site markers, displays at parks or museums, and written park visitor guides. Park rangers, docents, and tour guides use oral and written interpretation skills. More recently, interpretive skills have been expanding into social media. Students completing this proposed certificate of recognition will be prepared to take an exam to be a Certified Interpretive Guide (C.I.G) from the National Association for Interpretation. Courses in this certificate may also be applied towards associate degree and/or transfer requirements.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ANTH 300</td>
<td>Biological Anthropology (3)</td>
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<tr>
<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>or ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<tr>
<td>BIOL 307</td>
<td>Biology of Organisms (4)</td>
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<td>or BIOL 323</td>
<td>Plants and People (4)</td>
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<td>or BIOL 350</td>
<td>Environmental Biology (3)</td>
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<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<tr>
<td>or HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<tr>
<td>ANTH 392</td>
<td>Principles of Heritage Interpretation (3)</td>
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<td>or HIST 392</td>
<td>Principles of Heritage Interpretation (3)</td>
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<td>A minimum of 2 units from the following:</td>
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<td>ANTH 498</td>
<td>Work Experience in Anthropology (1 - 4)</td>
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<tr>
<td>BIOL 380</td>
<td>Natural History Field Studies: Coastal Ecosystems (1)</td>
<td></td>
</tr>
<tr>
<td>BIOL 382</td>
<td>Natural History Field Studies: Desert Ecosystems (1)</td>
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</tr>
<tr>
<td>BIOL 384</td>
<td>Natural History Field Study of Forest Ecosystems (1 - 4)</td>
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<tr>
<td>BIOL 386</td>
<td>Natural History Field Studies: Marine Ecosystems (1)</td>
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<td>BIOL 388</td>
<td>Natural History Field Studies: River Ecosystems (1)</td>
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<tr>
<td>BIOL 389</td>
<td>Natural History Field Studies: Wetland Ecosystems (1)</td>
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</tr>
<tr>
<td>BIOL 390</td>
<td>Natural History Field Study (0.5 - 4)</td>
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<td>HIST 498</td>
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<tr>
<td>WEXP 498</td>
<td>Work Experience in (Subject) (1 - 4)</td>
<td></td>
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<tr>
<td></td>
<td>Total Units:</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- pass the Certified Interpretive Guide exam offered by the National Association for Interpretation.
- interpret information about a historical, cultural, or natural event or site to a diverse audience.
- justify the importance of preserving historical, cultural, and natural resources.
Career Information

Students completing this certificate along with additional coursework may be prepared to seek jobs as an interpretive guide or Interpretive Specialist at parks, museums, historical sites, and cultural centers; K-12 educator; river guide; or in the hospitality industry. This certificate may also fulfill some of the transfer requirements for a bachelor’s degree in Public History, Cultural Resources Management, or Natural Resources Management.

Biology (BIOL)

BIOL 100 Introduction to Concepts of Human Anatomy and Physiology

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
General Education: AA/AS Area IV (effective Summer 2020)
Catalog Date: June 1, 2020

This course provides an overview of the basic concepts of anatomy and physiology, with coverage of all body systems. It is a non-transferable course designed for students requiring a one semester prerequisite for certain allied health programs, for students wanting to improve critical thinking, learning skills, and college-level vocabulary in preparation for more rigorous courses, and for any students with a desire to explore and to improve their understanding of the human body.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply basic skills to generate and interpret oral and written communication about the human body.
- apply basic critical thinking to analyze structure and function of the human body.
- evaluate the roles of each body system in promoting necessary life functions and maintaining homeostasis.
- assess how lifestyle choices, environmental conditions, and genetics impact each body system.
- apply varied learning strategies to master basic human anatomy & physiology.

BIOL 300 The Foundations of Biology

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101 and MATH 100 with grades of "C" or better
Transferable: CSU; UC (UC credit limitation: Biology 300, 307 and 310 combined: maximum credit, one course)
General Education: AA/AS Area IV; CSU Area B2; IGETC Area SB
Catalog Date: June 1, 2020

This course is a survey of major topics in the biological sciences for the non-science major with an emphasis on human biology. Units covered include the origin of life, cell structure and chemistry, metabolism, Mendelian and molecular genetics, genetic engineering, evolution, anatomy and physiology of humans, animal behavior and ecology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the basic cellular, anatomical and physiological mechanisms by which organisms, including humans, maintain homeostasis using correct biological vocabulary.
- describe the basic processes of cellular reproduction and genetics and analyze the implications of related modern biotechnologies.
- explain the basic principles of evolution and biodiversity.
- evaluate the impacts of humans on biodiversity and ecosystem function.
- apply the scientific method to biological problems and data, and evaluate the validity of biological information as applied to personal and community issues.
This is a general biology course focusing on a survey of the plant and animal kingdoms. The course covers the general principles of biology including: methods of science, cell organization, genetics, evolution, ecology, biodiversity, and anatomy. These principles are explored in more depth through the examination of additional topics which may include: disease and epidemiology, physiological ecology, animal behavior, biotechnology, population growth and regulation, ecosystem ecology, and conservation biology. Evolution and biodiversity are continuing themes included in each major topic. The course is designed for non-science majors and is especially useful for liberal studies, elementary education, environmental studies, recreation, and similar majors. Field trips scheduled outside of class time (including day-length weekend field trips) may be required. Students may be required to purchase eye protection and disposable gloves.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compare and contrast the various metabolic, cellular, anatomical, morphological, physiological, and behavioral mechanisms evolved by organisms to acclimate or adapt to their environments.
- apply the scientific method to simple experiments designed and conducted by students.
- assemble the emergent properties of life, and describe each as they relate to different organisms.
- explain the importance of ecology and evolution to organismal diversity.
- evaluate the use of biotechnology in current fields (e.g. agriculture, medicine, and criminal investigations) based on a student’s understanding of DNA and heredity.
- research human interactions with the environment, and recommend sustainable practices that could be practically implemented.

This course introduces the major concepts of biological science with an emphasis on human biology. It is intended for non-science majors and disciplines requiring a broad overview of Biology (e.g. some Allied Health programs). Topics covered include: cell biology, metabolism, Mendelian and molecular genetics, evolution, anatomy and physiology, animal behavior, and ecology. The laboratory activities are designed to further investigate and illuminate each topic area. Students may be required to purchase eye protection and disposable gloves. Field trips outside of class time may be required. Additionally, students may be required to provide their own transportation to field trip sites.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain how human bodies function and maintain homeostasis at the cellular, anatomical, and physiological levels using correct biological vocabulary.
- describe the processes of heredity, reproduction, and development, and discuss how the three are applied in modern biotechnologies.
- explain the principles of evolution, ecology, and biodiversity, and apply an understanding of each concept to how humans interact with our environment.
- apply the scientific method to biological problems, and interpret scientific data in a reasonable manner.
- critically evaluate the validity of scientific information from a variety of sources.
This introductory course focuses on the scientific study of the interactions between plants and humans. Students will use the scientific method to investigate the ecological and biological traits of plants, how these traits have shaped multicultural human use, and how plants have been affected by humans. Topics include plant anatomy, structure, and reproduction; the role of biodiversity in natural and cultivated systems; plant evolution under domestication; sustainable use of resources; ethical issues surrounding plant use; and comparison of plant use by various cultures for food, medicine, shelter, and dyes. Laboratory topics may include plant identification, experimental investigation of medicinal and food value of selected plants, traditional preparation of selected plants, plant structure and anatomy, and analysis of plant fibers and dyes. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the scientific method to test the medicinal and food value of selected plant parts or plant extracts, and assess the scientific support for specific plant supplements.
- describe the anatomy, morphology, and function of the vegetative and reproductive plant organs, and identify vegetative modifications, flower parts, and fruit types of flowering plants.
- explain how plants have evolved under domestication, and interpret and evaluate multiple lines of evidence connecting domesticated plants to their wild relatives.
- compare and contrast uses of plants from many cultures (including, but not necessarily limited to modern and indigenous African, Eurasian, and North and South American societies) and relate the uses to the ecological constraints on the environment.
- use dichotomous keys to identify native plants, describe the ethnobotanical significance of native plants, and prepare herbarium specimens to document specimens.
- research human interactions with the environment, and recommend sustainable practices that could be practically implemented.

BIOL 350 Environmental Biology

This course provides an overview of ecosystems and natural resources. Major topics covered include scientific methods, data interpretation, ecological principles, ecosystem functioning, conservation biology, resource use (including historical and cultural values) and management, and human-caused environmental impacts (e.g. pollution). This course provides the background needed to understand major global and regional issues such as acid rain, global warming, hazardous waste disposal, deforestation, ecological sustainability, and endangered species recovery. BIOL 350 is a general education course that is especially useful for Environmental Technology, Environmental Sciences, Ecology, Recreation, Education, and Political Science majors. You cannot enroll in this course if you have passed ENV 304. One off-campus field trip is required. Students may be required to drive themselves and there may be entrance fees to certain field trip locations. Attendance at public meetings, and/or a semester project may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the principles of ecology and conservation to the analysis of natural resource management and use.
- evaluate how the current and past world views impact local, regional, and global environmental issues.
- use the scientific method to pose questions and interpret data relevant to conservation issues.
- predict effects of consumer actions, government policies, and worldwide practices on the future sustainability and needs of society.

BIOL 380 Natural History Field Studies: Coastal Ecosystems
This course will study the ecology and natural history of coastal ecosystems covered in the field. Animals, plants, geology, and environmental impacts unique to coastal areas will be studied and their interrelationships investigated. Assignments, field notes and appropriate exams will be an integral part of the course. Students will be responsible for providing their own lodging or camping equipment and meals. Campsites will be available. This course is ideal for anyone interested in nature, environmental topics, and the biological sciences. Teachers and resource managers seeking professional growth, and students from all academic disciplines are encouraged to take this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze a proposed development plan and determine the potential impacts to the environment that may occur if the plan is approved.
- explore career options as a professional naturalist, park ranger, or biological technician.
- engage in a professional or non-professional teaching capacity by writing lesson plans, designing field trips, and preparing lecture presentations to teach about the significance of delicate ecosystems to human life.
- describe the economic value of the development and maintenance of refuges, preserves, and sanctuaries, and in turn make informed decisions about the importance of their existence.

BIOL 382 Natural History Field Studies: Desert Ecosystems

This course will study the ecology and natural history of desert and arid ecosystems covered in the field. Animals, plants, geology, and environmental impacts unique to desert-related areas will be studied and their interrelationships investigated. Assignments, field notes and appropriate exams will be an integral part of the course. Students will be responsible for providing their own lodging or camping equipment and meals. Campsites will be available. This course is ideal for anyone interested in nature, environmental topics, and the biological sciences. Teachers and resource managers seeking professional growth, and students from all academic disciplines are encouraged to take this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze a proposed development plan and determine the potential impacts to the environment that may occur if the plan is approved.
- explore career options as a professional naturalist, park ranger, or biological technician.
- engage in a professional or non-professional teaching capacity by writing lesson plans, designing field trips, and preparing lecture presentations to teach about the significance of delicate ecosystems to human life.
- describe the economic value of the development and maintenance of refuges, preserves, and sanctuaries, and in turn make informed decisions about the importance of their existence.

BIOL 384 Natural History Field Study of Forest Ecosystems

This course will cover the ecology and natural history of forest ecosystems covered in the field. Animals, plants, geology, and environmental impacts unique to forest and mountain areas will be studied and their interrelationship investigated. Assignments, field notes and appropriate exams/quizzes will be an integral part of the course. Students will be responsible for providing their own lodging or camping equipment and meals. Campsites will be available. Additional fees for tours or transportation may also be required. This course is ideal for anyone interested in nature, environmental topics, and the biological sciences. Teachers and resource managers seeking professional growth, and students from all academic disciplines are encouraged to take this course.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- analyze a proposed development plan and determine the potential impacts to the environment that may occur if the plan is approved.
- explore career options as a professional naturalist, park ranger, or biological technician.
- engage in a professional or non-professional teaching capacity by writing lesson plans, designing field trips, and preparing lecture presentations to teach about the significance of delicate ecosystems to human life.
- describe the economic value of the development and maintenance of refuges, preserves, and sanctuaries, and in turn make informed decisions about the importance of their existence.

BIOL 386 Natural History Field Studies: Marine Ecosystems

Units: 1
Hours: 12 hours LEC; 18 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course will cover the ecology and natural history of marine ecosystems in the field. Animals, plants, geology, and environmental impacts unique to ocean areas will be studied and their interrelationships investigated. Assignments, field notes and appropriate exams/quizzes will be an integral part of the course. Students will be responsible for providing their own lodging or camping equipment and meals. Campsites will be available. This course is ideal for anyone interested in nature, environmental topics, and the biological sciences. Teachers and resource managers seeking professional growth, and students from all academic disciplines are encouraged to take this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze a proposed development plan and determine the potential impacts to the environment that may occur if the plan is approved.
- explore career options as a professional naturalist, park ranger, or biological technician.
- engage in a professional or non-professional teaching capacity by writing lesson plans, designing field trips, and preparing lecture presentations to teach about the significance of delicate ecosystems to human life.
- describe the economic value of the development and maintenance of refuges, preserves, and sanctuaries, and in turn make informed decisions about the importance of their existence.

BIOL 388 Natural History Field Studies: River Ecosystems

Units: 1
Hours: 12 hours LEC; 18 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course will study the ecology and natural history of river ecosystems covered in the field. Animals, plants, geology, and environmental impacts unique to rivers and riparian areas will be studied and their interrelationships investigated. Assignments, field notes, and appropriate exams/quizzes will be an integral part of the course. Students will be responsible for providing their own lodging or camping equipment and meals. Campsites will be available. This course is ideal for anyone interested in nature, environmental topics, and the biological sciences. Teachers and resource managers seeking professional growth, and students from all academic disciplines are encouraged to take this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze a proposed development plan and determine the potential impacts to the environment that may occur if the plan is approved.
- explore career options as a professional naturalist, park ranger, or biological technician.
- engage in a professional or non-professional teaching capacity by writing lesson plans, designing field trips, and preparing lecture presentations to teach about the significance of delicate ecosystems to human life.
- describe the economic value of the development and maintenance of refuges, preserves, and sanctuaries, and in turn make informed decisions about the importance of their existence.
BIOL 389 Natural History Field Studies: Wetland Ecosystems

This course will study the ecology and natural history of wetland ecosystems covered in the field. Animals, plants, geology, and environmental impacts unique to wetland areas will be studied and their interrelationships investigated. Assignments, field notes and appropriate exams/quizzes will be an integral part of the course. Students will be responsible for providing their own lodging or camping equipment and meals. Campsites will be available. This course is ideal for anyone interested in nature, environmental topics, and the biological sciences. Teachers and resource managers seeking professional growth, and students from all academic disciplines are encouraged to take this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze a proposed development plan and determine the potential impacts to the environment that may occur if the plan is approved.
- explore career options as a professional naturalist, park ranger, or biological technician.
- engage in a professional or non-professional teaching capacity by writing lesson plans, designing field trips, and preparing lecture presentations to teach about the significance of delicate ecosystems to human life.
- describe the economic value of the development and maintenance of refuges, preserves, and sanctuaries, and in turn make informed decisions about the importance of their existence.

BIOL 390 Natural History Field Study

This course will study ecology and natural history covered in the field. Animals, plants, and geology will be studied and their interrelationships investigated. The course may be offered in the mountains, desert, or seashore and ocean. Assignments, field notes, and appropriate exams/quizzes will be an integral part of the course. Students will be responsible for providing their own lodging or camping equipment and meals. Campsites will be available. Additional fees for tours or transportation may also be required. This course is ideal for anyone interested in nature, environmental topics, and the biological sciences. Teachers and resource managers seeking professional growth, and students from all academic disciplines are encouraged to take this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze a proposed development plan and determine the potential impacts to the environment that may occur if the plan is approved.
- explore career options as a professional naturalist, park ranger, or biological technician.
- engage in a professional or non-professional teaching capacity by writing lesson plans, designing field trips, and preparing lecture presentations to teach about the significance of delicate ecosystems to human life.
- describe the economic value of the development and maintenance of refuges, preserves, and sanctuaries, and in turn make informed decisions about the importance of their existence.

BIOL 392 Principles of Heritage Interpretation

This interdisciplinary course covers the basics of interpreting historical, cultural, and natural resources to the general public. Interpretation is a communication process that forges emotional and intellectual connections between the interests of the audience and the inherent meanings of the resource. Topics include developing an interpretive program using a thematic approach and learning program delivery techniques. Completion of
this course will qualify students to apply for professional certification through the National Association for Interpretation as a Certified Interpretive Guide (CIG). This course is recommended for students interested in history, biology, anthropology, recreation, education, and communication. Not open to students who have received credit for Anthropology 392 or History 392. This course requires field trips.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- define heritage interpretation.
- demonstrate knowledge of the history, principles, and philosophy of interpretation as it is practiced in natural resource settings (parks and forests) and a variety of other settings (museums, nature centers, zoos, arboretums, planetariums, aquariums, botanical gardens, historic sites, etc...).
- compose interpretive themes, goals, and objectives.
- research, outline, and develop an interpretive presentation.

**BIOL 400 Principles of Biology**

**Units:** 5

**Hours:** 54 hours LEC; 108 hours LAB

**Prerequisite:** CHEM 400 with a grade of "C" or better; AND Intermediate Algebra (Math 120 or the equivalent)

**Advisory:** CHEM 401; AND ENGWR 101 AND ENGRD 110 with a grade of "C" or better.

**Transferable:** CSU; UC

**General Education:** AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B; IGETC Area 5C

**C-ID:** C-ID BIOL 190; Part of C-ID BIOL 135S

**Catalog Date:** June 1, 2020

This course introduces universal biological principles, including biological molecules, enzymes, cell structure and function, biochemistry, Mendelian and molecular genetics, ecology and evolution. BIOL 400 is recommended for science majors and students in pre-professional programs. Goggles and a scientific or 4 function calculator are required (programmable or cell phone calculators are NOT allowed).

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- formulate hypotheses, propose and conduct scientific tests of these hypotheses utilizing basic biological laboratory skills, and organize, evaluate and interpret biological data.
- identify the structural characteristics of biological molecules and cellular organelles and relate these features to their functions in cells and organisms.
- explain how cells obtain and use energy, how metabolism and movement are conducted and regulated, and how prokaryotic and eukaryotic cells differ in structure.
- explain the underlying mechanisms of heredity and genetic change, how these mechanisms allow for evolution, natural selection and adaptation, and how biological evolution explains the adaptation, diversity, unity and history of life.
- identify the abiotic and biotic factors, including human activities, that influence the abundance and distribution of organisms, the structure of biological communities, and the functioning of ecosystems.

**BIOL 410 Principles of Botany**

**Units:** 5

**Hours:** 54 hours LEC; 108 hours LAB

**Prerequisite:** BIOL 400 with a grade of "C" or better

**Advisory:** ENGWR 101 and MATH 120 with grades of "C" or better

**Transferable:** CSU; UC

**General Education:** AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B; IGETC Area 5C

**C-ID:** C-ID BIOL 155; Part of C-ID BIOL 135S

**Catalog Date:** June 1, 2020

This course introduces the biology of plants, fungi, cyanobacteria, and algae. Topics covered include the morphology, anatomy, physiology, development, classification, evolution, and ecology of botanical organisms and other non-botanical organisms traditionally included in an introductory botany course for biology majors. Students may be required to purchase eye protection and disposable gloves. Additionally, students may be required to provide their own transportation to field trip sites.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- demonstrate knowledge of the morphology, anatomy, physiology, development, classification, ecology, and evolution of non-metazoan organisms.
- apply laboratory skills to solve biological problems of a botanical, ecological, or evolutionary nature.
- integrate botanical knowledge with knowledge gained from previous biology courses.
- evaluate the design of laboratory experiments performed in class, and those published in peer-reviewed literature; and suggest reasonable improvements or modifications.

BIOL 420 Principles of Zoology

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: BIOL 400 with a grade of "C" or better
Advisory: ENGWR 101 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B; IGETC Area 5C
C-ID: C-ID BIOL 150; Part of C-ID BIOL 135S
Catalog Date: June 1, 2020

This course is part of a three-semester sequence in general biology for biology majors. Topics include zoology with particular emphasis on comparative anatomy and physiology of vertebrates and invertebrates. The basic principles of evolution, taxonomy, embryology, morphology, physiology, behavior and ecology will be covered. Students may be required to purchase eye protection and disposable gloves. Field trips scheduled outside of class time may be required. Additionally, students may be required to provide their own transportation to field trip sites.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze adaptations to environmental pressures and the evolutionary causes of the diversity and unity of animal life.
- synthesize and analyze major patterns of animal classification and taxonomy and describe the features of major animal phyla.
- differentiate anatomical structures and describe their physiological functions.
- formulate hypotheses, design investigation methods, collect and analyze data, and evaluate these elements of others’ work, using appropriate scientific methodology.

BIOL 430 Anatomy and Physiology

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: CHEM 305 with a grade of "C" or better
Advisory: BIOL 310 and ENGWR 101, or placement through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B2; CSU Area B3; IGETC Area 5B; IGETC Area 5C
C-ID: Part of C-ID BIOL 115S
Catalog Date: June 1, 2020

This is an introductory course in which the basic principles of human anatomy and physiology are presented in an integrated fashion. This course covers anatomical terminology, basic organic chemistry, histology, and the integumentary, skeletal, muscular, and nervous systems. Both BIOL 430 and BIOL 431 must be taken to study all of the major body systems. Purchase of personal protective equipment including lab coats, safety glasses, and disposable gloves is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the unique and overlapping roles of each body system in promoting necessary life functions and maintaining homeostasis, and assess how lifestyle choices, environmental conditions, and genetics impact role performance.
- generate and interpret oral and written communication about the human body using knowledge of anatomy and physiology terminology and graphics.
- analyze novel or complex scenarios and collaborate in creative problem solving using knowledge of the concept of complementarity of form and function and of how the body operates and is regulated from the cellular to the organismal level.
• evaluate anatomy and physiology related information from various sources and apply findings to decision making.

• differentiate structural elements, including natural anatomic variations and patterns of organization, and analyze physiologic conditions, using appropriate laboratory methods.

BIOL 431 Anatomy and Physiology

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: BIOL 430 with a grade of "C" or better
Advisory: ENGWR 101, or placement through the assessment process.
Transferable: CSU; UC
General Education: CSU Area B2; CSU Area B3; IGETC Area 5B; IGETC Area SC
C-ID: Part of C-ID BIOL 115S
Catalog Date: June 1, 2020

This is an introductory course in which the basic principles of human anatomy and physiology are presented in an integrated fashion. This course covers the circulatory, respiratory, urinary, immune, digestive, endocrine, and reproductive systems. Both BIOL 430 and BIOL 431 must be taken to study all of the major body systems. Purchase of personal protective equipment including lab coats, safety glasses, and disposable gloves is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate higher levels of mastery of the following student learning outcomes begun in BIOL 430.

• generate and interpret oral and written communication about the human body using knowledge of anatomy and physiology terminology and graphics.

• analyze novel or complex scenarios and collaborate in creative problem solving using knowledge of the concept of complementarity of form and function and of how the body operates and is regulated from the cellular to the organismal level.

• evaluate anatomy and physiology related information from various sources and apply findings to decision making.

• differentiate structural elements, including natural anatomic variations and patterns of organization, and analyze physiologic conditions, using appropriate laboratory methods.

• evaluate the unique and overlapping roles of each body system in promoting necessary life functions and maintaining homeostasis, and assess how lifestyle choices, environmental conditions, and genetics impact role performance.

BIOL 439 Human Cadaver Dissection

Units: 1
Hours: 12 hours LEC; 18 hours LAB
Prerequisite: BIOL 430 and 431 with grades of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

The Human Cadaver Dissection course is a one-unit, intensive course for nursing, medical, chiropractic, physical therapy, sonography, or other health-related majors. Using a regional approach, students will study the structure of the human body through the dissection of cadavers. Students will gain experience in dissection techniques, more fully understand relationships between organs, and discuss physiological concepts as they pertain to anatomy. Maintaining a detailed lab notebook is an integral part of the course. A lab coat and safety glasses with side splash protection will be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• develop dissection techniques. Identify and utilize appropriate dissection technique and tools. Perform advanced dissections to prepare the specimens for study in other Biology courses.

• identify anatomical structures and explore relationships between structure and function. Investigate human anatomy from superficial to deep structures. Discuss physiological concepts based on anatomical relationships.

BIOL 440 General Microbiology
This course introduces the concepts of microbiology with an emphasis on forms, modes of growth, cell specialization, mutual, commensal and parasitic relationships of bacteria, fungi, molds, protozoa and viruses. Topics will be correlated with medical and health applications to animals and human beings. Students are required to purchase a laboratory coat, microscope slides, safety glasses, disposable gloves and a laboratory notebook. Field trips and/or a semester project may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply microbiological concepts to current issues in human health, biotechnology, and infectious diseases.
- analyze how the human body interacts with various microorganisms through symbiotic relationships and defense mechanisms.
- evaluate the role various microbes play in epidemiology and analyze methods used to control the spread of such disease.
- employ appropriate lab techniques to aseptically culture, transfer, observe, identify and manipulate microorganisms.

**BIOL 442 General Microbiology and Public Health**

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: CHEM 305, 306, or 400 with a grade of "C" or better, or one year high school chemistry with a laboratory with a grade "C" or better.
Advisory: BIOL 307, BIOL 310, or ENGW 101, or placement through the assessment process.
Transferable: CSU, UC
Catalog Date: June 1, 2020

This course provides a survey of bacteria, viruses, fungi, protozoa, and helminths that are associated with human infectious diseases. It examines their cellular and molecular structure, physiology, metabolism, and genetics. Laboratory work introduces methods for cultivating and characterizing microorganisms. Topics will be related to global public health issues both past and present. Students are required to purchase a laboratory coat, microscope slides, safety glasses, disposable gloves and a laboratory notebook. Field trips and/or a semester project may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply microbiological concepts to current issues in human health, biotechnology, and infectious diseases.
- analyze how the human body interacts with various microorganisms through symbiotic relationships and defense mechanisms.
- evaluate how physical and chemical methods can be used to control microbial growth.
- conduct experiments involving culture and transfer of microbes, microscopy, biochemical tests, DNA techniques, and diagnostic media.
- evaluate the impact of various infectious diseases, including descriptions of the causative agent(s), signs and symptoms, pathogenesis, virulence factors, epidemiology, diagnosis, treatment, and prevention.

**BIOL 495 Independent Studies in Biology**

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

**BIOL 498 Work Experience in Biology**

Units: 1 - 4
This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Biology. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
The Folsom Lake College business curriculum is designed to provide an entrance into an exciting career. Many opportunities are available that can lead to immediate employment or career advancement. FLC offers a variety of degrees and certificates to meet students' present and future needs. Whether it is one class or a step toward a degree, there are a variety of options.

Dean
Carlos Lopez

Department Chairs
C.D. Vickrey
Howell Ellerman

(916) 361-6330
lopezc@flc.losrios.edu

Associate Degrees for Transfer

A.S.-T. in Business Administration

The Associate in Science in Business Administration for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Business Administration at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

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

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

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

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

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 311</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 345</td>
<td>Law and Society (3)</td>
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</tr>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td></td>
<td>A minimum of 8 units from the following:</td>
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</tbody>
</table>
The Associate in Science in Business Administration for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify and explain the major functional areas of the business organizations including management, marketing, finance, and accounting.
- apply commonly used computer application programs to create relevant business documents.
- apply accounting and mathematical concepts and principles in making decisions about business operations.
- assess the relationships and inter-dependencies of economic, social, legal, and global environments in which businesses operate.

Career Information

Account executive, analyst, bank employee, buyer, manager, entrepreneur, financial planner, government service, insurance representative, investment counselor, public administration, purchasing agent, retail/industrial sales, stockbroker. Some options may require more than 2 years of study and additional licensing.

Associate Degrees

A.A. in Accounting

The Accounting degree is designed for students planning to seek accounting positions in business, industry, or government upon completion of two years of college study. The program also meets the needs of employed individuals seeking to learn applications of accounting theory as practiced in the field. The program provides the foundation for individuals to prepare financial statements and record business transactions for all types of business and industry. Students develop a strong knowledge base of U.S. Generally Accepted Accounting Principles (GAAP) and accounting procedures. Communication skills, teamwork, computer technology, and ethical behavior are also emphasized.

For those students interested in transferring to a four-year college or university to pursue a bachelor’s degree in this major, it is critical that students meet with an FLC counselor to select and plan the courses to fulfill major requirements. Schools vary widely in terms of the required preparation. The courses that FLC require for an A.A. degree in this major may be different from the requirements needed for a Bachelor’s degree.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
<td>ACCT 103</td>
<td>Intermediate Accounting - Part I</td>
<td>4</td>
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<tr>
<td>ACCT 104</td>
<td>Intermediate Accounting - Part II</td>
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COURSE CODE | COURSE TITLE | UNITS
---|---|---
ACCT 107 | Auditing | 3
ACCT 111 | Cost Accounting | 3
ACCT 301 | Financial Accounting | 4
ACCT 311 | Managerial Accounting | 4
ACCT 341 | Computerized Accounting | 3
BUS 340 | Business Law | 3
BUSTEC 363 | Introduction to Electronic Spreadsheets | 1
BUSTEC 364 | Intermediate Electronic Spreadsheets | 1
ECON 302 | Principles of Macroeconomics (3) | 3

Total Units: 33

The Accounting Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- record, classify, summarize and report the business transactions of a company.
- prepare financial statements in conformity with accounting principles generally accepted in the United States of America.
- analyze and prepare financial information for management decision-making.
- communicate financial information effectively within a business environment.
- provide management support in the budgeting, planning and decision-making processes.
- understand the role of ethics and standards of professional conduct in the accounting profession.
- integrate the principles of business, business law, taxation, and economics into accounting functions.
- apply principles of accounting to business situations and to understand other functions of business: marketing, management, finance and information processing.

Career Information

Career Opportunities: Entry-level employment opportunities include positions in accounts receivable, accounts payable, payroll, and cost accounting. Job titles include Account Clerk and Payroll Clerk. Promotional opportunities include higher-level responsibilities in these areas and the areas of general ledger, financial statement preparation, and financial statement analysis. Job titles include Senior Account Clerk Accounting Technician, and Office Manager/Bookkeeper.

A.A. in Business Analyst/Data Analytics

The Business Analyst/Data Analytics program focuses on the skills and technical training necessary to conduct business operations analysis in order to control technical and operational budgets and to develop business strategies. The curriculum explores the use of data in decision-making, project management techniques, and the uses of databases to make business decisions.

Catalog Date: June 1, 2020

Degree Requirements

COURSE CODE | COURSE TITLE | UNITS
---|---|---
ACCT 301 | Financial Accounting | 4
ACCT 311 | Managerial Accounting | 4
The Business Analyst/Data Analytics Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- describe the process of business analysis.
- apply communication theory, effective writing techniques, and presentation skills to business situations.
- demonstrate the ability to formulate and implement a project plan given specific scenarios.
- analyze data, data analytics, and statistics to solve business problems.
- analyze and prepare financial information for management decision-making.

Career Information

Business Analyst, Staff Services Analyst, Administrative Analyst, Manager, Supervisor, Analyst Intern, and Management Analyst Assistant.

A.A. in Business: General Transfer

This program provides the courses necessary for a transfer to a four-year college in business while also allowing the student to select courses which fit his/her individual needs and desires. Students wanting to transfer to a California State University should complete the AS-T in Business Administration, as this program is designed for transfer to the University of California colleges, out-of-state colleges and other private institutions.

Catalog Date: June 1, 2020

Degree Requirements
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
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<td>ACCT 311</td>
<td>Managerial Accounting</td>
<td>4</td>
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<tr>
<td>BUSTEC 331</td>
<td>Exploring Computer Environments and the Internet (1)</td>
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<tr>
<td>BUSTEC 333</td>
<td>Exploring Word Processing and Presentation Software (1)</td>
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<tr>
<td>BUSTEC 363</td>
<td>Introduction to Electronic Spreadsheets (1)</td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
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<td>ECON 304</td>
<td>Principles of Microeconomics</td>
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<td>A minimum of 6 units from the following:</td>
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<td>BUS 310</td>
<td>Business Communications (3)</td>
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<tr>
<td>or BUS 300</td>
<td>Introduction to Business (3)</td>
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<tr>
<td>MATH 341</td>
<td>Calculus for Business and Economics (4)</td>
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<tr>
<td>MATH 343</td>
<td>Modern Business Mathematics (4)</td>
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<tr>
<td>MATH 400</td>
<td>Calculus I (5)</td>
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<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<td>Total Units:</td>
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<td>23</td>
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</table>

The Business: General Transfer Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify and explain the major functional areas of business organizations including management, marketing, finance, and accounting.
- develop leadership skills that are effective in managing a multicultural workforce.
- analyze practical business problems and integrate research and critical thinking to evaluate and recommend alternative solutions.
- apply accounting concepts and principles to make decisions about business operations.
- integrate management principles in relationship to finance, personnel, products, services, and information.
- communicate effectively verbally and in writing in various business settings.
- apply commonly used computer application programs to create relevant business documents.

Career Information

Career Opportunities: Account executive, analyst, bank employee, buyer, manager, entrepreneur, financial planner, government service, insurance representative, investment counselor, public administration, purchasing agent, retail/industrial sales, stockbroker. Some options may require more than 2 years of study and additional licensing.

A.A. in Business: General

This program provides an overview of business fundamentals for students interested in business occupations including positions in finance, marketing, and management. The program is also recommended for general government service occupations.

Catalog Date: June 1, 2020

Degree Requirements
The Business: General Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify and explain the major functional areas of business organizations including management, marketing, finance, and accounting.
- develop leadership skills that are effective in managing a multicultural workforce.
- analyze practical business problems and integrate research and critical thinking to evaluate and recommend alternative solutions.
- apply accounting concepts and principles to make decisions about business operations.
- integrate management principles in relationship to finance, personnel, products, services, and information.
- communicate effectively verbally and in writing in various business settings.
- apply commonly used computer application programs to create relevant business documents.

Career Information

Career Opportunities: Account executive, analyst, bank employee, buyer, manager, entrepreneur, financial planner, government service, insurance representative, investment counselor, public administration, purchasing agent, retail/industrial sales, stockbroker. Some options may require more than 2 years of study and additional licensing.
A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>A minimum of 18 units from the following:</td>
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<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
<td></td>
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<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
<td></td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
<td></td>
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<tr>
<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
<td></td>
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<tr>
<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
<td></td>
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<tr>
<td>ANTH 323</td>
<td>Introduction to Archaeology (3)</td>
<td></td>
</tr>
<tr>
<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
<td></td>
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<tr>
<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
<td></td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
<td></td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
<td></td>
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<tr>
<td>BUS 345</td>
<td>Law and Society (3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<tr>
<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<tr>
<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<td>ECON 320</td>
<td>Concepts in Personal Finance (3)</td>
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<tr>
<td>ECE 312</td>
<td>Child Development (3)</td>
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<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<tr>
<td>COURSE CODE</td>
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<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes (3)</td>
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<tr>
<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<tr>
<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>HIST 310</td>
<td>History of the United States (3)</td>
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<td>HIST 311</td>
<td>History of the United States (3)</td>
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<td>HIST 314</td>
<td>Recent United States History (3)</td>
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<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<tr>
<td>HIST 368</td>
<td>History of France (3)</td>
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<tr>
<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
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<td>NUTRI 310</td>
<td>Cultural Foods of the World (3)</td>
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<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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<td>POLS 302</td>
<td>Comparative Politics (3)</td>
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<td>POLS 310</td>
<td>Introduction to International Relations (3)</td>
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<td>POLS 320</td>
<td>Introduction to Political Theory (3)</td>
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<td>PSYC 300</td>
<td>General Principles (3)</td>
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<td>PSYC 312</td>
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<td>PSYC 320</td>
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<td>PSYC 335</td>
<td>Research Methods in Psychology (3)</td>
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<td>PSYC 340</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>Introductory Sociology (3)</td>
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<td>SOC 301</td>
<td>Social Problems (3)</td>
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<tr>
<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
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</table>

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

A.A. in Public Management/Civil Service

This program is designed for students interested in careers in state, county, or municipal governments and community-based nonprofit organizations. The curriculum focuses on various competency areas for those wishing either to upgrade their managerial skills or enhance their existing abilities. This program prepares students for careers in civil service. The courses in the program are transferable to the CSU system.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>ACCT 301</td>
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</tr>
<tr>
<td>BUS 340</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>COMM 301</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
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<td>MGMT 315</td>
<td>Government Relations and Policy Development</td>
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<td>STAT 300</td>
<td>Introduction to Probability and Statistics</td>
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<td>or ACCT 311</td>
<td>Managerial Accounting (4)</td>
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<td>or PRJMGMT 300</td>
<td>Introduction to Project Management (3)</td>
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<td>MGMT 310</td>
<td>Introduction to Public Management</td>
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</table>

The Public Management/Civil Service Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- provide a comprehensive introduction of the theoretical and practical field of public management.
- develop an understanding of the role of the public manager as it relates to organizational relations, leadership, ethics, fiscal management and policy-making.
- develop an understanding of the political, intergovernmental, and external environments in which public managers operate.
- enhance the students' academic writing skills for public sector employment.
- prepare students with the skills and knowledge to work in the public and nonprofit sectors.

Career Information

Program career opportunities include entry level public and non-profit agency careers including Public or Civil Service Program Analyst, Public or Civil Service Program Specialist, Public or Civil Service Program Officer, Non-Profit Agency Worker, Auditor, and Non-Profit Agency Assistant Director.

A.A. in Small Business Management: Entrepreneurship
The Small Business Management degree provides training and education for those wishing to own or manage a small entrepreneurial venture. The various elements involved in starting and operating a small business are covered.

Catalog Date: June 1, 2020

### Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting (4)</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 311</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 300</td>
<td>Introduction to Business (3)</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 350</td>
<td>Small Business Management/Entrepreneurship (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 345</td>
<td>Law and Society (3)</td>
<td></td>
</tr>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 343</td>
<td>Modern Business Mathematics (4)</td>
<td>4</td>
</tr>
<tr>
<td>or STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<tr>
<td>A minimum of 6 units from the following:</td>
<td>6</td>
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</tr>
<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 355</td>
<td>Introduction to Global Entrepreneurship (3)</td>
<td></td>
</tr>
<tr>
<td>MKT 300</td>
<td>Principles of Marketing (3)</td>
<td></td>
</tr>
<tr>
<td>A minimum of 3 units from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUSTEC 360</td>
<td>Word Processing Beyond the Essentials (2)</td>
<td></td>
</tr>
<tr>
<td>BUSTEC 363</td>
<td>Introduction to Electronic Spreadsheets (1)</td>
<td></td>
</tr>
<tr>
<td>CISA 320</td>
<td>Introduction to Database Management (1)</td>
<td></td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science (3)</td>
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</tr>
<tr>
<td>Total Units:</td>
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</tr>
</tbody>
</table>

The Small Business Management: Entrepreneurship Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate the feasibility of success when starting a new business venture.
- research and compose a business plan that can be used for planning as well as financing.
- employ appropriate management, finance, accounting, and marketing techniques required in operating a business.
- develop effective oral and written communication skills that can be applied in various business settings.
- demonstrate the ability to comprehend, apply, and evaluate standards of ethical behavior in various business settings.
- formulate original ideas and concepts in addition to integrating the ideas of others into the problem solving process.

### Career Information

Career Opportunities: There are a wide array of job opportunities in business, finance, government, and other sectors for an individual with an undergraduate degree in small business management and/or entrepreneurship. There are opportunities to be a small business owner and
entrepreneur. Business firms of all sizes provide employment and career opportunities including jobs in small business finance, small business marketing, and small business management. Federal, state, and local government agencies employ individuals with training in small business management and entrepreneurship to assist small businesses with government services and non-profit services.

Certificates of Achievement

Business Information Worker I Certificate

The Business Information Worker Certificate prepares students for entry-level office, computer, and administrative support positions in a variety of industries. This certification includes courses in: oral and written business communications; computer application skills, including beginning Excel, Word, and Outlook; the fundamentals of computer systems; and critical thinking and problem solving.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 310</td>
<td>Business Communications (3)</td>
<td>3</td>
</tr>
<tr>
<td>BUSTEC 102</td>
<td>Computer Keyboarding 10-Key</td>
<td>1</td>
</tr>
<tr>
<td>BUSTEC 110</td>
<td>Business Procedures for Professional Success</td>
<td>3</td>
</tr>
<tr>
<td>BUSTEC 126</td>
<td>Outlook: Basics</td>
<td>1</td>
</tr>
<tr>
<td>BUSTEC 307</td>
<td>Computer Keyboarding and Formatting (3)</td>
<td>3</td>
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<tr>
<td>BUSTEC 331</td>
<td>Exploring Computer Environments and the Internet</td>
<td>1</td>
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<tr>
<td>BUSTEC 360</td>
<td>Word Processing Beyond the Essentials (2)</td>
<td>1 - 2</td>
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<tr>
<td>or BUSTEC 333</td>
<td>Exploring Word Processing and Presentation Software (1)</td>
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</tr>
<tr>
<td>BUSTEC 363</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>1</td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
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<td></td>
<td>A minimum of 1 unit from the following:</td>
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<tr>
<td>BUSTEC 498</td>
<td>Work Experience in Business Technology (1 - 4)</td>
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</tr>
<tr>
<td></td>
<td>Total Units:</td>
<td>18 - 19</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate proficiency in business technology applications.
- demonstrate proficiency in business administration skills.
- demonstrate proficiency in business communication skills.
- apply customer service skills in a business environment and provide a positive customer service experience.

Career Information

Students who successfully complete the Business Information Worker Certificate are prepared for entry-level positions in office, computer, and administrative support positions in a variety of industries.

International Entrepreneurship/Global Exporting Certificate

This program provides an overview of international business and global exporting. The certificate program focuses on what it takes to launch a small global enterprise and/or take a small business global. The program focuses on global entrepreneurship skills, and the key training necessary to operate and manage a global business. This program is designed for students interested in entrepreneurship, small business management, and international business occupations.
Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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</thead>
<tbody>
<tr>
<td>BUS 300</td>
<td>Introduction to Business (3)</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 350</td>
<td>Small Business Management/Entrepreneurship (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BUS 355</td>
<td>Introduction to Global Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 356</td>
<td>Global Business Operations</td>
<td>3</td>
</tr>
<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MKT 300</td>
<td>Principles of Marketing</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Units:</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate an understanding of the key concepts of business operations.
- identify the key abilities necessary to create new opportunities for international entrepreneurship, global trade, and global business sectors.
- demonstrate an understanding of international business operations.
- demonstrate an understanding of the key concepts in managing a diverse workforce and conducting business in a global marketplace.
- examine how global trade impacts the US economy, the state economy, and the local economy.

Career Information

The proposed Folsom Lake College Certificate in International Entrepreneurship/Global Exporting is meant to prepare students for a career in exporting and global trade in any industry, or the ability to take a business global and/or launch a new global business venture. The certificate will provide completers with the ability to work in occupations including exporting agent, logistics, global business operations, international marketing, and global small business start-up.

New World of Work Certificate

This program contains the skills and knowledge new entrants to the workforce need in preparation for entry-level, non-management, positions in both the private and public sectors.

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 300</td>
<td>Introduction to Business (3)</td>
<td>3</td>
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<tr>
<td>or MGMT 310</td>
<td>Introduction to Public Management (3)</td>
<td></td>
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<tr>
<td>BUS 310</td>
<td>Business Communications (3)</td>
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<tr>
<td>or COMM 341</td>
<td>Organizational Communication (3)</td>
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<tr>
<td>HCD 330</td>
<td>Life and Career Planning</td>
<td>1</td>
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<td>HCD 345</td>
<td>21st Century Workplace Skills</td>
<td>1</td>
</tr>
<tr>
<td>BUS 302</td>
<td>Introduction to Business Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- resolve issues in a positive way utilizing problem solving skills.
- demonstrate the ability to collaborate with diverse groups virtually and within a global context.
- communicate effectively verbally and in writing.
- research using a variety of tools including online resources.
- identify their own transferable skills and strengths that can be applied to work situations.
- assess the needs and challenges of their customers and coworkers in the development of new solutions and services.
- identify the role and responsibilities of the major functional areas of businesses and organizations including planning, management, marketing, human resources, operations, legal issues and accounting and finance.

Career Information

Completion of this program will lead to opportunities for careers in entry level business, non-profit organizations, and public agencies.

Public Management/Civil Service Certificate

This program is designed for students interested in careers in state, county, or municipal governments and community based non-profit organizations. The curriculum focuses on various competency areas for those wishing either to upgrade their managerial skills or enhance their existing abilities. This program prepares students entering Civil Service careers.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting (4)</td>
<td>4</td>
</tr>
<tr>
<td>BUS 300</td>
<td>Introduction to Business (3)</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 310</td>
<td>Business Communications (3)</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 310</td>
<td>Introduction to Public Management (3)</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 362</td>
<td>Techniques of Management (3)</td>
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<tr>
<td>MGMT 315</td>
<td>Government Relations and Policy Development</td>
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</tbody>
</table>
### Course Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 3 units from the following:</td>
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</tr>
<tr>
<td>MGMT 498</td>
<td>Work Experience in Management (1 - 4)</td>
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</tr>
<tr>
<td>A minimum of 3 units from the following:</td>
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<td></td>
</tr>
<tr>
<td>ACCT 311</td>
<td>Managerial Accounting (4)</td>
<td></td>
</tr>
<tr>
<td>MGMT 372</td>
<td>Human Relations and Organizational Behavior (3)</td>
<td></td>
</tr>
<tr>
<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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</tr>
<tr>
<td>PRJMGT 300</td>
<td>Introduction to Project Management (3)</td>
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</tr>
<tr>
<td>Total Units:</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- identify the various types of public and Civil Service agencies; their administrative structures, lines of authority, roles and accountability.
- define the various levels, roles and concepts, and functions of public management and Civil Service.
- describe the political, intergovernmental and environmental, and ethical impacts facing public managers.
- distinguish the various federal, state and local fiscal planning cycles and their implications for policy making and program evaluation.
- review the development and management of government budgets, including budget formats, budget cycles, budget processes, operating budgets, analysis of revenue and expenditures, related expenditure controls, and cash management and accounting.

### Career Information

Program career opportunities include entry level public and non-profit agency careers including Public or Civil Service Program Analyst, Public or Civil Service Program Specialist, Public or Civil Service Program Officer, Non-Profit Agency Worker, Auditor, and Non-Profit Agency Assistant Director.

### Small Business Management/Entrepreneurship Certificate

This certificate is designed for existing and potential entrepreneurs. It provides an organized course of study that enables students to develop their entrepreneurial skills, recognize opportunities, and learn the basics of starting and managing a small business.

**Catalog Date:** June 1, 2020

### Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BUS 300</td>
<td>Introduction to Business (3)</td>
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</tr>
<tr>
<td>or BUS 350</td>
<td>Small Business Management/Entrepreneurship (3)</td>
<td>3</td>
</tr>
<tr>
<td>MKT 300</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 355</td>
<td>Introduction to Global Entrepreneurship</td>
<td>3</td>
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<tr>
<td>A minimum of 6 units from the following:</td>
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<tr>
<td>BUS 356</td>
<td>Global Business Operations (3)</td>
<td></td>
</tr>
<tr>
<td>ACCT 311</td>
<td>Managerial Accounting (4)</td>
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</tr>
</tbody>
</table>
BUS 100 English for the Professional

This course is designed to prepare the student for business communication. It presents principles of correct and effective English usage as applied in business. The course focuses on skills and techniques of effective business written communication including appropriate sentence structure, word usage, punctuation, spelling, business vocabulary, and business document formatting. Critical thinking and effective writing techniques are emphasized.

This course focuses on teaching students the ability to analyze, compose, and organize written communication into effective business documents. Proofreading skills are stressed throughout the course. This course is required of all business technology majors and recommended for all business majors.

Upon completion of this course, the student will be able to:

- identify, select, and use appropriate writing aids, references, and Internet resources used in business writing.
- demonstrate the ability to prepare business documents that exhibit a clear understanding of the structure of English grammar, word usage, punctuation, spelling, and business vocabulary.
- analyze and evaluate business documents in order to determine the appropriate format, tone, word usage, punctuation, and purpose.
- compose business documents that demonstrate the essentials of sentence structure, critical thinking, and effective writing techniques.
- revise and edit business documents.

BUS 295 Independent Studies in Business

This course is designed to prepare the student for business communication. It presents principles of correct and effective English usage as applied in business. The course focuses on skills and techniques of effective business written communication including appropriate sentence structure, word usage, punctuation, spelling, business vocabulary, and business document formatting. Critical thinking and effective writing techniques are emphasized. This course focuses on teaching students the ability to analyze, compose, and organize written communication into effective business documents. Proofreading skills are stressed throughout the course. This course is required of all business technology majors and recommended for all business majors.

Upon completion of this course, the student will be able to:

- create a business plan that covers all facets of operating a business.
- organize and manage the different business functions necessary for ongoing operations.
- appraise and evaluate business opportunities.

Career Information

Career Opportunities: There are a wide array of job opportunities in business, finance, government, and other sectors for an individual with an undergraduate degree in small business management and/or entrepreneurship. There are opportunities to be a small business owner and entrepreneur. Business firms of all sizes provide employment and career opportunities including jobs in small business finance, small business marketing, and small business management. Federal, state, and local government agencies employ individuals with training in small business management and entrepreneurship to assist small businesses with government services and non-profit services.
BUS 300 Introduction to Business

This course provides a survey of various business areas, including accounting, regulation, negotiation, ethics, information technology, management, marketing, global competition, economics, finance, environmental factors, implementation, communications, leadership, and business planning. The course is designed to be taken by all beginning students interested in business. It is a core requirement for business majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the economic, social, legal, and governmental environments in which business organizations operate.
- describe the major functional areas of business organizations including planning, management, marketing, and finance.
- apply course concepts to the business applications.
- critically analyze practical business problems and utilize critical thinking in the determination of alternative solutions.

BUS 302 Introduction to Business Analysis

Business analysis includes the practical skills to increase organizational efficiency and effectiveness through business process improvement. This course teaches the essential business skills needed to implement activities and processes that solve basic business problems through the analysis of business data and information. Students will learn the basics of problem solving, analysis of data and information, and basic business mathematic equations, in order to improve business operations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the fundamental business analysis concepts.
- demonstrate knowledge of business analysis tasks and processes.
- define the role of a business analyst in terms of identifying and comprehending stakeholders' needs.
- identify the key business analyst responsibilities in each of the knowledge areas.

BUS 303 Introduction to Business Data and Data Analytics

This course provides an introduction to the core concepts in data and information management. It is centered around the core skills of identifying organizational information requirements used to make business and management decisions. This course covers the fundamental database design, structures, and management systems. The course includes instruction in simple query language to build equity-relationship diagrams a study of data modeling and relational operations to provide management information solutions.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate analytical problems and examine the process by which data enables analysis and decision making.
- examine the technologies that enable analytical work.
- identify the different sources of data used in business decisions including internal and external data and public and private data sources.
- assemble the useful internal data sources that can be used in business decisions.
- apply techniques used to extract data from relational databases to make business decisions.
- assess the use of data analytics in the execution of business operational planning.

BUS 310 Business Communications

Units: 3
Hours: 54 hours LEC
Prerequisite: BUS 100 or ENGWR 101 with a grade of “C” or better; or eligibility for ENGWR 300.
Advisory: Ability to key 30 or more words a minute and use a current office-level word processing program.
Transferable: CSU
General Education: AA/AS Area II(a)
Catalog Date: June 1, 2020

This course applies the theory and principles of ethical and effective written and oral communication to the creation of letters, memos, emails, and written and oral reports for a variety of business situations. The course emphasizes planning, organizing, composing, and revising business documents and creating and delivering professional-level oral reports using word processing software and presentation software. Analytical skills are used to plan, organize, compose, critique, and revise letters, memos, emails, and reports. Messages are broken into their component parts for a critical analysis of organization, content, style, tone, grammar, format, and appearance. Students conduct primary and secondary research to draw conclusions and make recommendations. A formal analytical research paper using APA or MLA style citations and graphics is required. The results of the formal research paper are presented in an oral presentation using presentation software.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the theory and process of effective communication including the elements of the communication process.
- demonstrate an understanding of ethics and social etiquette and sensitivity to audience needs including cross-cultural situations that are applicable in a business environment.
- analyze the elements necessary to plan, organize, write, review, revise and re-write written business documents.
- solve business communication problems through planning, problem solving, organizing, writing, listening and presentation techniques.
- analyze communication in an internationalization and globalization context.
- utilize research and incorporate sources effectively and meaningfully in a formal business report (including graphics).

BUS 320 Concepts in Personal Finance

Same As: ECON 320
Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area V(b); AA/AS Area III(b)
Catalog Date: June 1, 2020

This course is designed to assist individuals in analyzing their financial affairs. Elements and conceptual basis of financial planning, analysis, and decision making in areas of budgeting, taxes, borrowing, money management, insurance, investments, and retirement will be examined with an emphasis on principles to develop students’ economic decision making. Students will be using mathematical concepts as well as reading and interpreting written and oral instructions. This course is not open to students who have received credit for ECON 320.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- evaluate economic needs and goals and design financial models to achieve them.
- analyze the changing economic environment.
- apply economic principles and concepts of individual economic planning.
- analyze the conceptual basis of various economic tools available to the individual as well as the terminology used in their development and implementation.

**BUS 330 Managing Diversity in the Workplace**

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU, UC (UC credit limitation: BUS 300 and BUS 330 combined: maximum credit, one course.)
General Education: AA/AS Area V(c); AA/AS Area VI; CSU Area D; IGETC Area 4
Catalog Date: June 1, 2020

This course examines the leadership skills and abilities needed to manage a multicultural workforce. A primary focus is placed upon the workplace impact of various historical, social, and cultural experiences/perspectives related to gender, age, ethnicity, and disability. Workforce issues related to the diversity of the American consumer’s and global consumer’s impact on the United States are analyzed.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- define cultural diversity within the context of the global workplace.
- analyze how language, gender, race, ethnicity, and organizational culture interact to produce an organizational climate.
- demonstrate leadership, negotiation and communication skills that are effective in managing a multicultural workforce.

**BUS 340 Business Law**

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU, UC (BUS 340 and 341: maximum credit, one course)
General Education: AA/AS Area V(b)
C-ID: C-ID BUS 125
Catalog Date: June 1, 2020

This course is an introduction to law as it relates to business. The course covers the American legal system as an instrument of economic, social, and political control. It stresses basic business torts, crime and business, agency, employment, and the legal structures of business. Students may be required to subscribe to the weekly (M-F) edition of a general circulation newspaper.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain the historical development of the law and operation of the court system; the sources of commercial law; the social, political and ethical implications of the law and their application to actual and hypothetical business transactions.
- compare and contrast different legal systems as they apply to business law including the different jurisdictions such as local, state and federal systems and highlight/reinforce the difference between and purpose of criminal and tort law.
- evaluate when a promise is enforceable, the elements of a contract, performance, the remedies available in the event of breach and the Uniform Commercial Code specific contract requirements.
- demonstrate the ability to utilize the internet to research legal issues and perform legal research, including the ability to utilize the computer to enhance effective business communications, develop presentations, use appropriate business and legal terminology, the ability to analyze whether a source is a reliable source for legal information, and perform legal research to evaluate and interpret a court citation and locate a court case on an assigned topic.
- interpret regulatory laws, legislation and statutes and discuss how they promote corporate responsibility and ethical decision making, including the ability to appraise the relationship between law and ethics.
- categorize the types of government agencies, powers and functions, controls through congressional action, executive action, and the courts.
BUS 345 Law and Society

This course is an introduction to the American legal system emphasizing the nature, purpose, sources, and functions of American law but including some comparative analysis of other historical and contemporary legal systems. It stresses the evolution of legal concepts as a reflection of the social environment and the role of the judiciary in establishing social policy. Students may be required to subscribe to a daily newspaper and to bring the paper to class.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify issues and apply the appropriate legal rules to the fact patterns to research defensible legal actions (IRAC - Issue, Rule, Application and Conclusion).
- perform legal research, to include evaluating and interpreting a court citation and locating a court case on an assigned topic.
- compare and contrast the theories of jurisprudence and classifications of law.
- categorize the types of government agencies, powers and functions, controls through congressional action, executive action, and the courts.
- differentiate between federal and systems, jurisdiction of courts, the interaction between business managers and lawyers, and the importance of alternate dispute resolution methods.
- demonstrate how cases progress through the court system from problem, to filing, to trial, and appeal.
- describe the constitutional basis for federal government regulation of business, including limits of government power.
- appraise the relationship between law and ethics.
- describe the various agency relationships and the duties and liabilities of agents and principals as the foundation of partnerships and corporations.
- distinguish between torts and crimes and describe the purpose of criminal and tort law.
- evaluate when a promise is enforceable, the elements of a contract, performance, and remedies available in the event of a breach.
- distinguish between contracts governed by the Uniform Commercial Code and those governed by the common law of contracts.
- explain a corporation’s legal structure and differentiate it from other forms of business organization, the meaning of limited liability for the owners; describe the relationship of the various stakeholders.
- describe the Constitutional basis for federal governmental regulation of business, including limits of government power.
- describe the major federal acts that pertain to antitrust, securities regulation, employment law, and environmental law.
- compare and contrast state and federal regulation.
- differentiate between the application of domestic and international legal principles.
- integrate the role of logic, critical analysis, imagination, and creativity in the the study and application of the law and the legal process.
- distinguish between torts and crimes and describe the purpose of criminal and tort law demonstrate an understanding of contracts, classification, contract terms and elements, performance, enforcement, breach, and remedies. analyze cases and identify issues and apply the appropriate legal rules to the fact patterns to reach defensible legal conclusions.
- analyze how individual rights in our common law legal system interact with the rights of other individuals, businesses, and the government.
This class provides an overview of the various elements involved in starting and operating a small business. It introduces such topics as developing a business plan, finding financial resources, developing personal and business goals, meeting legal requirements, understanding marketing concepts, and other topics of interest to the entrepreneur.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- assess the form of business organization to be used based on analysis of small business structure and liability issues.
- explain the importance of a business plan, a financial plan, and a marketing plan.
- apply principles of management and marketing relevant to the small business.
- evaluate various financial reports.
- analyze the impact of various legal requirements and government regulations as related to the operation of a small business.

**BUS 355 Introduction to Global Entrepreneurship**

This course provides an introduction to the various elements involved in the development of new global small businesses and the expansion of existing business to a global level. The course introduces topics including: successful traits of a global entrepreneur, the entrepreneur’s role in the global economy, the basics of exporting, economic considerations in global business, sources of international marketing data, and international business relations across cultures. Emphasis will be placed on the principle concepts of global entrepreneurship.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze the opportunities for new global business and business global expansion.
- apply the principles of foreign business establishment and management relevant to the global entrepreneur.
- evaluate the various sources of data necessary to start and operate an international business.
- assess export progress and success.
- construct a business plan adjusted to the global marketplace.

**BUS 356 Global Business Operations**

This class provides an overview of the necessary training to manage global business operations. The course will focus on strategies to effectively operate within differing cultures, following an efficient distribution plan, developing and achieving business goals, political and technological issues on a global scale, and other topics of interest to future participants in the global marketplace. Emphasis will be placed on operations which must be in place to foster global trade and exporting including logistics, trade regulations, economic considerations, and marketing.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
define the critical components of logistics and distribution, supply chain management, and cultural differences in managing a global business.

- audit the global business operations plan.
- demonstrate an understanding of basic global business operations concepts.

### BUS 357 Entrepreneurship, Innovation, and New Enterprise Development

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course explores the processes used by entrepreneurs to develop new innovative products and services. The course will provide an introduction to the tools, processes, and insights that are used to create, new innovative products for both domestic and foreign markets. Course topics include new business concept development, the role of entrepreneurship, innovation and technology in new venture development, the importance of intellectual property rights and protection, sources of capital and financing, market analysis and strategy, and business planning.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize new technology and the principles of design thinking to create new small business ventures.
- demonstrate the basic skills needed to be a successful entrepreneur.
- identify and source the necessary financial and non-financial resources available for a new venture.
- demonstrate the importance of innovation in the creation of a sustainable competitive advantage for business.
- describe the role of the makerspace to support a network for new ventures.
- describe a new business in a well-written venture plan.

### BUS 490 Individualized Projects in Business

**Units:** 1 - 4  
**Hours:** 9 - 36 hours LEC, 27 - 108 hours LAB  
**Prerequisite:** None  
**Advisory:** At least two semesters of successful work leading to an Associate Degree or Certificate in Accounting, Business, Computer Information Science, Finance, Management, Marketing, Office Administration or other related field.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course is designed to help the student focus skills previously learned in an area of business. The student, with the help of the instructor, will produce a project that utilizes a variety of skills. The student will describe a problem, plan a process to arrive at a solution, work with the instructor to secure those resources necessary to complete the project, submit progress reports on a regular basis, and present a finished product. This class may be required for some degrees or certificates.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe and narrow the focus on a problem.
- provide the framework of a solution.
- delineate a plan for implementing a solution including specific steps, which will culminate in a finished project.
- review a plan with an instructor at its inception and at each step along the way making modifications as is necessary.
- implement a plan.
- present a finished project.
- jointly evaluate his/her own project and those of others in the class along with the instructor in light of the previously described problem and plan.
BUS 495 Independent Studies in Business

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Business. Course content will include understanding the application of education to the workforce; completing required forms which document the student's progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.

- manage personal career plans and decision making using industry & workforce information and online resources.

- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.

- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.

- demonstrate critical and creative thinking skills as they apply to the workplace.

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BUS 498 Work Experience in Business

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Business. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.
Folsom Lake College’s business technology curriculum is designed to provide an entry point into an ever changing, exciting career. Many opportunities are available that can lead to immediate employment or career advancement. Whether students take one class or a step toward a degree, business technology is applicable in all industries.

The business technology curriculum is designed to provide students with information technology skills used in today’s business environment. Students also receive an education in the major areas of business that are aligned with respective technology skills. Students in the program learn critical thinking, problem solving, how to use business software, and the procedures utilized in electronic workspaces.

The administration and management of today’s business and government organizations rely heavily upon information technology for the efficient achievement of goals. The collection, storage, and retrieval of data by computers is involved in the wide range of business activities including daily operations, management decision making, and long-range planning. As the dependence on information technology grows, so does the need for information technology specialists.

Certificate of Achievement

Business Information Worker I Certificate

The Business Information Worker Certificate prepares students for entry-level office, computer, and administrative support positions in a variety of industries. This certification includes courses in: oral and written business communications; computer application skills, including beginning Excel, Word, and Outlook; the fundamentals of computer systems; and critical thinking and problem solving.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 310</td>
<td>Business Communications (3)</td>
<td>3</td>
</tr>
<tr>
<td>BUSTEC 102</td>
<td>Computer Keyboarding 10-Key</td>
<td>1</td>
</tr>
<tr>
<td>BUSTEC 110</td>
<td>Business Procedures for Professional Success</td>
<td>3</td>
</tr>
<tr>
<td>BUSTEC 126</td>
<td>Outlook: Basics</td>
<td>1</td>
</tr>
<tr>
<td>BUSTEC 307</td>
<td>Computer Keyboarding and Formatting (3)</td>
<td>3</td>
</tr>
<tr>
<td>BUSTEC 331</td>
<td>Exploring Computer Environments and the Internet</td>
<td>1</td>
</tr>
<tr>
<td>BUSTEC 360</td>
<td>Word Processing Beyond the Essentials (2)</td>
<td>1 - 2</td>
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<tr>
<td>or BUSTEC 333</td>
<td>Exploring Word Processing and Presentation Software (1)</td>
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<tr>
<td>BUSTEC 363</td>
<td>Introduction to Electronic Spreadsheets</td>
<td>1</td>
</tr>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 1 unit from the following:
COURSE CODE | COURSE TITLE | UNITS
--- | --- | ---
BUSTEC 498 | Work Experience in Business Technology (1 - 4) | 

**Total Units:** 18 - 19

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate proficiency in business technology applications.
- demonstrate proficiency in business administration skills.
- demonstrate proficiency in business communication skills.
- apply customer service skills in a business environment and provide a positive customer service experience.

**Career Information**

Students who successfully complete the Business Information Worker Certificate are prepared for entry-level positions in office, computer, and administrative support positions in a variety of industries.

**Business Technology (BUSTEC)**

**BUSTEC 102 Computer Keyboarding 10-Key**

Units: 1
Hours: 9 hours LEC; 27 hours LAB
Prerequisite: None
Catalog Date: June 1, 2020

This course introduces the numeric keypad and develops the ability to key information into a computer with speed and accuracy. Simulated employment tests based on industry standards are included. Students are required to have access to a computer with a 10-key key pad, the Internet, and an active Los Rios e-mail account.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proficiency on a numeric keypad by touch at a rate of 8,000+ or more keystrokes an hour with 98 percent accuracy.
- apply data entry techniques of 10-key operation to a variety of job-related tasks and employment tests.
- examine business documents and select the correct information for alpha/numeric input.

**BUSTEC 110 Business Procedures for Professional Success**

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Advisory: BUS 100, BUSTEC 307, or ENGWR 101
C-ID: C-ID BSOT 100X
Catalog Date: June 1, 2020

This course prepares students to perform various information processing procedures and problem solving tasks required to support both today’s office systems and those of the future. Students learn critical thinking, problem solving, teamwork, supervision skills, office procedures, and information processing technologies to manage their work, as well as necessary attributes of an office professional. These skills will provide the background for advancement to supervision and management positions. Primary emphasis is on processing documents using introductory skills in word processing, spreadsheets, presentation graphics, and e-mail. Also included are managing information storage and retrieval, and coordinating office communications, to improve the efficiency of office functions.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- solve business problems involving decision-making and critical thinking.
- communicate effectively both orally and in writing as a member of a business team.
- use operating systems and application software to perform business tasks.
- apply business procedures for the use and operation of business technologies.

BUSTEC 126 Outlook: Basics

Units: 1
Hours: 18 hours LEC
Prerequisite: None.
Advisory: BUSTEC 360
C-ID: C-ID BSOT 106X
Catalog Date: June 1, 2020

This course introduces Microsoft Outlook, the industry-leading personal information management software. Topics include understanding and navigating the Outlook environment, managing Outlook settings and processes, managing messages, managing schedules, and managing contacts and tasks. This comprehensive course prepares students to take the Microsoft Office Specialist Outlook Associate certification exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- manage Outlook settings and processes.
- manage messages.
- manage schedules, including appointments, meetings, and events.
- create and manage contacts.
- create and manage tasks.

BUSTEC 307 Computer Keyboarding and Formatting

Units: 3
Hours: 44 hours LEC; 30 hours LAB
Prerequisite: None.
Transferable: CSU
General Education: AA/AS Area II(b)
C-ID: C-ID BSOT 110X; C-ID BSOT 120X
Catalog Date: June 1, 2020

This intensive introductory computer-keyboard course emphasizes operating alphabetic, numeric, and symbol keys by touch. It includes computer-keyboarding techniques, speed-and-accuracy development, proofreading proficiency, and the use of essential computer-keyboarding information. Students will learn basic word processing skills. Students will need access to a computer, the Internet, and an active Los Rios e-mail account. This course is not open to students who have previously completed BUSTEC 307.1.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply ergonomic principles required to maintain posture, hand positions, and avoid eyestrain.
- demonstrate the proper use of alphabetic, numeric, and symbol keys while using features of a current office word processing program.
- demonstrate the ability to type at least 24 words per minute with no more than three errors on a three-minute timed test.
- create and edit documents and reports using appropriate word processing functions, including working with envelopes, business reports, and academic reports.

BUSTEC 308 Advanced Computer Keyboarding and Formatting
This course is an advanced keyboarding and formatting course. There will be an emphasis on application of the following formatting concepts: horizontal and vertical centering, business letter styles, memorandums, tables, and reports. This course also builds upon current computer-keyboard skills and stresses speed and accuracy keyboarding techniques. Students must have access to a computer with Internet access and active email account.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate increased typing speed of 2-6 words per minute on a 5-minute timed writing with less than 5 errors.
- demonstrate the proper use of computer-keyboard equipment, technical concepts, and proofreading symbols using an office-level word processing program.
- evaluate and edit documents for formatting, keyboarding accuracy, spelling, grammar, and punctuation.
- create and edit documents and reports using appropriate word processing functions, including multiple-column tables with main, secondary, and column headings, source notes, side headings, references, page numbering, and a title page.

BUSTEC 309 Computer Familiarization

This is an introductory course to provide general knowledge on topics such as how computers work, computer terminology, and the impact of computers on society and the work environment. Beginning level hands-on instruction using an operating system, word processing software, spreadsheet software, and the Internet will be emphasized. Students will be reading and interpreting written and oral instructions of a technical nature. Students with limited computer knowledge should take this course in-class, not on-line. Students should have access to a computer with internet and an active Los Rios e-mail account. They should have computer media to store data files such as a USB drive. This course is not open to students who have previously taken CISC 300.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the components of computer hardware by describing and stating the purpose and capabilities of the various hardware devices such as system case, power supply, disk drives, monitor, motherboard, printer, mouse, keyboard, and various ports.
- describe the differences between operating system, application, and utility software in respect to what each program does in relationship to a computer system.
- describe and show the use basic Windows operating system commands to prepare storage media, view, copy, move and erase files and folders.
- create, save, and print simple word processing documents using basic editing and formatting techniques.
- design, create, preview, save, and print simple spreadsheets using basic data entry, editing, and formatting techniques.

BUSTEC 331 Exploring Computer Environments and the Internet

The course focuses on the most common hardware components used in personal computers, file management, and the Internet. Topics include the basic components of a computer system, file management principles, and Internet fundamentals. This course meets requirements for several FLC
Business certificates and degrees. Students should have access to a computer and the Internet. They should have an active Los Rios e-mail account. They should have some computer media to store data files such as a USB drive. This class is not open to students who have previously taken CISC 308.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- list basic computer hardware components and discuss how computers work.
- effectively utilize the graphical user interface to work effectively with the operating system and application programs.
- locate files, folders and data on various computer media.
- manage files and folders through copy, move, delete, and rename features of the operating system.
- discuss basic Internet and computer operating system concepts using appropriate terminology.
- demonstrate use of efficient Internet search techniques using search engines and subject directories.

BUSTEC 332 Integrated Business Projects

This course integrates office administration skills and procedures using a suite of computer applications. Course content integrates word processing, spreadsheet, database, presentation, and communication software to create, format, revise, share, and maintain business documents and data. Hands-on business projects are based on current office systems and incorporate problem-solving skills and real world business simulations. Students are required to have a USB (thumb drive) memory stick. This class is not open to students who have completed BUSTEC 120.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the concepts and theories of integrating software functions.
- integrate the use of word processing, spreadsheet, database, presentation, and electronic communication software to create, format, revise, share and maintain business documents and data.
- analyze the purpose of a business project and select software to complete the project.
- organize and manage electronic files.

BUSTEC 333 Exploring Word Processing and Presentation Software

This course introduces the student to word processing and presentation software. The basic features and skills of creating, editing, formatting, inserting tables and graphics, and enhancing word-processed documents and graphic presentations are covered. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Students must have an active Los Rios e-mail account. This course is not open to students who have completed CISA 308.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize efficient techniques in creating and formatting typical business documents.
- analyze document requirements and use appropriate features when creating business documents that require the integration of text, charts,
and/or graphics for distribution or presentation.

- manipulate data by using various features such as cut, copy, paste, and sort.
- format documents using basic editing features such as setting margins, inserting headers and footers and choosing page orientation in addition to applying attributes that adjust the style, size, and appearance of characters.
- convert text, table, and chart data between applications.
- evaluate and analyze appropriate layout and design of documents for specific audiences.

BUSTEC 360 Word Processing Beyond the Essentials

**Units:** 2  
**Hours:** 30 hours LEC; 18 hours LAB  
**Prerequisite:** None.  
**Advisory:** BUSTEC 307 and CISC 300  
**Transferable:** CSU  
**C-ID:** C-ID BSOT 121X; C-ID BSOT 111X  
**Catalog Date:** June 1, 2020

This course is designed to provide industry entry-level competency in word processing. In this course students will learn word processing operations: creating, editing, formatting, saving, retrieving, and printing text documents. In addition, this course will provide students with a competency in managing documents, inserting and formatting text, paragraphs, and sections, managing tables and lists, creating and managing references, inserting and formatting graphic elements, and document collaboration. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Students must have an active Los Rios e-mail account. This course is not open to students who have completed CISA 300. This comprehensive course prepares students to take the Microsoft Office Specialist Word Associate certification exam.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- manage documents.
- insert and format text, paragraphs, and sections.
- manage tables and lists.
- create and manage references.
- insert and format graphic elements.
- manage document collaboration.

BUSTEC 361 Advanced Word Processing

**Units:** 1  
**Hours:** 18 hours LEC; 18 hours LAB  
**Prerequisite:** BUSTEC 360 with a grade of "C" or better  
**Transferable:** CSU  
**C-ID:** C-ID BSOT 121X; C-ID BSOT 131X  
**Catalog Date:** June 1, 2020

This course is designed to build upon previous training in the use of word processing. The course covers managing document options and settings, advanced editing and formatting features, and creating custom document elements. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Students must have an active Los Rios e-mail account. This class is not open to students who have previously taken CISA 301. This comprehensive course prepares students to take the Microsoft Office Specialist Word Expert certification exam.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- manage document options and settings.
- use advanced editing and formatting features.
- create custom document elements.
BUSTEC 363 Introduction to Electronic Spreadsheets

Units: 1
Hours: 18 hours LEC; 18 hours LAB
Prerequisite: None.
Advisory: CISC 300 and MATH 20
Transferable: CSU
C-ID: C-ID BSOT 112X
Catalog Date: June 1, 2020

This course is designed to introduce the student to the use of spreadsheets with Microsoft Excel. After this course students will be able to manage worksheets and workbooks, manage data cells and ranges, design a spreadsheet, develop formulas for accurate automatic calculations, use spreadsheet functions, and developing "what-if" models based upon relative and absolute cell referencing. Students will apply mathematical concepts and skills. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Students must have an active Los Rios e-mail account. This course is not open to students who have taken CISA 310. Successful completion of BUSTEC 363 and BUSTEC 364 prepares students to take the Microsoft Office Specialist Excel Associate certification exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create accurate spreadsheets efficiently using text labels, number values, formulas, and functions.
- audit underlying mathematical formulas or functions for validity and accuracy using formula view.
- produce valid and effective formulas which automatically calculate accurate results from varied data by using cell referencing and functions efficiently.

BUSTEC 364 Intermediate Electronic Spreadsheets

Units: 1
Hours: 18 hours LEC; 18 hours LAB
Prerequisite: BUSTEC 363 with a grade of "C" or better
Transferable: CSU
C-ID: C-ID BSOT 122X
Catalog Date: June 1, 2020

This course will extend the capabilities of students who have started to use electronic spreadsheet software. Topics and laboratory assignments will include managing complex tables and table data, performing advanced operations by using formulas and functions, and managing charts. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Students must have an active Los Rios e-mail account. This class is not open to students who have previously taken CISA 311. Successful completion of BUSTEC 363 and BUSTEC 364 prepares students to take the Microsoft Office Specialist Excel Associate certification exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- manage complex tables and table data.
- perform advanced operations by using formulas and functions.
- create, modify, and format charts.

BUSTEC 366 Electronic Presentations

Units: 2
Hours: 31 hours LEC; 15 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course teaches students how to create and manage presentations, insert and format shapes and slides, create slide content, apply transitions and animations and manage multiple presentations. Upon completion, students will have electronic presentation competency at industry entry-level and will be able to create professional-grade sales presentations, employee training, instructional materials, and kiosk slideshows.

- use advanced word processing features, such as forms, macros, and mail merge.
comprehensive course prepares students for the Microsoft Office Specialist PowerPoint Associate certification exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create and manage presentations.
- insert and format text, shapes, and images.
- inset tables, charts, SmartArt, and media.
- apply transitions and animations.
- manage multiple presentations.

BUSTEC 367 Database and Records Management

Units: 3
Hours: 42 hours LEC; 36 hours LAB
Prerequisite: None
Advisory: CISC 300
Transferable: CSU
C-ID: C-ID BSOT 113X; C-ID BSOT 123X
Catalog Date: June 1, 2020

This course introduces database management systems. Using the Microsoft Access application, students will design and implement practical database applications. Topics include such items as database and report design, data views and queries, and data maintenance. Students will also learn about the rules that have been established by the Association of Records Managers and Administrators (ARMA), and how those rules are applied in real-world contexts. Principles and practices of effective records management for indexing, storage, and maintenance of various types of records are explored. This comprehensive course prepares students to take the Microsoft Office Specialist Access Expert certification exam. This course is not open to students who have previously completed CISA 320 or CISA 321.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- manage databases.
- create and modify tables.
- create and modify queries.
- modify forms in a layout view.
- modify reports in a layout view.
- use alphabetic and numeric indexing rules.
- describe the importance of database maintenance, reliability, accuracy, credibility, repair and backup.

BUSTEC 498 Work Experience in Business Technology

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None
Advisory: ENGWR 101 or ESLW 320
Transferable: CSU
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Business Technology. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify competencies for effective and competitive workforce performance as written in the minimum three (3) learning objectives created by the student and his/her employer or work site supervisor at the start of the semester.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibiting adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, leadership skills at work, with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Chemistry | Los Rios

The chemistry curriculum at Folsom Lake College consists of:

- A series of chemistry courses designed to meet transfer requirements for physical and biological science majors and allied health majors.
- A series of courses intended for students majoring in fields other than chemistry, biology, or physical science seeking to fulfill general education science requirements.
- An entry level course that provides preparation or review of more basic concepts.

All chemistry courses at FLC include a practical component where students conduct hands-on chemical experimentation in a modern, well-equipped laboratory.

**NOTE:**
All chemistry students are required to wear closed-toe shoes at all times in the chemistry laboratory. Students are also required to wear indirect-vent safety goggles (safety glasses are not acceptable) while working in the laboratory.

Dean
Greg McCormac

Department Chairs
Max Mahoney

(916) 608-6615
mccormg@flc.losrios.edu

Associate Degree

A.A. in Interdisciplinary Studies: Math and Science

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable course work that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Math and Science. These courses emphasize the natural sciences which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world’s civilizations. Possible majors at a four-year institution include, but are not limited to: mathematics, biology, chemistry, and physical science.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

**Catalog Date:** June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
<td>ANTH 300</td>
<td>Biological Anthropology (3)</td>
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<tr>
<td>ANTH 301</td>
<td>Biological Anthropology Laboratory (1)</td>
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<tr>
<td>ANTH 303</td>
<td>Introduction to Forensic Anthropology (3)</td>
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<td>ASTR 300</td>
<td>Introduction to Astronomy (3)</td>
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<tr>
<td>ASTR 400</td>
<td>Astronomy Laboratory (1)</td>
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<td>BIOL 300</td>
<td>The Foundations of Biology (3)</td>
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<td>BIOL 307</td>
<td>Biology of Organisms (4)</td>
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<td>BIOL 310</td>
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<td>BIOL 323</td>
<td>Plants and People (4)</td>
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<td>BIOL 350</td>
<td>Environmental Biology (3)</td>
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<td>BIOL 400</td>
<td>Principles of Biology (5)</td>
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<td>BIOL 410</td>
<td>Principles of Botany (5)</td>
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<td>BIOL 420</td>
<td>Principles of Zoology (5)</td>
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<td>BIOL 430</td>
<td>Anatomy and Physiology (5)</td>
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<td>CHEM 306</td>
<td>Introduction to Organic and Biological Chemistry (5)</td>
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<td>Physical Geography: Exploring Earth's Environmental Systems (3)</td>
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<td>Weather and Climate (3)</td>
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<td>MATH 300</td>
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<td>Mathematical Discovery (3)</td>
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<td>MATH 335</td>
<td>Trigonometry with College Algebra (5)</td>
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<td>MATH 341</td>
<td>Calculus for Business and Economics (4)</td>
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<td>MATH 343</td>
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<td>MATH 356</td>
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<td>MATH 370</td>
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<td>MATH 401</td>
<td>Calculus II (5)</td>
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<td>MATH 402</td>
<td>Calculus III (5)</td>
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<td>MATH 410</td>
<td>Introduction to Linear Algebra (3)</td>
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<td>MATH 420</td>
<td>Differential Equations (4)</td>
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<td>NUTRI 300</td>
<td>Nutrition (3)</td>
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<td>NUTRI 340</td>
<td>Nutrition and Metabolism (3)</td>
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<td>PHYS 310</td>
<td>Conceptual Physics (3)</td>
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<td>PHYS 311</td>
<td>Basic Physics (3)</td>
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<td>General Physics (4)</td>
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<td>PHYS 360</td>
<td>General Physics (4)</td>
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<td>PHYS 411</td>
<td>Mechanics of Solids and Fluids (4)</td>
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<td>PHYS 421</td>
<td>Electricity and Magnetism (4)</td>
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<td>PHYS 431</td>
<td>Heat, Waves, Light and Modern Physics (4)</td>
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<td>PS 302</td>
<td>Introduction to Physical Science (4)</td>
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<td>PSYC 312</td>
<td>Biological Psychology (4)</td>
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<td>PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences (3)</td>
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<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<td>Total Units:</td>
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</table>

The Interdisciplinary Studies: Math and Science Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- reason quantitatively and empirically (Math and Science).

Chemistry (CHEM)

CHEM 305 Introduction to Chemistry

Units: 5
Hours: 72 hours LEC; 54 hours LAB
Prerequisite: MATH 100 with a grade of "C" or better
Enrollment Limitation: Students must be 16 and at least sophomores in high school. Minor aged students who are not legally emancipated must have their parent(s)/guardian review laboratory safety protocols prior to attending class.
Transferable: CSU; UC (UC credit limitation: CHEM 305, 306 and 400, 401 combined: maximum credit, one series. No credit for CHEM 305 if taken after CHEM 400.)
General Education: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C
Catalog Date: June 1, 2020
This course introduces fundamental principles of chemistry including types of matter and physical states, physical and chemical transformations, chemical equations and stoichiometry, bonding, atomic and chemical structure, intermolecular forces, gas laws, solutions, colligative properties, acids and bases, nuclear chemistry, and includes a brief introduction of organic chemistry. It is primarily intended for general education and majors in allied health (nursing, dental hygiene, respiratory care), family and consumer science, physical education, physical therapy(*), psychology(*), natural resources(*). Chem 305 can also be used as a preparatory course prior to enrolling in Chem 400. Students will require approved safety goggles for this course.

*May require CHEM 400.

### CHEM 306 Introduction to Organic and Biological Chemistry

- **Units:** 5
- **Hours:** 72 hours LEC; 54 hours LAB
- **Prerequisite:** CHEM 305 with a grade of "C" or better
- **Enrollment Limitation:** Students must be at least 16 and sophomores in high school. Minor aged students who are not legally emancipated require their parent(s)/guardian review laboratory safety protocols prior to attending class.
- **Transferable:** CSU; UC (UC credit limitation: CHEM 305, 306 and 400, 401 combined: maximum credit, one series)
- **General Education:** AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C
- **Catalog Date:** June 1, 2020

This course is the second semester of General, Organic and Biological chemistry (a continuation of Chemistry 305). This course is intended for students majoring in the Allied Health fields (nursing B.S.N degree), and dental hygiene. This course introduces students to the structure and function, as well as the physical and chemical properties of organic molecules. Emphasis is on the specific functional groups found in carbohydrates, proteins, lipids, and nucleic acids, the types of reactions they undergo and their relevancy to human physiology and health. Students will require approved safety goggles for this course.

- **Approved Safety Goggles, several pairs of disposable gloves. A lab coat or apron is advised but optional.**

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- construct and name organic molecules from several important classes of organic compounds.
- differentiate and evaluate the physical and chemical properties of several important classes of organic compounds.
- compare the structure, function, and uses of important carbohydrates, lipids, proteins, and nucleic acids.
- apply reactions covered in organic chemistry portion to processes found in physiology and metabolic pathways.
- perform basic organic laboratory experiments including synthesis, as well as classifying molecules using wet-chemistry techniques.
- demonstrate safe laboratory practices and proper materials handling.

### CHEM 400 General Chemistry I

- **Units:** 5
- **Hours:** 54 hours LEC; 108 hours LAB
- **Prerequisite:** CHEM 300, CHEM 305 or CHEM 310 (taken at any Los Rios College) with a grade of "C" or better; or one year in High School Chemistry with a lab earning a grade of "C" or better; and MATH 120.
This is a first semester general college chemistry course intended for students majoring in the scientific disciplines including chemistry, biology, nutrition, physics, geology and engineering. This course emphasizes the fundamental principles of chemistry. Topics include chemical measurement; physical and chemical processes; nomenclature; stoichiometry; atomic structure; quantum theory; molecular structure; bonding theory; physical properties of gases, liquids, and solids; thermochemistry; and properties of solutions. Students are required to purchase indirect vent safety goggles, closed toe shoes, and a bound quad-ruled notebook for the laboratory.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply basic terminology and nomenclature of inorganic chemistry.
- solve quantitative problems and relate the basic properties and theories of matter to macroscopic observations.
- conduct a variety of qualitative and quantitative inorganic laboratory experiments utilizing a variety of chemistry equipment and prepare written laboratory reports.
- demonstrate safe laboratory practices and proper materials handling.

CHEM 401 General Chemistry II

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: CHEM 400 with a grade of "C" or better
Transferable: CSU; UC (UC credit limitation: CHEM 305, 306 and 400, 401 combined: maximum credit, one series)
General Education: CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C
Catalog Date: June 1, 2020

This course is a continuation of the two-semester series in general college chemistry, General Chemistry I (Chem 400) and General Chemistry II (Chem 401). CHEM 401 is intended for students majoring in the scientific disciplines including chemistry, biology, physics, and geology. Topics presented in the course include kinetics, equilibrium, acid/base chemistry, thermodynamics, electrochemistry, nuclear chemistry, and coordination chemistry. A brief introduction to Organic Chemistry is included. Laboratory experiments include qualitative and quantitative analysis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate and solve qualitative problems using the basic principles of kinetics, equilibrium, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry.
- solve quantitative problems in kinetics, equilibrium, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry through the mathematical application of basic principles.
- conduct a variety of qualitative and quantitative inorganic laboratory experiments utilizing a variety of chemistry equipment (such as a UV-Vis spectrophotometer, a pH meter, and an atomic absorption spectrometer); and prepare written laboratory reports.
- demonstrate safe laboratory practices and proper materials handling.

CHEM 410 Quantitative Analysis

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: CHEM 401 with a grade of "C" or better
Transferable: CSU; UC
General Education: Part of C-ID CHEM 120S
Catalog Date: June 1, 2020

This course focuses on the principles and techniques utilized in modern quantitative analysis. Gravimetric, volumetric, electroanalytical, spectrophotometric, and chromatographic analytical methods will be studied theoretically and with practical laboratory experiments. Emphasis throughout the course will be on sampling, calibration, statistical analysis, and method validation procedures. This course is intended for science majors, including chemistry, chemical engineering, biochemistry, biology, forensic science, and microbiology, as well as students interested in careers in winemaking and brewing other alcoholic beverages.

Students will be required to supply goggles, gloves, a labcoat, and a laboratory notebook for the laboratory.
Student Learning Outcomes
Upon completion of this course, the student will be able to:

- describe and utilize some basic analytical methods in common use in today's analytical laboratories and be able to list some limitations.
- draft an accurate and clear laboratory notebook record of experimental methods, data, and data analysis.
- solve quantitative analysis problems with basic chemical and statistical principles.
- evaluate analytical data using statistical methods to determine its validity.
- demonstrate safe laboratory practices and proper materials handling.

CHEM 420 Organic Chemistry I

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: CHEM 401 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C
C-ID: C-ID CHEM 150; Part of C-ID CHEM 160S
Catalog Date: June 1, 2020

This is a lecture/laboratory course designed to introduce students to the basic concepts of organic chemistry. This course is designed for science majors, pre-med, pre-dental, and pre-pharmacy majors. Lecture topics will include acid/base chemistry, pushing electrons, organic nomenclature, alkane chemistry, alkene chemistry, alkylation, alcohols, ethers, physical properties of alkanes and cycloalkanes, SN1, SN2, E1, E2 mechanisms. Laboratory work will include characterization of organic molecules using modern analytical instrumentation such as (GC, GC/MS, NMR, FTIR, polarimetry, and HPLC) and the measurement of their physical properties. Separation and purification of organic compounds will also be covered in the lab section; these techniques include distillation, recrystallization, preparative chromatography, liquid-liquid extraction and thin-layer chromatography. This course requires that students purchase additional supplies such as a Gas Chromatography micro-syringe and safety goggles. Students will need to purchase a lab journal to record students experimental information. Students will also need to check with the instructor for supplemental lab supplies that may not be provided during check-in.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- calculate mathematically the outcome of a recrystallization in grams and as a percent yield.
- combine compounds with C-C double bonds and/or C-C triple bonded compounds with hydrogen/transition metal catalysis. Predict the outcome of the reactions’ stereoelectronic consequences.
- deduce the reactive intermediate from a reduction of an ester functional group via a hydride reagent.
- operate modern, analytical equipment to confirm experimental outcomes and goals using instrumental analysis such as GC, HPLC, GC/MS, NMR, FTIR, polarimetry, and UV-Vis Spectroscopy.
- analyze, and predict the outcome of a multi-step organic synthesis based on simpler, more common reactions learned throughout this course.
- name common organic compounds. Students should also be able to name more complicated molecules using IUPAC rules.
- conceive the outcome of a bromination followed by a Grignard carbon-carbon coupling reaction.

CHEM 421 Organic Chemistry II

Units: 5
Hours: 54 hours LEC; 108 hours LAB
Prerequisite: CHEM 420 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C
C-ID: Part of C-ID CHEM 160S
Catalog Date: June 1, 2020

This course is a lecture-laboratory course and is a continuation of Chemistry 420, Organic Chemistry I, thereby concluding a one year introduction to organic chemistry. This course is designed for science majors, pre-medical, pre-dental, and pre-pharmacy majors. Topics covered include the chemistry of ethers, epoxides, conjugated dienes, aromatic compounds, carbonyl compounds, enolate condensation, amines, phenols, condensation-polymerization reactions, and the chemistry of selected biologically important compounds such as proteins, lipids and carbohydrates. The course
also includes continued application of spectroscopic methods (IR, NMR (theory and practice), and MS) applied to organic chemistry. Laboratory emphasis is on synthesis of organic compounds and their work-up and analysis. Experiments include the preparation, isolation, quantitation, purification, identification and mechanism elucidation of the molecules synthesized. Students will continue to expand their ability to operate and utilize a variety of modern chemical instrumentation - gas chromatography, high performance liquid chromatography, Fourier transform - infrared spectroscopy, gas chromatography-mass spectrometry, and polarimetry. Students must purchase instructor produced supplements. Study guide for the approved lecture text; Stitch-bound, page-numbered laboratory notebook(s); model kit; American Chemical Society Study Guide for Organic Chemistry, approved safety goggles, gloves, gas chromatography syringe; a pair of approved safety goggles.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize and apply the fundamental concepts of general chemistry and introductory organic chemistry to second semester organic chemistry.
- understand and apply the theories of structure and reactivity to the important functional groups. Conceive mechanistic pathways illustrating a reaction process.
- perform basic organic chemistry laboratory techniques, operate a variety of modern chemical instruments including GC, NMR, IR, GC/MS, and polarimetry. Accurately interpret NMR, IR, mass spectral and chromatographic data.
- apply the rules of nomenclature for organic compounds.
- propose multi-step synthesis based on common, simpler reactions learned in Chemistry 420 and this course.
- apply organic functional group knowledge to biological molecules such as amino acids and proteins, lipids, and carbohydrates.

CHEM 495 Independent Studies in Chemistry

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None
Transferable: CSU
Catalog Date: June 1, 2020

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regular offered courses, pursuant to an agreement among college, faculty members and students. Independent studies in chemistry offers students a chance to do research and/or experimentation that is more typical of industry and graduate student work. Student must fill out an application with sponsoring instructor to participate.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- produce work independently on chemistry related topics.
- debate chemistry topics with other professionals in the field.

CHEM 498 Work Experience in Chemistry

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None
Enrollment Limitation: Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.
Advisory: ENGW 101 or ESLW 320
Transferable: CSU
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Chemistry. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
The communication studies department at Folsom Lake College is committed to excellent teaching that provides an innovative and stimulating environment for student learning in theoretical and pragmatic applications of communication education. With the primary mission of encouraging completion of an associate degree and promoting transfer opportunities, the department provides superior educational opportunities to a diverse student population and supports a cooperative environment that reflects and honors the diverse backgrounds, perspectives, abilities, and interests of all.

The department supports both students and faculty in the pursuit of continuing education to better their personal, academic, and professional lives; to help them meet the communication challenges of an increasingly complex world; and to adapt to the changing communication demands of the future.

Dean
Francis Fletcher

Department Chairs
Paula Haug

(916) 608-6752
fletchf@flc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Communications Studies

The Associate in Arts in Communication Studies for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Communication Studies at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
<td>COMM 301</td>
<td>Introduction to Public Speaking</td>
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<td>A minimum of 15 units from the following:</td>
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<td>Group A</td>
<td>At least 6 units must come from Group A.</td>
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<tr>
<td>COMM 311</td>
<td>Argumentation and Debate (3)</td>
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<td>COMM 321</td>
<td>Interpersonal Communication (3)</td>
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<td>COMM 331</td>
<td>Group Discussion (3)</td>
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<td>COURSE CODE</td>
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<td><strong>Group B</strong>: An additional 6 units from Group B or any course not used in Group A.</td>
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<tr>
<td>COMM 305</td>
<td>Oral Interpretation (3)</td>
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<td>COMM 315</td>
<td>Persuasion (3)</td>
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<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<td>COMM 373</td>
<td>Forensics Laboratory (2)</td>
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<td><strong>Group C</strong>: An additional 3 units must come from Group C or any course not used in Groups A and B.</td>
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<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>ENGWR 301</td>
<td>College Composition and Literature (3)</td>
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<td>ENGWR 302</td>
<td>Advanced Composition and Critical Thinking (3)</td>
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<td>PSYC 300</td>
<td>General Principles (3)</td>
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<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<td><strong>Total Units:</strong> 18</td>
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</table>

The Associate in Arts in Communications Studies for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- explain the history, evolution, and multidisciplinary nature of human communication.
- analyze evidence and reasoning to identify and provide appropriate and credible support for written and oral communication.
- demonstrate individual responsibility, integrity, and respect in all communication interactions.
- design and deliver effective and appropriate written, oral, and/or visual messages in a variety of personal, professional, and social contexts.
- utilize both nonverbal and verbal communication strategies appropriate for diverse audiences in order to demonstrate communication competency.
- differentiate amongst various theoretical perspectives within the discipline of Human Communication.

**Career Information**

Public Information; Human Resources Development; Corporate Training; Motivational Speaking; Political Speech Writing; Broadcasting; Advertising; Public Relations; Teaching; Organizational Administration; Negotiation and Mediation Services; Personnel Management; Customer Service; Corporate Imaging; Campaign Management; Marketing; Community Relations.

**Associate Degrees**

**A.A. in Interdisciplinary Studies: Communication and English**

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis.” This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Communication and English. These courses emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the 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, and reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analysis and critical evaluation. Students will also learn to reason inductively and
deductively in order to make important decisions regarding life and society at large. (Possible majors at a four-year institution include, but are not limited to: English, communication and philosophy.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
<td>A minimum of 18 units from the following:</td>
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</table>

You must select courses from three different disciplines.

- COMM 301 Introduction to Public Speaking (3)
- COMM 311 Argumentation and Debate (3)
- COMM 315 Persuasion (3)
- COMM 331 Group Discussion (3)
- COMM 361 The Communication Experience (3)
- ENGRD 310 Critical Reading as Critical Thinking (3)
- ENGWR 300 College Composition (3)
- ENGWR 301 College Composition and Literature (3)
- ENGWR 302 Advanced Composition and Critical Thinking (3)
- PHIL 300 Introduction to Philosophy (3)
- PHIL 320 Logic and Critical Reasoning (3)
- PHIL 325 Symbolic Logic (3)
- PHIL 328 Critical Reasoning and Composition (3)

Total Units: 18

The Interdisciplinary Studies: Communication and English Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze critically, argue persuasively, and communicate clearly (Communication and English).

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020
## Degree Requirements

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<th>COURSE CODE</th>
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<td>A minimum of 18 units from the following:</td>
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<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
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<td>ANTH 310</td>
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<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
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<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>ANTH 323</td>
<td>Introduction to Archaeology (3)</td>
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<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
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<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<td>BUS 340</td>
<td>Business Law (3)</td>
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<td>BUS 345</td>
<td>Law and Society (3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<td>ECON 320</td>
<td>Concepts in Personal Finance (3)</td>
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<td>ECE 312</td>
<td>Child Development (3)</td>
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<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<td>Culture and Diversity in Early Childhood Education (3)</td>
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<td>Human Geography: Exploring Earth’s Cultural Landscapes (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>Research Methods in Psychology (3)</td>
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<td>Human Sexuality (3)</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>Social Problems (3)</td>
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<td>Marriage and the Family (3)</td>
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<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>Sex and Gender in the U.S. (3)</td>
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<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
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Total Units: 18

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

Certificate

Applied Communication Skills Certificate

Effective communication skills allow people to improve many areas of their lives, but especially their social, academic, and professional lives. Effective communication skills are among the top skills sought by organizations. The Certificate in Applied Communication Skills provides meaningful and marketable skills designed to further a student's personal, academic and professional growth. Courses in this certificate may be applied towards associate degree and/or transfer requirements.

Catalog Date: June 1, 2020

Certificate Requirements
Communication (COMM)

COMM 301 Introduction to Public Speaking

This course prepares students to speak in a variety of rhetorical situations: academic, professional, social, and political. Students will demonstrate effective verbal and non-verbal delivery, ethical research methodology, analytical thinking and listening skills, organization and outlining skills, and appropriate presentation skills. In order to effectively assess oral communication competency, each student will complete a minimum of 22 minutes of evaluated speaking time. Emphasis is on researching, preparing, organizing, writing and presenting a variety of speeches for different audiences. Video recording equipment may be used as an aid to the student’s self-analysis and improvement. Access to a computer with online capabilities may be required and is available on campus.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- design and relate messages clearly for effective and appropriate oral communication.
- apply effective listening skills to comprehend spoken messages, analyze information critically, and consider multiple perspectives.
- compose ideas clearly in effective, appropriate, and well-organized written messages.
- demonstrate effective communication appropriate to diverse contexts and people.
- demonstrate and apply effective group communication strategies.
- demonstrate effective problem solving and conflict resolution skills.

**Career Information**

Virtually every employer survey identifies effective communication skills as highly desired and sought-after. Students can utilize their Applied Communication Skills in every employment context.

**Communication (COMM)**

COMM 301 Introduction to Public Speaking

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | ENGWR 101 with a grade of "C" or better, or placement through the assessment process. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area II(b); CSU Area A1; IGETC Area 1C |
| C-ID: | C-ID COMM 110 |
| Catalog Date: | June 1, 2020 |

This course prepares students to speak in a variety of rhetorical situations: academic, professional, social, and political. Students will demonstrate effective verbal and non-verbal delivery, ethical research methodology, analytical thinking and listening skills, organization and outlining skills, and appropriate presentation skills. In order to effectively assess oral communication competency, each student will complete a minimum of 22 minutes of evaluated speaking time. Emphasis is on researching, preparing, organizing, writing and presenting a variety of speeches for different audiences. Video recording equipment may be used as an aid to the student’s self-analysis and improvement. Access to a computer with online capabilities may be required and is available on campus.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
- explain the basic principles of human communication.
- analyze the communication situation, audience, occasion, purpose and selection of subject matter.
- formulate through research, analysis, and organization of material, oral presentations to inform, to persuade, and to mark a special occasion.
- compose formal written outlines that reflect fully developed, logically structured, and unified oral presentations.
- evaluate presentations for the purpose of demonstrating active listening, critical thinking and effective communication skills, both as speakers and as listeners.
- explain and demonstrate the ethical responsibilities between speaker and audience within the communication transaction.

**COMM 305 Oral Interpretation**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Advisory:** COMM 301 or ENGWR 300  
**Transferable:** CSU, UC  
**General Education:** AA/AS Area I; CSU Area C1; IGETC Area 3A  
**C-ID:** C-ID COMM 170  
**Catalog Date:** June 1, 2020

This course introduces students to the field of performance studies through the oral interpretation of various literary genres, including Western and Non-Western literature. The focus is on audience analysis, selection and thematic analysis of literature, script writing, discussion and application of vocal and physiological delivery techniques, program performance, and post-performance evaluation. Theoretical issues and historical developments are examined and applied to the current performance trends in solo, duo and interpreters’ theatre.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify historical and theoretical foundations in the field of oral interpretation.
- illustrate the importance of narration and dialogue through the performance of unified, coherent and thematically driven literary scripts.
- Perform a variety of verbal and nonverbal skills to bring the literature to life and heighten the effectiveness of the performer’s message
- Edit literature for live performance using techniques that focus on unity of time, place, action, mood and character.
- Research and construct individual and/or group oral performances for various live audiences.

**COMM 311 Argumentation and Debate**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGWR 300 with a grade of "C" or better  
**Advisory:** COMM 301  
**Transferable:** CSU, UC  
**General Education:** AA/AS Area II(b); CSU Area A1; CSU Area A3; IGETC Area 1C  
**C-ID:** C-ID COMM 120  
**Catalog Date:** June 1, 2020

This course covers both the theory and practice of argumentation and debate. Students will learn to effectively develop and respond to reasoned written and oral arguments, to critically evaluate various types of evidence, to identify fallacies in reasoning and language, and to advocate within the structures of formal debate and public advocacy. Students will develop critical thinking and communication skills necessary to advance a cogent, cohesive argument in support of a proposition, as well as defend and refute arguments.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- differentiate the nature and function of argumentation in various communication contexts.
- assess rhetorical style differences and choose appropriate strategies for the composition and delivery of oral versus written argument.
- analyze, compare, and evaluate divergent perspectives within complex social controversies.
detect fallacies in reasoning as they occur in oral, written and visual text.

manage a variety of information technologies to gather, evaluate, and assess evidence to be used in support of a proposition.

construct and deliver a cohesive, cogent argument in support of a proposition in both written and oral communication contexts.

critique written and oral arguments using Aristotle's classical structures of reasoning and Stephen Toulmin's contemporary elements of argument.

demonstrate ethical behavior in the research, construction and delivery of arguments.

**COMM 315 Persuasion**

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ENGWR 300 with a grade of "C" or better  
Transferable: CSU; UC  
General Education: AA/AS Area II(b); CSU Area A3; IGETC Area 1B  
C-ID: C-ID COMM 190  
Catalog Date: June 1, 2020

This course presents fundamental theories and techniques of persuasion as they occur in various communication contexts, including commercial, interpersonal, public, and mass media. Students develop critical thinking skills by engaging in oral and written analysis, evaluation, and composition of persuasive messages and by examining the personal, political, cultural, and social impacts of persuasion. Students explore ethical considerations of persuasive communication, learn about types of reasoning, and identify fallacious arguments as they occur in persuasion. Students will write a minimum of 6,000 written words in a variety of essay formats.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- critique persuasive strategies as they exist in a variety of contexts (e.g., public speaking, advertising, politics, media), including use in propaganda and subliminal techniques.
- differentiate between humanistic and social science theoretical approaches to persuasion.
- analyze persuasive messages, including identifying and explaining the persuasive components or strategies used to effect change.
- distinguish between inductive and deductive reasoning and identify fallacious arguments as they occur in persuasive communication.
- evaluate and determine criteria for the development of successful persuasive campaigns.
- design persuasive campaigns including the development of appropriate assessment strategies to determine effectiveness.
- construct and deliver ethical persuasive messages directed toward a defined audience.
- apply ethical criteria to persuasive appeals (e.g., legal, religious, political, human nature, situational, dialogical).

**COMM 321 Interpersonal Communication**

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ENGWR 51 with a grade of "C" or better, or placement through the assessment process.  
Transferable: CSU; UC  
General Education: AA/AS Area III(b); CSU Area E1  
C-ID: C-ID COMM 130  
Catalog Date: June 1, 2020

Students in this course will explore and apply communication concepts associated with developing and maintaining satisfying interpersonal relationships. Through a variety of class activities, students experiment with various approaches to successful communication in interpersonal contexts, including conflict management and active listening. Additionally, students will improve communication competency through a heightened awareness of the complexity of interpersonal communication and the development of skills as both senders and receivers of shared messages.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate the various models of communication and explain how messages may be sent and received at both conscious and unconscious levels.
COMM 325 Intercultural Communication

This course introduces students to the challenges and promises of intercultural communications in the United States. Variations and commonalities in communication patterns across cultures are examined as well as processes and outcomes among persons of different group-based experiential backgrounds. Practical application of factors which influence communication among individuals of different cultures is emphasized.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the components of culture and communication, including cultural values, the deep structures of culture, and communication behaviors that are affected by cultural differences.
- recognize and explain commonly accepted taxonomies for describing cultural variability, communication styles, and cultural influence upon verbal and nonverbal language usage.
- compare and choose socially appropriate behaviors in specific intercultural situations requiring behavioral flexibility, tolerance for ambiguity, social relaxation.
- demonstrate an understanding of the basic skills for communicating with people from different cultures and recognize barriers to effective intercultural competencies, such as stereotyping, racism, prejudice, and ethnocentrism.
- demonstrate an understanding of the patterns of information exchange among major global regions and the role of governments.
- identify major contributions from the fields of social and behavioral science and apply these findings to the study of intercultural communication.

COMM 331 Group Discussion

Group communication is pervasive in all academic, professional, and social environments. This course is designed to increase students’ understanding of group communication and to prepare students to function more effectively in various types of groups. Students will learn about the dynamics of group roles, the multiple functions of groups, leadership styles, conflict management, problem-solving, and decision-making. Individual and group presentations are required. Video recording equipment may be used as an aid to the student’s self-analysis and improvement. Access to a computer with online capabilities may be required and computer access is available on campus.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate small group from other communication contexts by definition, characteristics, and theoretical perspectives.
• identify the phases of group development including the establishment of group norms and roles.
• articulate the role and influence of diversity on small group communication and problem-solving.
• design and deliver effective verbal and non-verbal messages utilizing both informative and persuasive group and individual presentation formats.
• critique and model active listening and appropriate feedback to create and maintain positive group climates.
• recognize and apply ethical standards to conflict management, group problem-solving and decision making, including the discovery and evaluation of research used in the support of a proposition.
• assess the value of leadership in groups utilizing a variety of theoretical approaches to leadership styles, ethical behavior and power dynamics.

COMM 341 Organizational Communication

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU
General Education: AA/AS Area V(b); CSU Area D
Catalog Date: June 1, 2020

This course is designed to allow students to examine both theoretical and pragmatic essentials of effective organizational messages from preparation and presentation to effective observation and analysis. Students will explore the dynamics of organizational communications in various situations including conflict negotiation teams and problem solving/decision making groups. The dynamics of leadership and communication will be explored. Current techniques of evaluating organizational communication for the purpose of improving organizational effectiveness will also be examined.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• analyze various organizational communication networks using a variety of theoretical perspectives.
• assess the influences of globalization, cultural diversity, and outsourcing on an organization’s culture and communication climate.
• implement and analyze conflict management strategies.
• recognize and evaluate effective team-building strategies.
• compose ideas clearly in effective, appropriate and well-organized written messages.
• compare and evaluate the various theoretical perspectives of leadership.
• identify, describe, and demonstrate communication strategies that will increase communication competence and effectiveness in an organizational setting.

COMM 351 Mass Media and Society

Same As: JOUR 310
Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU; UC
General Education: AA/AS Area V(b); CSU Area D; IGETC Area 4
C-ID: C-ID JOUR 100
Catalog Date: June 1, 2020

The class will offer a survey of the mass media: history, philosophy, structure and trends, as well as theories, which help to explain effects and the importance of media as a social institution. The course will explore economics, technology, law, ethics, and social issues, including cultural and ethnic diversity. This course is the same as JOUR 310; only one of these courses may be taken for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• describe the purposes, functions, and scope of mass media in society today.
recognize the influence and role of technology in affecting mass media content and the impact it has on society.

develop critical thinking skills to analyze media's influence.

explain the principles and laws of freedom of speech and press.

identify the major mass media.

understand the development/history of the mass media in the United States.

demonstrate a general understanding of legal responsibilities of the mass media, including areas of libel, privacy, pornography, copyright and freedom of information.

understand global media trends.

COMM 361 The Communication Experience

Units: 3
Hours: 54 hours LEC
Prerequisite: Placement into ENGWR 300 through the placement process.
Transferable: CSU, UC
General Education: AA/AS Area II(b); CSU Area A1; IGETC Area 1C
Catalog Date: June 1, 2020

This course introduces students to the fundamental concepts and skills necessary for effective interpersonal, small group and public communication. Course content includes an emphasis on both communication theory and practice by providing students with the opportunity to develop communication competency through a variety of presentation formats. Special emphasis is placed on practical experiences within groups, facilitation of interpersonal relationships, as well as message design and delivery for multiple purposes and to diverse audiences. In order to effectively assess oral communication competency, each student will complete a minimum of 22 minutes of evaluated speaking time. Videotaping may be required for this course. Access to a computer with online capabilities may be required and is available on campus.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and apply a variety of theories relative to interpersonal, small group, and public communication.
- utilize verbal and non-verbal communication strategies to increase effectiveness in interpersonal relationships, group interactions and public presentations.
- demonstrate effective listening skills to comprehend spoken messages, analyze information critically and consider multiple perspectives.
- assess the impact of intercultural communication on various aspects of communication.
- employ a variety of conflict management strategies within interpersonal and group communication contexts.
- construct and extemporaneously deliver oral presentations to varying audiences, utilizing and appropriately documenting research from various sources.
- apply ethical standards to research and advocacy.

COMM 363 Introduction to Communication Theory

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU, UC
General Education: AA/AS Area V(b); AA/AS Area II(b); CSU Area D; IGETC Area 4
C-ID: C-ID COMM 180
Catalog Date: June 1, 2020

A survey of the discipline of communication studies with emphasis on multiple epistemological, theoretical, and methodological issues relevant to the systematic inquiry and pursuit of knowledge about human communication. This course explores the basic history, assumptions, principles, processes, variables, methods, and specializations of human communication as an academic field of study.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss the history of the study of human communication.
- explain and apply the basic concepts of the field of communication.
- demonstrate a basic knowledge of the specializations comprising the communication discipline.
- analyze human communication as a process according to theories which vary from one communication context to another.
- compare and contrast the basic research methods for the evaluation of human communication phenomena.
- critically discuss and write about human communication theories and events.
- demonstrate an understanding of ethical perspectives in communication.

COMM 373 Forensics Laboratory

Units: 2  
Hours: 108 hours LAB  
Prerequisite: None.  
Transferable: CSU  
C-ID: C-ID COMM 160B  
Catalog Date: June 1, 2020

Through individualized instruction and participation in public speaking events, academic debate, literature interpretation, public campaigns, and/or training presentations, students will develop listening skills, organization skills, and the ability to recognize matters of political, social, and economic importance. This course helps students develop their skills as critical thinkers and competent speakers. This is a laboratory course giving practice in preparing for and participating in the Student Speaker’s Bureau and/or Intercollegiate Forensics competition. Areas of interest may include debate, persuasive speaking, oral interpretation of literature, impromptu speaking, expository speaking, readers’ theater, training presentations and campaign development. Field trips to tournaments or other speaking events may be required. The course may be taken four times for a maximum of eight units.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- adapt principles of effective communication to a variety of competitive and/or public communication contexts: debate, public address, literature interpretation, training presentations, and public campaigns.
- construct arguments on issues of political, social, and economic importance for a variety of competitive and/or public contexts.
- employ critical listening skills in order to defend or revise an argumentative position.
- critique both written and oral presentations.
- compose arguments and messages with the audience’s attitudes, values, and beliefs in mind.

COMM 494 Topics in Communication

Units: 0.5 - 4  
Prerequisite: None.  
Transferable: CSU  
Catalog Date: June 1, 2020

A survey of contemporary communication topics that allows students to choose a particular option from several. Possible options may include, but are not limited to: extemporaneous speaking, intercultural communication in the workplace, communication in the classroom, conflict, principles of visual communication, readers’ theatre, parliamentary procedure and decision making techniques. Students may receive one unit of credit in each topic area. Consult class schedule for specific topics offered.

COMM 495 Independent Studies in Communication

Units: 1 - 3  
Hours: 54 - 162 hours LAB  
Prerequisite: None.  
Transferable: CSU  
Catalog Date: June 1, 2020

COMM 498 Work Experience in Communication and Media Studies
This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Communication and Media Studies. Course content will include understanding the application of education to the workforce; completing required forms which document the student's progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
The Folsom Lake College educational curriculum in computing consists of courses, certificates, and degrees in a variety of areas related to computing. Individual courses are organized into several groups related to computer application user skills (CISA), general "core" topics (CISC), computer networking (CISN), computer programming (CISP), computer security (CISS), and the web (CISW). Students interested in pursuing a certificate or degree may choose from a variety of educational programs. These educational programs are organized into two groups:

Dean
   Greg McCormac

Department Chairs
   Caleb Fowler
   (916) 608-6615
   mccormg@flc.losrios.edu

Associate Degrees

A.S. in Computer Science

The Computer Science degree provides a comprehensive exposure to computer science in preparation for upper-division computer science courses. The program also prepares students for entry level employment in the computer and related industries.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
<tr>
<td>CISP 300</td>
<td>Algorithm Design/Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>CISP 310</td>
<td>Assembly Language Programming for Microcomputers</td>
<td>4</td>
</tr>
<tr>
<td>or ENGR 303</td>
<td>Introduction to Logic Design (4)</td>
<td></td>
</tr>
<tr>
<td>CISP 360</td>
<td>Introduction to Structured Programming</td>
<td>4</td>
</tr>
<tr>
<td>CISP 400</td>
<td>Object Oriented Programming with C++ (4)</td>
<td>4</td>
</tr>
<tr>
<td>or CISP 401</td>
<td>Object Oriented Programming with Java (4)</td>
<td></td>
</tr>
<tr>
<td>CISP 430</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CISP 440</td>
<td>Discrete Structures for Computer Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A minimum of 5 units from the following:</td>
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<tr>
<td>CISC 315</td>
<td>Introduction to Computer Game Design (3)</td>
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</tr>
<tr>
<td>CISP 351</td>
<td>Introduction to Relational Database Design and SQL</td>
<td>3</td>
</tr>
<tr>
<td>CISP 362</td>
<td>Programming for Mobile Devices I (4)</td>
<td></td>
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<tr>
<td>CISP 363</td>
<td>Programming for Mobile Devices II (4)</td>
<td></td>
</tr>
<tr>
<td>CISP 370</td>
<td>Beginning Visual Basic (4)</td>
<td></td>
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<tr>
<td>CISP 400</td>
<td>Object Oriented Programming with C++ (4)</td>
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</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
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</tr>
<tr>
<td>CISP 401</td>
<td>Object Oriented Programming with Java (4)</td>
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</tr>
<tr>
<td>CISP 405</td>
<td>Object Oriented Programming using C# on Visual Studio .NET (4)</td>
<td></td>
</tr>
<tr>
<td>CISW 400</td>
<td>Client-side Web Scripting (4)</td>
<td></td>
</tr>
<tr>
<td>CHEM 400</td>
<td>General Chemistry I (5)</td>
<td></td>
</tr>
<tr>
<td>ENGR 303</td>
<td>Introduction to Logic Design (4)</td>
<td></td>
</tr>
<tr>
<td>ENGR 400</td>
<td>Introduction to Electrical Circuits and Devices (3)</td>
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</tr>
<tr>
<td>MATH 400</td>
<td>Calculus I (5)</td>
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<tr>
<td>PHYS 411</td>
<td>Mechanics of Solids and Fluids (4)</td>
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</tr>
</tbody>
</table>

Total Units: 30

The Computer Science Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- design, write, test and debug computer programs, using a low-level language, a structured language, and an object-oriented language.
- evaluate various solutions to a proposed problem in terms of programming languages, software architecture, and other appropriate computer technologies.
- demonstrate a fundamental knowledge of the basic concepts that define the discipline of computer science, such as data structures, discrete mathematics, basic computer architecture, operating system internals, networking fundamentals, and programming languages.

Career Information

Career opportunities include various technical and support jobs in the computer industry, such as software tester, software developer, programmer, analyst, etc... Additional opportunities include business-related jobs in the computer industry that require a fundamental knowledge of computer science.

A.S. in Information Technology

This degree allows students to acquire basic core Information Technology competencies that will prepare them for a career in Computer Networking, Cybersecurity, and related fields.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISC 310</td>
<td>Introduction to Computer Information Science</td>
<td>3</td>
</tr>
<tr>
<td>CISN 304</td>
<td>Networking Technologies (3)</td>
<td>3</td>
</tr>
<tr>
<td>CISP 300</td>
<td>Algorithm Design/Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>CISP 360</td>
<td>Introduction to Structured Programming</td>
<td>4</td>
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<tr>
<td>CISS 310</td>
<td>Network Security Fundamentals</td>
<td>3</td>
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<tr>
<td>A minimum of 6 units from the following:</td>
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<tr>
<td>BUS 310</td>
<td>Business Communications (3)</td>
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</tr>
<tr>
<td>CISC 326</td>
<td>Linux Systems (3)</td>
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</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>CISP 351</td>
<td>Introduction to Relational Database Design and SQL (3)</td>
<td></td>
</tr>
<tr>
<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<tr>
<td></td>
<td>A minimum of 4 units from the following:</td>
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<tr>
<td>MATH 341</td>
<td>Calculus for Business and Economics (4)</td>
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<tr>
<td>MATH 343</td>
<td>Modern Business Mathematics (4)</td>
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</tr>
<tr>
<td>MATH 400</td>
<td>Calculus I (5)</td>
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</tr>
<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<tr>
<td></td>
<td>Total Units:</td>
<td>26</td>
</tr>
</tbody>
</table>

The Information Technology Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply fundamental knowledge of computing and the current use of technology techniques, skills, and tools necessary for the computing practice.
- evaluate and solve business problems with technology solutions using qualitative and quantitative information.
- assess user needs in the selection, creation, evaluation and administration of computer-based information systems.

Career Information

The Associate's degree in Information Technology prepares students to either enter the workforce as an entry-level computer or network support technician or pursue a bachelor's degree in managing information systems. Several CSUs currently offer baccalaureate IT programs, as do several private universities. More CSUs are working to build upper division programs similar to the recently approved IT Model Curriculum.

Certificates of Achievement

Computer Programming Certificate

The Computer Programming Certificate provides students with the basic proficiencies required of entry level software technicians and computer programmers, or for further study in computer science.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
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<tr>
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<td>CISC 310</td>
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<td>CISP 440</td>
<td>Discrete Structures for Computer Science</td>
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</tr>
</tbody>
</table>
Computer Information Science - Applications (CISA)

Total Units: 21

Upon completion of this program, the student will be able to:

- design, write, test and debug computer programs, using a structured language, and an object-oriented language.
- evaluate software systems for conformance to system requirements.
- participate as a member of a software development team.

Career Information

Career opportunities include various technical and support jobs in the computer industry, such as software tester, software developer, programmer, analyst, etc.

Mobile Programming Certificate

This certificate offers a program of study for students seeking jobs in the fields of mobile application development. It provides opportunities to develop the necessary skills and aptitudes for designing, developing and testing a variety of application programs for mobile devices.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>CISP 300</td>
<td>Algorithm Design/Problem Solving</td>
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<td>Introduction to Structured Programming (4)</td>
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</tr>
<tr>
<td>CISP 363</td>
<td>Programming for Mobile Devices II</td>
<td>4</td>
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<tr>
<td>Total Units:</td>
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<td>15</td>
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</tbody>
</table>

Upon completion of this program, the student will be able to:

- analyze how a mobile application program is developed using tools included in a software development kit.
- design software using object-oriented methods to develop event driven programs for mobile application programs.
- publish mobile applications in an application marketplace.

Career Information

Mobile devices such as tablets and smart phones continue to be more cost effective and versatile. Due to the portability, cost, built-in devices and user-friendliness, mobile devices gain much popularity in end-user and commercial markets. As a result, there is a great demand for developers and software engineers who can write application programs for mobile devices. A developer with this certificate can work as an independent mobile application developer or join a team of developers in software firms that specialize in mobile application development.
CISA 320 Introduction to Database Management

This course introduces database management systems. Using the Microsoft Access application, students will design and implement practical database applications. Topics include such items as database and report design, data views and queries, and data maintenance.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze data needs and determine the appropriate structure and solutions to enter, manipulate, store and display data.
- develop tables for data by defining their structure, data types and formats.
- design and test forms using graphical tools or controls to facilitate data input.
- define queries which result in data extraction from single tables to produce desired results.
- design and implement reports which display extracted data in an accurate, reliable and readable format.
- describe the importance of database maintenance regarding timeliness, reliability, accuracy, credibility, repair and backup.

CISA 321 Intermediate Database Management

This course will extend the capabilities of students who have completed a first course in database management. Students will design and implement practical database applications, including relational database design to develop programming applications.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze database tables to choose relationships between multiple tables.
- design switchboard forms and tables for ease of use by nontechnical users.
- convert data from various applications into a database structure through export and import features.
- design and implement multiple table data management systems involving custom data entry screens, reports, and labels.
- formulate complex queries, and develop forms/subforms and reports based on those queries.
- use Visual Basic for Applications (VBA) to construct macros and modules for database automation.

Computer Information Science - Core (CISC)

CISC 300 Computer Familiarization

This course introduces database management systems. Using the Microsoft Access application, students will design and implement practical database applications. Topics include such items as database and report design, data views and queries, and data maintenance.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze data needs and determine the appropriate structure and solutions to enter, manipulate, store and display data.
- develop tables for data by defining their structure, data types and formats.
- design and test forms using graphical tools or controls to facilitate data input.
- define queries which result in data extraction from single tables to produce desired results.
- design and implement reports which display extracted data in an accurate, reliable and readable format.
- describe the importance of database maintenance regarding timeliness, reliability, accuracy, credibility, repair and backup.
This is an introductory course to provide general knowledge on topics such as how computers work, computer terminology, and the impact of computers on society and the work environment. Beginning level hands-on instruction using an operating system, word processing software, spreadsheet software, and the Internet will be emphasized. Students will be reading and interpreting written and oral instructions of a technical nature. Students with limited computer knowledge should take this course in-class, not on-line. Students should have access to a computer with internet and an active Los Rios e-mail account. They should have computer media to store data files such as a USB drive.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the components of computer hardware by describing and stating the purpose and capabilities of the various hardware devices such as system case, power supply, disk drives, monitor, motherboard, printer, mouse, keyboard, and various ports.
- describe the differences between operating system, application, and utility software in respect to what each program does in relationship to a computer system.
- describe and show the use basic Windows operating system commands to prepare storage media, view, copy, move and erase files and folders.
- create, save, and print simple word processing documents using basic editing and formatting techniques.
- design, create, preview, save, and print simple spreadsheets using basic data entry, editing, and formatting techniques.

CISC 310 Introduction to Computer Information Science

This course is an examination of information systems and their role in business. The focus is on information systems, database management systems, networking, e-commerce, ethics and security, computer systems hardware and software components. Students will develop experience applying these concepts and methods through hands-on projects creating computer-based solutions to business problems.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO1: DESCRIBE EXISTING AND EMERGING TECHNOLOGIES AND THEIR IMPACT ON ORGANIZATIONS AND SOCIETY.
  - explain how a computer system works.
  - distinguish the various hardware and software components of a computer system.
  - differentiate between the most commonly used computer operating systems.
  - differentiate between system software and application software.
  - assess the differences between each of the categories of system and application software.
  - evaluate the social issues pertaining to computer technology including ethics, copyright, privacy and security.
- SLO2: ARTICULATE THE DEVELOPMENT AND USE OF INFORMATION SYSTEMS IN BUSINESS.
  - differentiate between various computer network types and scopes.
  - propose methods for securing business information systems and the secure utilization of Internet resources.
  - discuss and relate the phases of the System Development Life Cycle.
  - recommend methods for accessing business information systems.
- SLO3: SOLVE COMMON BUSINESS PROBLEMS USING APPROPRIATE INFORMATION TECHNOLOGY APPLICATIONS AND SYSTEMS.
  - construct solutions to common business problems using electronic spreadsheets in Microsoft Excel.
  - manipulate databases using database software in Microsoft Access.
  - build software solutions to business problems using internet technologies.
CISC 315 Introduction to Computer Game Design

This course introduces students to the fundamentals of game design with an emphasis in applying those fundamentals to the creation of computer games. Students will explore the various genres of computer games, including hardware and mobile games. No programming skills are required. Students will explore the relationship between player experience and game mechanics.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- articulate the strengths and weaknesses of various published games.
- articulate the critical game mechanics utilized in various computer and non computer games.
- hypothesize how specific game mechanics may potentially influence the designed player experience of a specific game.
- utilize feedback from focus groups to refine the student’s game design.

CISC 326 Linux Systems

This course introduces the Linux operating system for microcomputers. Concepts include kernels, file structures, daemons, and shells. The course will also include procedures for installing software, creation of user accounts, shell commands, scripts, file security, Perl and C scripting, Common Gateway Interface, system installs, administration, security, and graphical user shells such as X-Windows. Not open to students who have completed CISC 325.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate the use of basic Linux commands, text editors, and simple system tools.
- create simple to intermediate scripts to automate tasks, and compile simple C programs in the Linux environment.
- demonstrate an understanding of basic operating system internals, such as kernels, disk and memory management, threads, and processes.
- install, configure, and administer an operating system and common systems software such as a web server or a relational database system.
- determine network requirements and perform network administration tasks such as configuration of network interfaces and firewalls, create users and groups, and configure security settings.

CISC 495 Independent Studies in Computer Information Science - Core

**Student Learning Outcomes**

CISC 498 Work Experience in Computer Information Science - Core
This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Computer Information Science. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.

Computer Information Science - Networking (CISN)

CISN 304 Networking Technologies

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: CISC 310 with a grade of "C" or better
Transferable: CSU
C-ID: C-ID ITIS 150
Catalog Date: June 1, 2020

This course provides a comprehensive survey of local and wide area networks, technologies, protocols, and connectivity. Topics covered include network topologies, the Open Systems Interconnection seven-layer model for communication, communication protocols and standards, access methods, and data translation and transmission equipment and media. This course is intended to prepare students for programming and system administration activities as well as the CompTIA Network+ certification exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe and differentiate the devices and services used to support communications in data networks and the Internet.
- describe the role of protocol layers in data networks.
- evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments.
- design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks.
- configure a simple Ethernet network using routers and switches.
- experiment with common network utilities to verify small network operations and analyze data traffic.

Computer Information Science - Programming (CISP)
CISP 300 Algorithm Design/Problem Solving

This course introduces the Computer Science major to methods for solving classical computer problems through algorithm design. Topics include introduction to structured design, control structures, arrays, object oriented programming, and file processing. Students will learn how to assess and analyze computer problems in a top-down, divide-and-conquer approach that leads to a programming solution. It also includes creating programming plans and detailed design documents from which source code versions of programs will be created.

Upon completion of this course, the student will be able to:

- choose and apply control structures to solve complex problems.
- verify empirically the correctness of an algorithm by means of tracing values of variables to validate the accuracy of the solution.
- develop and create professional, structured programming detailed design documents from which source code can be created.
- convert values between the binary, decimal, and hexadecimal number systems in order to understand how data are represented in a computer and interpret ASCII values.

CISP 310 Assembly Language Programming for Microcomputers

This course is an introduction to computer architecture using assembly language programs. Topics include binary representation of data and instructions, memory addressing modes, subroutines and macros, operating system interrupts, processor architecture, and interfacing with high level languages.

Upon completion of this course, the student will be able to:

- recognize the computer architecture issues needed to write assembly language code.
- compare and contrast the binary representation of data and assembly language instructions.
- create assembly language programs that accept input, perform calculations, and make decisions based on the input, and display an answer.
- explain the roles of software in the creation, building, and debugging of executable files using assembly language.
- formulate and implement algorithms to solve complex problems using assembly language.

CISP 351 Introduction to Relational Database Design and SQL

This course is designed to introduce relational database technology, normalization, entity relationships, logical model design, and ISO-ANSI standard Structured Query Language (SQL). Topics covered include: database design, basic properties of a relational database such as relations,
tables, primary keys, foreign keys and principles of normalization, simple SQL select statements, sorting and grouping data, joining tables, subqueries and views. The database design section focuses on logical model design and entity-relationship (E-R) modeling. Students will leave the course with a good working knowledge of database technology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of basic Relational Database Management System terminology.
- develop a database model to the third normal form.
- create an entity-relationship (E-R) diagram.
- create database objects using Data Definition Language.
- construct SQL statements that will add, delete, and change data using Data Manipulation Language.
- construct queries, subqueries, and joins using Data Query Language.
- demonstrate an understanding of transaction control statements in SQL.

CISP 352 Intermediate SQL

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Advisory: CISP 351
Transferable: CSU
Catalog Date: June 1, 2020

This course builds upon the Introduction to Relational Databases and Structured Query Language (SQL) course with more in-depth SQL constructs common to most commercial database products and extensions to the SQL language. Topics include: complex joins including inner and outer joins, correlated subqueries, complex table definition, table and column constraints, union, intersection, minus, triggers, procedures and functions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design, implement, and demonstrate an understanding of SQL constructs to include data definition language, data manipulation language, and data query language.
- design, create, and implement procedures, functions, and triggers and passing parameters to and from procedures and functions.
- design, create, and implement cursor processing, iterative control structures, and the IF-THEN-ELSE control structure.
- design and implement error handling routines in procedures, functions, and triggers.

CISP 360 Introduction to Structured Programming

Units: 4
Hours: 72 hours LEC
Prerequisite: CISP 300 with a grade of "C" or better
Transferable: CSU, UC
General Education: AA/AS Area III(b)
C-ID: C-ID COMP 112, C-ID COMP 122
Catalog Date: June 1, 2020

This course is an introduction to structured programming. The topics covered include: top-down design, input/output considerations, control structures and flow control, variables, constants, the use of libraries, simple to intermediate data structures, functions, and arguments. An introduction into objects will be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- organize C/C++ code into modules.
- create C/C++ programs demonstrating file operations, pointers, and/or structures.
create programming problem solutions in C/C++ using selection statements.
create programming problem solutions in C/C++ using iteration.
create programming problem solutions in C/C++ demonstrating the appropriate use of single and multidimensional array data structures.
create programming problem solutions in C/C++ demonstrating the appropriate use of dynamic memory.

CISP 362 Programming for Mobile Devices I

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: None.
Advisory: CISC 310 and CISP 300 with grades of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course is an introduction to programming for mobile devices such as cell phones and tablets. Topics include development tools, user interface design, documentation, testing, debugging, and publishing.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- install the necessary tools for mobile device software development.
- develop basic programs with a graphical user interface.
- test and debug programs with a graphical user interface.
- publish mobile device programs.

CISP 363 Programming for Mobile Devices II

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: CISP 360 or 362 with a grade of "C" or better
Advisory: CISP 401
Transferable: CSU
Catalog Date: June 1, 2020

This course introduces intermediate level topics related to programming for mobile devices such as cell phones and tablets. Topics include the syntax of Java, object-oriented programming, and mobile-specific techniques and considerations. Students have an option of purchasing the software or using the software on campus.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop procedural logic for mobile applications.
- synthesize object-oriented class structure to organize components of mobile applications.
- evaluate correctness and efficiency of mobile applications.
- formulate object-oriented solutions to mobile programming problems.
- identify various types of processes on a mobile platform.
- design mobile applications that utilize the user interface.

CISP 370 Beginning Visual Basic

Units: 4
Hours: 72 hours LEC
Prerequisite: CISP 300 with a grade of "C" or better
This course is an introduction to the Visual Basic programming language. Students will design Console and Graphical User Interface programs for the Windows environment. Topics include control structures such as simple sequence, decisions, iteration, procedures, events, properties, error handling, and the use of typical controls such as buttons, textboxes, checkboxes, and listboxes. This course will provide students with a foundation in the use of objects, object libraries, and object-oriented event-driven programming techniques.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and implement a Graphical User Interface (GUI) to act as the interface between Visual Basic code and an end user.
- create source code, debug programs, and execute applications using the Visual Studio .NET Integrated Development Environment (IDE).
- write programs that utilize data from text files, databases, and other sources.
- demonstrate the use of the classes in the .NET Framework namespaces such as System.Windows.Forms.

CISP 400 Object Oriented Programming with C++

This course is an introduction to object-oriented programming using the C++ programming language. This course is designed to enhance students' abilities to implement object-oriented programs and to further develop programming proficiency. Detailed topics include classes, storage class and scope, encapsulation, polymorphism, inheritance, function overloading and overriding, virtual functions, operator overloading, templates, exception handling, stream I/O, file processing, and the Standard Template Library. Also covered are introductions to Graphical User Interface (GUI) development using class libraries, and object oriented design methodology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop skills in object-oriented programming techniques using C++.
- use the programming language through coding, running, and testing programs.
- demonstrate an understanding of programming vocabulary and concepts.
- apply appropriate coding format and documentation standards to written programs.

CISP 401 Object Oriented Programming with Java

This course is an introduction to Object Oriented Programming using the Java language. Topics include: objects, classes, UML, function overloading, inheritance, static and dynamic class relationships, polymorphism, components, graphical user interfaces, event driven programming, class associations, interfaces, error handling, threads, file I/O, testing and debugging. This provides the student with a well rounded background in Java and is good preparation for advanced topics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and implement object-oriented software applications using Unified Modeling Language (UML) and the Java language.
- design and implement reusable software components using inheritance, containment, or polymorphism (abstract classes, interfaces).
design and implement event driven Graphical User Interface (GUI) applications, and console applications using Java.

utilize successfully Java resources such as files, threads, sockets, string processing, and simple database access.

CISP 405 Object Oriented Programming using C# on Visual Studio .NET

Units: 4
Hours: 72 hours LEC
Prerequisite: CISP 360, 370, or 401 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is an introduction to the C# programming language using Visual Studio.NET. Topics include the Visual Studio.NET Integrated Development Environment (IDE), object oriented programming concepts, and various .NET technologies. Students will develop programs for the Windows desktop and Web browsers (ASP.NET), as well as explore other .NET technologies such as Web Services, Windows Services, and .NET Remoting.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proficiency in using the Visual Studio.NET integrated development environment to develop Windows desktop Graphical User Interface (GUI) and Web browser applications.
- define and show how to use typical Visual Basic programming concepts such as control structures, properties, methods, events, threads, arrays, abstract data types, object libraries, and simple database access.
- utilize structured exception handling mechanisms, create custom exception types, handle exceptions, and raise exceptions in property procedures.
- implement a simple N-Tier architecture using compiled binary components and several of the following .NET technologies: Web Services, Windows Services, and .NET Remoting.

CISP 407 Programming in Python

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: CISP 360 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course provides an introduction to programming with Python. It is designed to enhance students' abilities to implement programs in Python. Topics include input/output considerations, decision structures and flow control, functions, file processing, and data structures. An introduction to objects will be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand the Python language and how to apply Python syntax, documentation, and modules.
- utilize modular design and libraries in the development of algorithms to create solutions to computing problems.
- utilize and understand the use of assignment statements, conditional statements, loops, function calls and sequences. Be able to design, code, and test small and complex Python programs.
- solve classical programming problems that includes searching and sorting using Python.
- describe the concepts of object-oriented programming as used in Python.

CISP 430 Data Structures

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: CISP 400 with a grade of "C" or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

Student Learning Outcomes
This is a course in data structures for computer science. Topics include time complexity analysis and big-O notation, recursion, searching and sorting, linked lists, stacks, queues, priority queues, binary trees, B-trees, graphs, hashing, and basic encryption algorithms.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze algorithm efficiency using Big-O Notation.
- implement recursive algorithms.
- use pointers to implement linked structures.
- perform hand execution of algorithms.

### CISP 440 Discrete Structures for Computer Science

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** CISP 360 and MATH 370 with grades of "C" or better, or placement through the assessment process.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area II(b) (effective Summer 2020)  
**Catalog Date:** June 1, 2020

This course is an introduction to the essential discrete structures used in Computer Science, with emphasis on their applications. Topics to be covered include: binary number representation and arithmetic, sets, relations, functions, formal propositional logic and proofs, digital logic and combinational circuits, finite state machines, regular expressions and formal grammars. Students will implement programs to illustrate principles of discrete structures.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compare and analyze the fundamental aspects of computer arithmetic including real and negative number binary representation and arithmetic algorithms at the binary level.
- describe the fundamentals of discrete sets, relations, sequences, strings, and functions.
- explain the basic notions of logical proofs, conditional propositions, logical equivalence, quantifiers, and mathematical induction.
- analyze and assess fundamental digital logic circuits utilizing Boolean algebra, logic gates, combinational circuits and circuit minimization.
- design finite state machines, regular expressions, and formal grammars.

### CISP 454 Introduction to Software Testing

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** CISP 400 or 401 with a grade of "C" or better; or object oriented programming industry experience.  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

Students will learn and apply industry standard processes and methods for analyzing and testing software, reporting defects effectively, and developing and executing test plans for software projects. Students will be exposed to software tools that implement various testing approaches, including test driven development (TDD). Student teams apply what they learn throughout the course on small development projects. This course prepares students for practical work in the software industry by exposing them to the latest approaches and tools. Examples will be presented in Java and C++.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain quality assurance and its relationship to verification and validation.
- compare unit, integration and system testing.
- use Test Driven Development (TDD) to write a piece of software.
design and review test cases and analyze the results.

Computer Information Science - Security (CISS)

CISS 310 Network Security Fundamentals

Units: 3
Hours: 45 hours LEC; 27 hours LAB
Prerequisite: CISN 304 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course provides fundamental knowledge for system risk analysis and a workable security policy implementation that protects information assets from potential intrusion, damage, or theft. The required content of the Computing Technology Industry Association (CompTIA) Security+ certification exam is covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the fundamental principles of information systems security.
- define the concepts of threat, evaluation of assets, information assets, physical, operational, and information security and how they are related.
- evaluate the need for the careful design of a secure organizational information infrastructure.
- perform risk analysis and risk management.
- determine both technical and administrative mitigation approaches.
- explain the need for a comprehensive security model and its implications for the security manager or Chief Security Officer (CSO).
- create and maintain a comprehensive security model.
- apply security technologies.
- define basic cryptography, its implementation considerations, and key management.
- design and guide the development of an organization's security policy.
- determine appropriate strategies to assure confidentiality, integrity, and availability of information.
- apply risk management techniques to manage risk, reduce vulnerabilities, threats, and apply appropriate safeguards/controls.

Computer Information Science - Web (CISW)

CISW 300 Web Publishing

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course is an introduction to publishing on the Internet's World Wide Web (WWW), organizing a series of pages into a web site, and uploading web pages to a server. The course makes extensive use of the techniques necessary to create (HyperText Markup Language) HTML tags, create images, and view web documents. This course prepares apprentice web designers and publishers to identify information and dissemination needs of a client, design and appropriate WWW solution and implement it.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify information dissemination situations that are suitable for online publishing on the Internet's World Wide Web (WWW).
apply structured design principles to the creation of WWW documents using Hypertext Markup Language (HTML) and understand how the structure and format of HTML, known as (eXtensible HyperText Markup Language) XHTML and (Extensible Markup Language) XML, is enforced by the WWW Consortium (W3C).

demonstrate competence and facility with the software, hardware, and networking tools necessary for publishing documents on the WWW.

identify the information dissemination needs of a client, design an appropriate WWW solution, implement it, present the solution to the client, and revise as necessary.

evaluate existing WWW sites for style, structure, and usability.

develop strategies for expanding, maintaining and improving WWW sites once they have been created.

CISW 320 Introduction to Web Development

Units: 3
Hours: 54 hours LEC
Prerequisite: CISC 310 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course introduces fundamental aspects of coding HTML and CSS. Technical aspects of Web development will be included for using text, images, links, objects, and multimedia on Web pages. Open source developer tools and online resources will be introduced. Websites will be managed locally and on a network using effective file management and file transfer protocols. World Wide Web Consortium (W3C) recommended standards will be emphasized using a structured approach in writing validated, adaptive code for multiple devices: cell, tablet, desktop. Students must have access to high-speed internet, necessary hardware, software, and other digital resources.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write HTML code using the correct syntax and correct structure for a Web page.
- write CSS code using the correct syntax to control page layout and visual detail for Web pages; use inline, embedded and external styles.
- analyze existing Websites for style, structure, and usability in multiple browsers and multiple devices including: cell phones, tablets and desktops.
- develop websites composed of multiple pages demonstrating effective information architecture and site navigation.
- validate code to meet recommended standards of the World Wide Web Consortium (W3C) for multiple browsers and devices.
- research and organize online resources to remain current in Web development.
- examine open source text editors for Web developers.

CISW 400 Client-side Web Scripting

Units: 4
Hours: 72 hours LEC
Prerequisite: CISW 300 with a grade of "C" or better
Advisory: CISC 310 and CISP 300
Transferable: CSU
Catalog Date: June 1, 2020

This course emphasizes the creation of dynamic and interactive Web sites using a client-side scripting language such as JavaScript. Topics include the Document Object Model (DOM) that defines structured Web pages, core features of the client-side scripting language, event handling, control of windows and frames, functions, and form validation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify dynamic and interactive Web publishing situations appropriate for client-side scripting.
- manipulate the various components of a Web page as objects in the Document Object Model.
- analyze Web publishing problems and situations and develop solutions using the client-side scripting language.
- build functions and utilize event handlers in the client-side scripting language.
assemble the core structures, statements, and syntax of the client-side scripting language in order to create dynamic and interactive Web applications.
Dance Studies | Los Rios

The dance studies curriculum at Folsom Lake College offers students the opportunity to develop a breadth of multi-disciplinary dance abilities and knowledge. This curriculum provides students with an exploration of world dance history, pedagogy, injury prevention, and technical skills in classical and contemporary styles including, but not limited to, ballet, jazz, modern, contemporary, hip-hop, and ethnic/folk forms. Career options such as performing, choreography, dance studio business ownership, dance movement therapy, and non-profit arts management will enhance students’ appreciation of dance as a global industry, as well as a cross-culturally meaningful expressive form. Comprehensive, academically rigorous classes will sharpen their leadership and critical thinking skills, preparing students for success in dance either at a university or in the workplace.

Dean
Francis Fletcher

Department Chairs
Debi Worth

(916) 608-6752
fletchf@flc.losrios.edu

Associate Degree

A.A. in Dance Studies

The Dance Studies program at Folsom Lake College offers students the opportunity to develop a breadth of multi-disciplinary dance abilities and knowledge. This program provides students with an exploration of world dance history, pedagogy, injury prevention and technical skills in classical and contemporary styles including but not limited to Ballet, Jazz, Modern, Contemporary, Hip-Hop and Ethnic/Folk forms. Career options such as performing, choreography, dance studio business ownership, dance movement therapy and non-profit arts management will enhance students’ appreciation of dance as a global industry, as well as a cross-culturally meaningful expressive form. Comprehensive, academically rigorous classes will sharpen their leadership and critical thinking skills, preparing students for success in dance either at university or in the workplace.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>DANCE 309</td>
<td>Introduction to Dance</td>
<td>2</td>
</tr>
<tr>
<td>DANCE 310</td>
<td>Jazz Dance I</td>
<td>1</td>
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<tr>
<td>DANCE 320</td>
<td>Ballet I</td>
<td>1</td>
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<tr>
<td>DANCE 330</td>
<td>Modern Dance I</td>
<td>1</td>
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<tr>
<td>DANCE 377</td>
<td>Musical Theatre Dance I</td>
<td>2</td>
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<tr>
<td>DANCE 380</td>
<td>World Dance History</td>
<td>3</td>
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<tr>
<td>DANCE 381</td>
<td>Pedagogy: Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>DANCE 382</td>
<td>Fitness Injury Prevention and Management (2)</td>
<td>2</td>
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<tr>
<td>or KINES 417</td>
<td>Fitness Injury Prevention and Management (2)</td>
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<tr>
<td>DANCE 410</td>
<td>Dance Composition and Production I</td>
<td>2</td>
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<td>A minimum of 4 units from the following:</td>
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<tr>
<td>DANCE 351</td>
<td>Urban Hip Hop I (1)</td>
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<tr>
<td>COURSE CODE</td>
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<tr>
<td>DANCE 440</td>
<td>Performing and Touring Group: MOSAIC Dance Company I (3)</td>
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<tr>
<td>DANCE 495</td>
<td>Independent Studies in Dance (1 - 3)</td>
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<tr>
<td>DANCE 498</td>
<td>Work Experience in Dance (1 - 4)</td>
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<tr>
<td>FITNS 392</td>
<td>Yoga (1)</td>
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<td>FITNS 395</td>
<td>Stretch (1)</td>
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<td>FITNS 414</td>
<td>Tai Chi (1)</td>
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<tr>
<td>FITNS 324</td>
<td>Mat Pilates (1)</td>
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<tr>
<td>KINES 300</td>
<td>Introduction to Kinesiology (3)</td>
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<td>MUFHL 300</td>
<td>Introduction to Music (3)</td>
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<td>MUFHL 330</td>
<td>World Music (3)</td>
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<td>TA 350</td>
<td>Theory and Techniques of Acting I (3)</td>
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<td>TAP 340</td>
<td>Musical Rehearsal and Performance I (1 - 3)</td>
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<tr>
<td>COMM 321</td>
<td>Interpersonal Communication (3)</td>
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<tr>
<td><strong>Total Units:</strong></td>
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<td><strong>20</strong></td>
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</table>

The Dance Studies Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- examine the relationship between the socio-cultural, religious, political and scientific trends throughout world history in relation to the development of dance cross-culturally.
- evaluate the technical and/or artistic achievements of particular dance pioneers in several genres, as well as the contributions of marginalized populations to the advancement of dance as an artistic expressive form.
- demonstrate safe and correct technical execution of dance technique, as well as knowledge of proper nutrition and injury prevention techniques for optimal wellness.
- support the development of community and cultural awareness by attending and/or participating in cultural events and evaluating their relevance.
- formulate a plan for implementing practical applications for the dance degree to the real world, either professionally or for transfer to university.

**Career Information**

Career options related to dance will be explored and emphasized during the course of studies for this A-A. Degree. Careers including performing, teaching, teacher training, choreography, dance studio business ownership, pedagogy, dance movement therapy and non-profit arts management will jump start or enhance students’ understanding of work options, buttressed by comprehensive academically rigorous classes that will sharpen their leadership and critical thinking skills, preparing students for success both academically and in the workplace.

**Dance (DANCE)**

**DANCE 309 Introduction to Dance**

| Units: | 2 |
| Hours: | 18 hours LEC; 54 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area II(a); CSU Area E2 |
This course will introduce basic steps, styles and rhythms associated with several dance disciplines including ballet, jazz, modern, hip-hop or lyrical/contemporary forms of dance. Lecture will encompass the historical and cultural placement of each dance style from inception to current media trends. Class will include warm up exercises, movement combinations and dance choreography appropriate to each dance style. Upon completion of this course, students will have experience performing a variety of dance styles and techniques, and be able to critically discuss the socio-cultural and historical context of each style. Students will be responsible for obtaining appropriate dance attire.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze and perform the safe and correct technical understanding for the execution of basic dance steps in relation to several dance forms including ballet, jazz, modern, hip-hop or lyrical/contemporary.
- investigate and discuss the historical and traditional foundations of several dance disciplines.
- understand and evaluate the contributions made by certain dance pioneers, choreographers and dancers to the advancement and transformation of dance throughout history.

**DANCE 310 Jazz Dance I**

| Units:     | 1            |
| Hours:     | 54 hours LAB|
| Course Family: | Jazz Dance Technique [link](http://flc.losrios.edu/course-families#id_100032) |
| Prerequisite: | None        |
| Transferable: | CSU; UC   |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This course provides an introduction to jazz dance technique. Students will become proficient at warm up, center and across the floor exercises focused on control, balance and flexibility. Across the floor combinations will emphasize alignment, style, and technical progression, leading to memorized choreography. The origins of jazz dance will be surveyed, as well as some basic theoretical perspectives used to analyze the social, cultural and political issues involving jazz as an artistic expressive form. Students will need to purchase appropriate dance attire and shoes.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and perform beginning level warm up, center and across the floor exercises to improve agility, coordination, strength and balance.
- analyze critically basic jazz movement techniques and apply this knowledge to the performance of jazz dance choreography, executing movements safely and precisely.
- evaluate the social and political foundations of jazz dance as an artistic, expressive form.

**DANCE 312 Jazz Dance II**

| Units:     | 1            |
| Hours:     | 54 hours LAB|
| Course Family: | Jazz Dance Technique [link](http://flc.losrios.edu/course-families#id_100032) |
| Prerequisite: | None        |
| Transferable: | CSU; UC   |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This course provides an exploration of level II jazz dance techniques and style, building on skills learned in the previous level. Students will examine the influences of theatrical dance within the jazz dance genre. Mid-20th century social and cultural issues involving jazz as an artistic expressive form will be surveyed, as well as some theoretical perspectives to analyze jazz dance as culturally relevant. This course is for students with previous dance training, and students must have appropriate dance shoes and attire.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and perform level II warm ups, center and across the floor exercises and variations to showcase abilities in jazz dance technique.
- analyze critically jazz techniques across the floor and integrate this knowledge to the performance of jazz dance choreography, executing movements safely and precisely.
DANCE 313 Jazz Dance III

Units: 1  
Hours: 54 hours LAB  
Course Family: Jazz Dance Technique (http://flc.losrios.edu/course-families#id_100032)  
Prerequisite: None  
Transferable: CSU; UC  
General Education: AA/AS Area II(a); CSU Area E2  
Catalog Date: June 1, 2020

This intermediate dance class augments the fundamental jazz skills learned in previous levels with a further focus on proper technique and alignment, while performing more complex combinations and exploring different rhythms and styles, utilizing such skills as ballet, African and theatrical movement vocabularies. Social issues in the late 20th century, including globalization and popularization of jazz as an artistic expressive form will be surveyed, as well as analysis of jazz dance in contemporary media. This course is for students with previous dance training, and students must provide appropriate dance shoes and attire.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and perform level III warm up techniques and center floor skills, as well as complex across the floor sequences.
- analyze jazz dance technique and stylization, applying this knowledge to the performance of level III jazz dance choreography, executing movements safely and precisely.
- evaluate the historical foundations of jazz dance as well as its relevance as an expressive form in contemporary media.

DANCE 314 Jazz Dance IV

Units: 1  
Hours: 54 hours LAB  
Course Family: Jazz Dance Technique (http://flc.losrios.edu/course-families#id_100032)  
Prerequisite: None  
Transferable: CSU; UC  
General Education: AA/AS Area II(a); CSU Area E2  
Catalog Date: June 1, 2020

Jazz Dance IV offers students an opportunity to work in more complex movement studies building on skills acquired with previous experience in jazz technique. Quicker, more intricate combinations in center floor will be sequenced into challenging across the floor combinations. Progressive technique for multiple jazz turns and leap patterns with an emphasis on changes of directions, dynamics, and levels will culminate in final choreography. Students will assess the socio-cultural media influences shaping jazz dance today, looking at postmodern theory to analyze jazz dance as culturally relevant. This course is for students with previous dance training, and students must acquire appropriate dance shoes and attire.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine the socio-cultural and media influences shaping jazz dance, utilizing postmodern theory to analyze jazz dance and its cultural relevance.
- identify and perform level IV warm up and center floor skills, as well as integrated across the floor sequences.
- analyze critically the movement techniques and stylization related to level IV jazz dance choreography, and execute these movements safely and precisely.

DANCE 320 Ballet I

Units: 1  
Hours: 54 hours LAB  
Course Family: Ballet Technique (http://flc.losrios.edu/course-families#id_100033)  
Prerequisite: None  
Transferable: CSU; UC  
General Education: AA/AS Area II(a); CSU Area E2
This course provides an introduction to foundational ballet technique, examining the historical development of ballet and its transmission throughout Europe prior to the 1800’s. In this course students will learn to perform beginning level ballet positions, barre warm up exercises, turns and techniques safely and precisely. Center and across the floor exercises will focus on increased control, strength and balance. Students will develop a ballet movement vocabulary and will be able to apply ballet terminology appropriately. Students will be able to evaluate ballet as a movement theory and an art form, using basic theoretical models to analyze dance as culturally meaningful. Students will be responsible for purchasing appropriate dance attire and ballet shoes.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate beginning level knowledge of ballet terms, positions and techniques safely and correctly, with the ability to identify and relate barre, center floor and across the floor exercises that improve control, strength and balance.
- evaluate ballet as a movement theory and an art form, applying basic theoretical models to analyze dance as culturally meaningful.
- discuss the historical foundations of ballet, including the contributions made by certain dance pioneers, choreographers, dancers and ballet companies to the advancement and transformation of ballet throughout history.

DANCE 321 Ballet II

Units: 1
Hours: 54 hours LAB
Course Family: Ballet Technique (http://flc.losrios.edu/course-families#id_100033)
Prerequisite: None
Transferable: CSU; UC
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

Ballet II provides students a review of basic ballet vocabulary and technique, offering an opportunity to perfect basic steps while introducing new combinations at the barre, center floor and across the floor. In this course students will learn to perform level II ballet steps safely and precisely, developing a more complex ballet movement vocabulary and be able to apply ballet terminology appropriately. Students will be able to evaluate ballet using basic theoretical models to analyze ballet as a transnational craft, analyzing the historical origins of ballet to support a deeper understanding of ballet technique and its development in Europe prior to the 20th century. Students are responsible for purchasing appropriate dance attire and ballet shoes.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of level II ballet terms, positions and techniques, with the ability to identify and execute safely and precisely barre, center floor and across the floor exercises with fluidity and strength.
- evaluate ballet as a movement theory and an art form, applying basic theoretical models to analyze ballet as a transnational craft.
- discuss the historical foundations of ballet, including the contributions made by certain dance pioneers, choreographers and dancers prior to the 20th century.

DANCE 322 Ballet III

Units: 1
Hours: 54 hours LAB
Course Family: Ballet Technique (http://flc.losrios.edu/course-families#id_100033)
Prerequisite: None
Transferable: CSU; UC
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

This course in Ballet III provides a progression from level II barre, center, and across the floor exercises with an emphasis on the anatomy that governs ballet mechanics. Additional movement vocabulary and a refinement in épaulement, adagio and allegro sequences will be expected. The contributions of early 20th century choreographers and dancers will be highlighted along with level III variations. Students may present their class choreography in a final showcase performance. This course is for students who have successfully completed Ballet II or equivalent, and students must provide appropriate ballet shoes and ballet dress code attire.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
- demonstrate a working knowledge of level III ballet terms, positions and techniques, with the ability to identify and execute safely and precisely all barre, center floor and across the floor exercises with control, agility, artistry and expression.

- evaluate dance as a movement theory and an art form, applying basic theoretical models to analyze ballet as culturally relevant in today’s society.

- discuss the historical foundations of ballet, emphasizing the contributions made by early 20th century dance pioneers, choreographers, dancers and companies to the advancement of ballet as a transnational technique.

**DANCE 323 Ballet IV**

| Units:  | 1 |
| Hours:  | 54 hours LAB |
| Course Family: | Ballet Technique [http://fcl.losrios.edu/course-families#id_100033] |
| Prerequisite: | None |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This course is intended for students with ballet experience, and provides a progression from level III barre, center, and across the floor exercises with an opportunity for pre-pointe work, floor barre, conditioning, and variations. Technique and sequences at this level will require a refinement of intermediate steps and variations, as well as breathing techniques for muscular strength and endurance exercises. The contributions of contemporary ballet choreographers, dancers and companies will be highlighted in lecture. Students may showcase their work in a final semester-end performance. This course is for students who have successfully completed Ballet III or the equivalent, and students must supply appropriate ballet shoes and ballet dress code attire.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate knowledge of level IV ballet terms, positions and techniques, with the ability to identify and safely execute barre, center floor and across the floor exercises with precision and performance quality.

- discuss the historical foundations of ballet, including the contributions made by certain dance pioneers, choreographers, dancers and companies throughout history.

- evaluate postmodern movement theories in the context of ballet and analyze dance as culturally reflective.

**DANCE 330 Modern Dance I**

| Units:  | 1 |
| Hours:  | 54 hours LAB |
| Course Family: | Modern Dance Technique [http://fcl.losrios.edu/course-families#id_100034] |
| Prerequisite: | None |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This course provides an introduction to elementary modern dance techniques, concepts and choreography, examining the role of modern dance pioneers, social rebellion, women’s issues and dance history. The social, cultural and political issues involving modern dance will be surveyed, as well as some basic theoretical perspectives used to analyze the origins of Modern dance. Students will develop increased technical facility in the performance of modern dance movements while improving kinesthetic awareness, strength and flexibility. A review of modern dance history and an exploration of choreographic principles will enhance understanding of the creative and expressive foundations of this art form. Students will be responsible for purchasing appropriate dance attire.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate basic modern dance movement safely and precisely, exhibiting increased motor skills including flexibility, muscular control, and kinesthetic awareness.

- identify the pioneers of modern dance, understanding the socio-cultural and historical context of their artistic contributions.

- evaluate Modern dance as a movement theory and an art form, applying basic theoretical models to analyze dance as culturally meaningful.
DANCE 332 Modern Dance II

Modern Dance II provides an augmentation to elementary modern dance techniques, concepts and choreography. A review of modern dance history and an exploration of choreographic principles will enhance understanding of the creative and expressive foundations of this art form, while students will examine the role of second generation modern dance pioneers. The social, cultural and political issues involving modern dance as an artistic expressive form will be surveyed, as well as some basic theoretical perspectives used to analyze the development of modern dance during the early 20th century. Students will develop increased technical facility in the performance of level II modern dance movements while improving kinesthetic awareness, creativity and rhythm. This course is intended for students who have successfully completed Modern Dance I or have previous dance training.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate level II modern dance movement safely and precisely, exhibiting increased kinesthetic awareness, creativity and rhythm.
- identify the pioneers of second generation modern dance, understanding the socio-cultural and historical context of their artistic contributions.
- evaluate modern dance as a movement theory and art form, applying basic theoretical models to analyze early 20th century modern dance.

DANCE 333 Modern Dance III

Modern Dance III provides an exploration of modern dance techniques and movement concepts pioneered in the late 20th century, examining the role of postmodern theory in the development of movement ideas and choreography. Students will develop increased technical facility in the performance of modern dance level III movements while improving kinesthetic awareness and choreographic memorization. A review of modern dance history and an exploration of choreographic principles will enhance understanding of the creative and expressive foundations of this art form. This course is intended for students who have successfully completed Modern Dance II or have previous dance training.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate level III modern dance movement safely and precisely, exhibiting kinesthetic awareness and choreographic memorization skills.
- identify the pioneers of late twentieth century modern dance, understanding the socio-cultural and historical context of their artistic contributions.
- evaluate modern dance as a movement theory and art form, applying basic theoretical models to analyze modern dance as culturally meaningful in contemporary society.

DANCE 334 Modern Dance IV

Modern Dance IV continues to develop fundamental modern dance skills learned in the previous levels, focusing on proper alignment and technique.
while performing complex combinations and developing a personal style. There will be opportunities for creative exploration and self-expression through the use of choreographic assignments in improvisation and movement messaging utilizing problem-solving techniques. Students will review the history of the development of modern dance, and assess the relevance of postmodern dance. Students will cultivate unique projects for a comprehensive understanding of the contemporaneous relevance of this dance form. This course is intended for students who have successfully completed Modern Dance III or have previous dance training.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate level IV modern dance movement safely and precisely, across the floor patterns and choreographic sequences with grace, power and refined technique.
- identify the pioneers of the postmodern dance genre, understanding the social, cultural and political implications of their artistic contributions.
- evaluate modern dance as a movement theory and art form, applying basic theoretical models to analyze modern dance as culturally impactful and culturally reflective.

DANCE 351 Urban Hip Hop I

Units: 1
Hours: 54 hours LAB
Course Family: Hip Hop Technique and Competition (http://flc.losrios.edu/course-families#id_100036)
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course will introduce students to rudimentary elements of urban Hip Hop dance style and culture. Conditioning exercises and drills will be incorporated to develop the physical skills and capabilities necessary to execute basic Hip Hop movement. The movements will be instructor choreographed, but will allow the opportunity for students to express their individuality and creativity by developing signature techniques, as well as group formations. Students will compete in small groups as part of the experience. The historical foundations of Hip Hop dance will also be examined with emphasis placed on the positive message that Hip Hop culture brings to today's society. No previous dance experience is necessary. Low traction, comfortable athletic shoes and loose fitting clothing will be required, and some students may wish to wear knee pads. This course is not open to students who have previously received credit for Dance 311.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate level I Hip Hop dance warm ups, isolations, footwork and dance choreography with safe and proper technique.
- examine the foundations of Hip Hop culture in America.
- evaluate the role of Hip Hop dance as a global phenomenon and as a forum for social commentary.

DANCE 352 Urban Hip Hop II

Units: 1
Hours: 54 hours LAB
Course Family: Hip Hop Technique and Competition (http://flc.losrios.edu/course-families#id_100036)
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course allows for further study of hip hop dance and continues the development of technique and style on a more comprehensive level. Urban Hip Hop II presents rigorous exercises for improved strength and kinesthetic awareness, using a new vocabulary of intricate steps. The focus is on locomotor movements across the floor to improve smooth execution and center combinations to develop steps done in hard-hitting percussive styles with a progression in technical difficulty. Students will have more opportunity to explore freestyle movement and participate in session work. The theoretical emphasis of this class will cover the progression of hip hop culture from inception to the current trends of today. Low traction, comfortable athletic shoes and loose fitting clothing will be required, and some students may wish to wear knee pads. This course is not open to students who have previously received credit for Dance 311.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate level II hip hop dance warm ups, isolations, footwork and dance choreography with safe and proper technique.
DANCE 353 Urban Hip Hop III

Units: 1  
Hours: 54 hours LAB  
Course Family: Hip Hop Technique and Competition  
Prerequisite: None  
Transferable: CSU, UC  
General Education: AA/AS Area II(a); CSU Area E2  
Catalog Date: June 1, 2020

This course emphasizes style, technical precision, strength, agility, and the cultivation of urban dance somatics. Dance combinations will introduce new styles and increase the degree of difficulty with center floor work. Urban Hip Hop III dance combinations will be taught covering various styles within hip hop dance genre, and students will work in groups to create a final presentation that expands the teacher choreographed dance into a full length performance piece, utilizing choreographic elements and student choreography. The theoretical emphasis of this course will cover the development of the various styles of hip hop dance including, but not limited to: b-boying/b-girling, breaking, krumping, popping, locking, and tutting. Low traction, comfortable athletic shoes and loose fitting clothing will be required, and some students may wish to wear knee pads.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate Level III Hip Hop dance warm ups, isolations, choreography and dance choreography with safe and proper technique.
- discuss the development of various Hip Hop dance styles.
- assess the role of Hip Hop culture, music and dance as a global phenomenon and as a forum for social commentary.

DANCE 354 Urban Hip Hop IV

Units: 1  
Hours: 54 hours LAB  
Course Family: Hip Hop Technique and Competition  
Prerequisite: None  
Transferable: CSU, UC  
General Education: AA/AS Area II(a); CSU Area E2  
Catalog Date: June 1, 2020

This course is for students with previous Hip Hop dance training, and builds on the foundation provided in Dance 353. It will focus on improvisation, freestyle, cyphering, and battling. Musicality and storytelling are explored along with floor work, rapid tempos, and building upper body strength. Low traction, comfortable athletic shoes and loose fitting clothing will be required, and some students may wish to wear knee pads.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate Level IV hip hop dance choreography with safe and proper technique, including group work, storytelling and partnering with individual style.
- discuss the socio-cultural impact of hip hop culture on urban, sub-urban and rural American youth.
- assess the global competition realm for hip hop dancers globally, and its relationship to the emerging social messaging for non-American youth.

DANCE 377 Musical Theatre Dance I

Units: 2  
Hours: 18 hours LEC; 54 hours LAB  
Course Family: Musical Theatre Dance  
Prerequisite: None  
Transferable: CSU, UC  
General Education: AA/AS Area II(a); CSU Area E2
This course provides students an opportunity to explore the musical theatre genre, including dance movement, audition techniques, singing and acting basics as well as analysis of fundamental theoretical concepts associated with the early American musical at the turn of the twentieth century. Lectures and movement activities will highlight the historical context of early musicals, and trace how musicals are reflective of society. Students will engage in basic dance technique exercises, as well as learn musical theatre choreography which will culminate in a formal presentation of group choreography. Previous experience with musical theatre dance is not required. Students must acquire appropriate dance shoes and attire.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply safe and correct dance technique for the creation and execution of musical theatre dance choreography, properly integrating dance steps related to the early American musical.
- assess the social and political events that shaped the early twentieth century American musical.
- evaluate noted musicals from the 1900's to the 1930's in terms of movement quality and historical context.

**DANCE 378 Musical Theatre Dance II**

**Units:** 2  
**Hours:** 18 hours LEC; 54 hours LAB  
**Course Family:** Musical Theatre Dance ([http://flc.losrios.edu/course-families#id_100038](http://flc.losrios.edu/course-families#id_100038))  
**Prerequisite:** None  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area III(a); CSU Area E2  
**Catalog Date:** June 1, 2020

Musical Theatre Dance II will explore fundamental physical and theoretical concepts associated with the social, historical and political forces that shaped, and continue to shape, the development of the American musical. From early Vaudeville variety format to the structuralist model of the integrated musical, this class will also delve into the advent of the postmodern genre. Musical Theatre Dance II is focused on 20th and early 21st century trends in musical theatre. Dance steps, patterns and sequences will aid in the physical understanding and historical chronicling of the lineage of theatrical dance technique, such as the rejection of the linear plot and creative use of physical space. The roles played by minority populations, people of color, same-sex orientation and various gender identities, people with disabilities, and women will be examined. Lectures and movement activities will highlight the political and social contextualization of several key musicals and resulting choreographic innovations. Students will trace how musicals are affected by social messaging and political activism, and explore how musicals may in turn affect social change. Students will engage in musical theatre dance movement studies, learn audition strategies and incorporate dance stylization and technique into choreographic exercises culminating in a formal presentation of group choreography. Previous experience with musical theatre dance is not required, but highly recommended. Students must supply appropriate dance shoes and dance attire.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- investigate, perform movement and discuss the American identity embedded within the 20th century integrated musical through the postmodern musical theatre genre.
- evaluate the contributions made by noted musical theatre dance choreographers during the 20th and 21st centuries to the advancement and transformation of dance throughout history.
- apply safe and correct dance technique for the creation and execution of musical theatre dance choreography.

**DANCE 380 World Dance History**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A  
**Catalog Date:** June 1, 2020

World Dance History will survey the development of dance traditions around the world from antiquity to the present day, applying basic theoretical models to analyze dance as culturally meaningful. The course will explore how why dance is created, borrowed/exploited, hybridized and revered in human culture. The impact of social, political, economic, cultural and religious forces shaping dance throughout history will be examined. Cross-cultural transmissions of movement stylization will inform the students' understanding of dance chronology and theory.
Upon completion of this course, the student will be able to:

- demonstrate cross-culturally informed historical inquiry by analyzing lecture and research materials to determine the cultural origin or pioneers of certain dance styles.
- assess the contributions, sacrifices and experiences of marginalized populations and ethnic groups in both Western and non-Western societies.
- analyze critically the chronology of world history through the lens of dance, and articulate pivotal events that influenced and continues to influence the development of dance traditions in human culture.
- evaluate the cultural dynamics of religious, political and scientific thoughts of the ages, as well as ethnocentrism, which impacted the development, refinement and advancement of dance throughout history from antiquity to the present day.
- demonstrate competency skills necessary to conduct basic research of historical documents, publications and references.

DANCE 381 Pedagogy: Theory and Practice

Units: 2  
Hours: 30 hours LEC; 18 hours LAB  
Prerequisite: None  
Transferable: CSU; UC  
General Education: CSU Area E2  
Catalog Date: June 1, 2020

This course is designed to integrate the student’s physical knowledge of dance technique with the pedagogical theory and practice of dance teaching with particular emphasis on social and cultural aspects of pedagogical theory in multiple settings. Effective methodologies for the teaching of safe and correct dance technique will be explored, specifically on how to guide beginning level dancers to intermediate and more advanced levels in a logical, progressive, and responsible manner. Students will gain an understanding of how particular problems and solutions within dance curriculum are organized and presented effectively for optimal success as a dance educator. This course emphasizes pedagogical structure and theory, adapted to the diverse interests and abilities of learners, and incorporates off-site classroom observation, lesson planning, classroom teaching and classroom management techniques. The principles, techniques, and materials used in the teaching of dance will culminate in a Teaching Practicum.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine and evaluate methods of classroom management, analyzing the qualities of effective teachers of dance.
- demonstrate the ability to structure a basic dance class, creating a dynamic lesson plan with logical progression and the opportunity for student inquiry, technical proficiency and enjoyment.
- adapt a lesson plan to various levels, dance styles and classroom environments, with particular attention to technical proficiency and the cultivation of a culture of inclusiveness.

DANCE 382 Fitness Injury Prevention and Management

Same As: KINES 417  
Units: 2  
Hours: 36 hours LEC  
Prerequisite: None.  
Transferable: CSU  
General Education: AA/AS Area III(b)  
Catalog Date: June 1, 2020

This course is an introduction to injury identification, prevention and management. Nutrition for optimal performance in athletics and dance will also be discussed. Students may be required to provide minor first aid supplies such as elastic wrap or athletic tape. This course does not discuss extreme trauma injuries. Not open to students who have completed KINES 417.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop a strength and flexibility plan for avoiding and preventing common injuries in fitness activities.
- demonstrate knowledge of the musculoskeletal system, body mechanics, and fitness injury terminology.
- identify and treat the most common acute, chronic, and environmentally induced fitness injuries.
- assess fitness participants’ health and discuss fitness concerns for special populations.

**DANCE 383 The Business of Dance**

**Units:** 2  
**Hours:** 36 hours LEC  
**Prerequisite:** None  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

The Business of Dance encompasses a comprehensive overview of the possible professional applications for a student studying dance. Careers such as professional dancer, choreographer, company director, dance historian, dance critic, dance educator, dance studio owner, dance movement therapist and non-profit arts management will be explored. Students will be expected to conceptualize, understand, and begin to implement strategies for workplace applicability in their area of emphasis in relation to dance. This course requires an offsite visit to a dance related place of employment.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- outline knowledgeably the professional applications of dance, including industry expectations for each employment opportunity.
- identify, strategize, design, and implement a plan to obtain employment in the field of dance with self reflection and clarity for workplace applicability best suited to their skills in dance.
- describe the role that diversity, professionalism and versatility play in relation to employment in a dance specific environment.

**DANCE 410 Dance Composition and Production I**

**Units:** 2  
**Hours:** 18 hours LEC; 54 hours LAB  
**Course Family:** Dance Composition and Production (http://flc.losrios.edu/course-families#id_100041)  
**Prerequisite:** None  
**Enrollment Limitation:** Students must audition for admission into Dance Composition and Production the first week of class.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area III(a); CSU Area E2  
**Catalog Date:** June 1, 2020

This course is designed to give students the opportunity to choreograph and perform dance at the college level. Students will improve technique and experience several dance styles by exploring fundamental concepts of dance composition and movement through improvisation, as well as understand the role of the choreographer in dance production. Choreographic projects will culminate into a semester-end showcase. Students with some dance experience in any genre of dance are encouraged to audition for admission into this class, and students will be responsible for acquiring appropriate dance shoes and attire. This course was formerly known as Dance 372. This course is not open to students who have received credit for Dance 372.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze basic concepts of dance composition, constructing dance movement related to different motivations, patterns, styles, and compositional elements.
- perform dance choreography in an informal and formal performance setting, with safe and correct technical execution of steps and movement patterns.
- diagram/document dance choreography through utilization of critique, dance notation, technology and/or portfolio.

**DANCE 411 Dance Composition and Production II**

**Units:** 2  
**Hours:** 18 hours LEC; 54 hours LAB  
**Course Family:** Dance Composition and Production (http://flc.losrios.edu/course-families#id_100041)  
**Prerequisite:** None  
**Enrollment Limitation:** Students must audition for admission into Dance Composition and Production the first week of class.
Students of Dance Composition and Production II will incorporate choreographic dance concepts and techniques using locomotor skills, axial movement, dynamics, direction, time, improvisation, and rhythm to create an individual approach to choreography. Using the seven qualities of movement, phrases, functions of staging and focal directives, students will utilize these concepts in a performance application. Students with intermediate or advanced level experience in any genre of dance are encouraged to audition for admission into this class and will be responsible for acquiring appropriate dance shoes and attire.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate level II dance movement safely and precisely, applying proper technique for the creation and execution of several dance styles in choreography.
- analyze and incorporate concepts of the choreographic process to create an individualized approach to choreography.
- organize, strategize, collaborate and produce a group dance piece from inception, through successful rehearsal to production and public performance.

**DANCE 412 Dance Composition and Production III**

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<tr>
<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>18 hours LEC; 54 hours LAB</td>
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<tr>
<td>Course Family:</td>
<td><a href="http://flc.losrios.edu/course-families#id_100041">Dance Composition and Production</a></td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
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<tr>
<td>Enrollment Limitation:</td>
<td>Students must audition for admission into Dance Composition and Production the first week of class.</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area II(a); CSU Area E2</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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Dance Composition and Production III dancers will synthesize choreographic principles of dance through improvisation and manipulation movement studies, using critical and creative thinking skills. Students will improve technique by exploring stylization, progressive concepts of dance composition, as well as understand the role of the stage manager in dance production. Professional standards for performing on tour will augment possible teaching and performing outreach projects. Students with intermediate or advanced level experience in any genre of dance are encouraged to audition for admission into this class and will be responsible for acquiring appropriate dance shoes and attire.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate level III dance movement safely and precisely, applying proper technique for the creation and execution of several dance styles in choreography.
- analyze and solve challenges involving production coordination including costumes, props, time lines and backstage logistics.
- collaborate and produce dance pieces for both informal and formal performance settings.

**DANCE 413 Dance Composition and Production IV**

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<th>Units:</th>
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<tr>
<td>Hours:</td>
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<tr>
<td>Course Family:</td>
<td><a href="http://flc.losrios.edu/course-families#id_100041">Dance Composition and Production</a></td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
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<tr>
<td>Enrollment Limitation:</td>
<td>Students must audition for admission into Dance Composition and Production the first week of class.</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<td>General Education:</td>
<td>AA/AS Area II(a); CSU Area E2</td>
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</table>

This course provides dancers at the pre-professional level and opportunity to audition, choreograph and perform. With emphasis on the art of creating effective dance compositions, students will integrate more complex resources and tools using theme, design, dynamics, rhythm, and motivation with the application of symmetry, asymmetry, phrasing of dance, and stage space. Choreography will result in a formal performance. Students with intermediate or advanced level experience in any genre of dance are encouraged to audition for admission into this class and will be responsible for acquiring appropriate dance shoes and attire.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- demonstrate pre-professional level dance movement safely and precisely, applying proper technique for the creation and execution of several dance styles in choreography.
- integrate complex dance making tools into a choreographic project for formal public performance.
- analyze and incorporate the experience of an authentic dance audition into a self study.

DANCE 440 Performing and Touring Group: MOSAIC Dance Company I

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<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
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<tr>
<td>Course Family:</td>
<td>Touring Group Performance and Production (<a href="http://flc.losrios.edu/course-families#id_100044">http://flc.losrios.edu/course-families#id_100044</a>)</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>Enrollment in this course and participation in MOSAIC Dance Company is granted only through a successful completion of the formal dance audition process at Folsom Lake College. Intermediate and advanced students of dance are encouraged to audition.</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
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MOSAIC Dance Company I is a course designed to provide audition experiences and performance opportunities for intermediate and advanced dancers at the pre-professional level. MOSAIC dancers will represent the Folsom Lake College Dance Program in the community through public performance. This course emphasizes audition skills, choreography techniques, and professional standards for production coordination. Student may be exposed to several genres of dance including but not limited to: Ballet, Jazz, Tap, Hip-Hop, Lyrical, Contemporary and other cultural styles. Students must supply dance attire, costumes and appropriate dance shoes for rehearsals and performance. Students are admitted into MOSAIC Dance Company by audition only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate intermediate and advanced level dance movement safely and precisely, applying proper technique for a successful audition experience.
- analyze and solve challenges involving production coordination including costumes, props, time lines and backstage logistics.
- organize, strategize, collaborate and produce dance pieces from inception through successful rehearsal to production and public performance.

DANCE 441 Performing and Touring Group: MOSAIC Dance Company II

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<tr>
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</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>Enrollment in this course and participation in MOSAIC Dance Company is granted only through a successful completion of the formal dance audition process at Folsom Lake College. Intermediate and advanced students of dance are encouraged to audition.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<td>General Education:</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

MOSAIC Dance Company II is a course designed to provide performance opportunities for intermediate and advanced dancers at the pre-professional level. MOSAIC dancers will represent the Folsom Lake College Dance Program in the community through teaching and performing outreach projects, which may involve travel. Students will collaborate and implement a dance education outreach project, as well as understand professional standards for lesson planning and outreach programming. Dancers may be exposed to several genres of dance including but not limited to: Ballet, Jazz, Tap, Hip-Hop, Lyrical, Contemporary and other cultural styles. Students must supply dance attire, costumes and appropriate dance shoes for rehearsals and performance. Students are admitted into MOSAIC Dance Company by audition only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate intermediate and advanced level dance technique safely and precisely with creative staging for large group formations.
- collaborate to create dance pieces from inception, through successful rehearsal to production and public performance.
- analyze and solve challenges involving outreach education coordination including scheduling, lesson planning, technology, program
DANCE 442 Performing and Touring Group: MOSAIC Dance Company III

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Touring Group Performance and Production (http://flc.losrios.edu/course-families#id_100044)
Prerequisite: None.
Enrollment Limitation: Enrollment in this course and participation in MOSAIC Dance Company is granted only through a successful completion of the formal dance audition process at Folsom Lake College. Intermediate and advanced students of dance are encouraged to audition.
Transferable: CSU; UC
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

MOSAIC Dance Company III is a course designed to provide a touring performance opportunity for intermediate and advanced dancers at the pre-professional level. MOSAIC dancers will represent the Folsom Lake College Dance Program in the community through a performance tour, which will involve some travel. Students will review audition skills, choreography techniques, and production coordination requirements for performing on tour. Dancers may be exposed to several genres of dance including but not limited to: Ballet, Jazz, Tap, Hip-Hop, Lyrical, Contemporary and other cultural styles. Students must supply dance attire, costumes and appropriate dance shoes for rehearsals and performance. Students are admitted into MOSAIC Dance Company by audition only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design choreography, costumes and props for rehearsal and public performance.
- understand and participate in backstage duties for successful mounting of a touring production.
- coordinate group logistics: travel arrangements, technology and scheduling for a successful dance tour experience.

DANCE 443 Performing and Touring Group: MOSAIC Dance Company IV

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Course Family: Touring Group Performance and Production (http://flc.losrios.edu/course-families#id_100044)
Prerequisite: None.
Enrollment Limitation: Enrollment in this course and participation in MOSAIC Dance Company is granted only through a successful completion of the formal dance audition process at Folsom Lake College. Intermediate and advanced students of dance are encouraged to audition.
Transferable: CSU; UC
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

MOSAIC Dance Company IV is a course designed to provide performance opportunities for intermediate and advanced dancers at the pre-professional level. MOSAIC dancers will represent the Folsom Lake College Dance Program in the community through group performance in a formal concert setting. Students will review and refine audition skills, choreography techniques, professional standards for performing on tour, as well as implementation of education outreach projects, which may involve travel. Dancers may be exposed to several genres of dance including but not limited to: Ballet, Jazz, Tap, Hip-Hop, Lyrical, Contemporary and other cultural styles. Students must supply dance attire, costumes and appropriate dance shoes for rehearsals and performance. Students are admitted into MOSAIC Dance Company by audition only.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- experience an authentic professional audition and analyze its processes.
- design group choreography for concert performance, utilizing costumes, technology and props effectively.
- coordinate backstage crew for behind-the-scenes duties for rehearsal and performance in a concert style setting.

DANCE 495 Independent Studies in Dance

Units: 1 - 3
Hours: 54 - 162 hours LAB
DANCE 498 Work Experience in Dance

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Dance. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Early Childhood Education | Los Rios

The Folsom Lake College early childhood education curriculum (ECE) offers a hands-on approach to learning skills in working with young children from birth through the age of 12. Certificates and degrees have been designed to prepare students for employment at the various levels within privately funded child care centers and publicly funded child development programs.

The program meets the course requirements for teachers and directors of private child care programs licensed by the California State Department of Social Services (Title 22) (http://www.cdss.ca.gov/inforesources/Letters-Regulations/Legislation-and-Regulations/Community-Care-Licensing-Regulations). In addition, the program meets the coursework requirements for the Child Development Permit issued by the California Commission on Teacher Credentialing (https://www.ctc.ca.gov/credentials/req-child-dev).

Note: Students planning to enroll in Work Experience or practicum classes (ECE 320, ECE 321, and ECE 498) must show evidence of TB clearance and record of immunizations before working with children. Some lab placements may require fingerprinting.

Dean
Carlos Lopez

Department Chairs
Jennifer Kraemer

(916) 361-6330
lopezc@flc.losrios.edu

Associate Degrees for Transfer

A.S.-T. in Early Childhood Education for Transfer

The Associate in Science in Early Childhood Education for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Early Childhood Education at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program provides a foundation in core theoretical constructs and principles and practices in the field of Early Childhood Education. Students graduating with the Associate in Science in Early Childhood Education A.S. for Transfer Degree will have opportunities for advanced study as Preschool and Elementary Education Teachers, Child Development Specialists, Program Directors, Child Life Specialists, Master Teachers, and Site Supervisors. Students seeking careers requiring Master’s Degrees in areas such as Early Childhood Education, Child Development, Child Psychology and Special Education would benefit from the foundation of study provided by this program. Completion of this program also provides students the benefit of meeting the requirements to work as associate teachers in early care and education programs.

This program has the following completion requirements:

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

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

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

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

   ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</table>

Catalog Date: June 1, 2020
The Associate in Science in Early Childhood Education for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- synthesize child development research with principles and practices in Early Childhood Education in order to create early learning environments that are respectful, supportive, and challenging for all children from infancy through adolescence.
- design inclusive, culturally and linguistically appropriate environments, based on child development theories and practices, as well as child observations, shared family information, and culturally diverse child rearing practices.
- incorporate strategies for building respectful, reciprocal family and community relationships to support families and their children’s development and learning.
- assess children’s learning through observation, documentation, and interpretation using the outcomes to guide curriculum and teaching strategies.
- recommend developmentally and culturally relevant approaches to teaching and learning that include respectful, supportive relationships with children and families as well as concepts in math, language, art, science and social relationships.
- demonstrate practices that maintain standards of health, nutrition and safety in early childhood settings.
- incorporate ethical standards of behavior accepted by the profession of early childhood education.

### Career Information

Students graduating with the Early Childhood Education A.S for Transfer Degree will have opportunities for advanced study as Preschool and Elementary Education Teachers, Child Development Specialists, Program Directors, Child Life Specialists, Master Teachers, and Site Supervisors. Students seeking careers requiring Master’s Degrees in areas such as Early Childhood Education, Child Development, Child Psychology and Special Education would benefit from the foundation of study provided in the Early Childhood Education A.S. for Transfer Degree.

### Associate Degrees

#### A.A. in ECE-Site Supervisor

This program provides a foundation for in-depth early childhood teacher preparation both through strong general education and through introductory studies in child development and in early childhood curriculum and pedagogy. Topics include an introduction to the profession, observation techniques, age-appropriate curriculum, child in the context of family and culture, and health and safety practices for early childhood educators.

**Catalog Date:** June 1, 2020

### Degree Requirements
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<th>COURSE CODE</th>
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<tbody>
<tr>
<td>ECE 300</td>
<td>Introduction to Principles and Practices in Early Childhood Education</td>
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<tr>
<td>ECE 312</td>
<td>Child Development (3)</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
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<tr>
<td>ECE 320</td>
<td>Curriculum and Interactions in Early Childhood Education</td>
<td>4</td>
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<tr>
<td>ECE 321</td>
<td>Advanced Practicum in Early Childhood Education</td>
<td>4</td>
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<tr>
<td>ECE 326</td>
<td>Making Learning Visible Through Observation and Documentation</td>
<td>3</td>
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<tr>
<td>ECE 330</td>
<td>Infant and Toddler Development</td>
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<tr>
<td>ECE 342</td>
<td>Constructive Math and Science in Early Childhood Education</td>
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<tr>
<td>or ECE 343</td>
<td>Language and Literacy Development in Early Childhood (3)</td>
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<tr>
<td>ECE 361</td>
<td>Introducing Young Children to Visual Arts (3)</td>
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<td>or ECE 363</td>
<td>Music and Movement with Young Children (3)</td>
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<td>ECE 420</td>
<td>Administration I: Programs in Early Childhood Education</td>
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<td>Administration II: Personnel and Leadership in Early Childhood Education</td>
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<td>ECE 424</td>
<td>Adult Supervision: Mentoring in a Collaborative Learning Setting</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
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The ECE Site Supervisor Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate knowledge and understanding of how children grow, develop and learn across the physical, psychosocial, cognitive, language and aesthetic domains by creating and maintaining healthy, respectful, supportive and challenging learning environments.
- demonstrate knowledge and understanding of building family and community relationships by identifying family and community characteristics; the practice of supporting and empowering families and communities through respectful and reciprocal relationships; and skillfully involving families and communities in children’s development and learning.
- demonstrate the ability to synthesize and apply multiple methods of documentation by designing, developing and implementing ethical practices and procedures that provide evidence of developmental measures and outcomes.
- demonstrate competence in effective teaching practices by designing and implementing developmentally and culturally appropriate curriculum, environments, and guidance techniques.
- demonstrate professionalism in the field of Early Childhood Education by actively working as a voice for children’s rights; researching and provisioning resources on behalf of children, families and communities; practicing ethical standards with children, families and communities; practicing professional work ethics; and participating in professional growth activities.
- demonstrate knowledge and application of developmentally appropriate health and safety policies and practices by designing, developing and operating programs for children that adhere to Title 22 regulations mandated by the California Department of Human Services, Community Care Licensing Division, in order to ensure children’s health and safety.
- demonstrate cultural competency by designing, developing and operating programs according to policies that are developmentally and culturally appropriate; promote respectfully inclusive attitudes and environments; and value multiple perspectives.
- analyze and maintain program planning, budgeting, governing boards, enrollment, and personnel in accordance with the regulations of Title 5 (California Education Code of Regulations) and Title 22 (California Social Services Code of Regulations).
• apply acquired knowledge, skills, and abilities toward successful completion of coursework at transfer institutions.

• seek employment as a site supervisor in a private or public early childhood educational setting.

Career Information

Upon successful completion of the A.A. Site Supervisor, and with appropriate documented experience, a student demonstrates knowledge, preparation and competencies to supervise single site early learning programs and to serve as coordinator of curriculum and staff development. Degree exceeds the minimum educational requirements for employment as a director/manager of a privately funded early learning program as outlined in Title 22 Department of Social Services regulations for childcare licensing.

A.A. in Early Childhood Education

This program provides a foundation for in-depth early childhood teacher preparation both through strong general education and through introductory studies in child development and in early childhood curriculum and pedagogy. Topics include an introduction to the profession, observation techniques, age-appropriate curriculum, the child in the context of family and culture, and health and safety practices for early childhood educators.

Catalog Date: June 1, 2020

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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
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The Early Childhood Education Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

• apply knowledge and understanding of how children grow, develop and learn across the physical, psychosocial, cognitive, language and aesthetic domains by creating and maintaining healthy, respectful, supportive and challenging learning environments.

• build family and community relationships by identifying family and community characteristics; the practice of supporting and empowering families and communities through respectful and reciprocal relationships; and skillfully involving families and communities in children’s development and learning.
synthesize and apply multiple methods of documentation by designing, developing and implementing ethical practices and procedures that provide evidence of developmental measures and outcomes.

design and implement developmentally and culturally appropriate curriculum, environments, and guidance techniques.

demonstrate professionalism in the field of Early Childhood Education by actively working as a voice for children’s rights; researching and provisioning resources on behalf of children, families and communities; practicing ethical standards with children, families and communities; practicing professional work ethics; and participating in professional growth activities.

design, develop, and operate programs for children that adhere to Title 22 regulations mandated by the California Department of Human Services, Community Care Licensing Division, in order to ensure children’s health and safety.

create and maintain policies that are developmentally and culturally appropriate; promote respectfully inclusive attitudes and environments; and value multiple perspectives.

apply acquired knowledge, skills, and abilities toward successful completion of coursework at transfer institutions.

seek employment as a teacher in a private or public early childhood educational setting.

Career Information

Upon completion of the A.A. degree, a student possesses the course work required to work as a teacher in both private and public early learning settings, serving infants through preschool-age children. Additionally, the individual can work as a teacher in before-and-after school programs, serving school-age children.

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
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<tr>
<td>ADMJ 300</td>
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<td>Community Relations: Multicultural Issues (3)</td>
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<td>Concepts of Criminal Law (3)</td>
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<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
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<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>Magic, Witchcraft, and Religion (3)</td>
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<tr>
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<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes (3)</td>
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<td>Women in American History (3)</td>
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<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>Mass Media and Society (3)</td>
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<td>Cultural Foods of the World (3)</td>
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<td>Comparative Politics (3)</td>
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<td>Human Development: A Life Span (3)</td>
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COURSE CODE  | COURSE TITLE                             | UNITS
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PSYC 372    | Child Development (3)                    |      
SOC 300     | Introductory Sociology (3)               |      
SOC 301     | Social Problems (3)                      |      
SOC 310     | Marriage and the Family (3)              |      
SOC 321     | Race, Ethnicity and Inequality in the United States (3) |      
SOC 341     | Sex and Gender in the U.S. (3)           |      
SOC 379     | Making Social Change (3)                 |      
SWHS 331    | Cross Cultural Psychology (3)            |      
Total Units:|                                          | 18   

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes
Upon completion of this program, the student will be able to:
- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

Certificates of Achievement

ECE-Infant Specialist Certificate
Upon successful completion of an Infant Specialist Certificate, and with appropriate documented experience, a student demonstrates knowledge, preparation and competencies to be an infant and toddler teacher in an early learning program. Certificate completion exceeds minimum requirements for a teacher of infants and toddlers in privately funded early childhood education programs (as required by Title 22 of the California Social Services Code of Regulations) and as an associate teacher of infants and toddlers in publicly funded early learning programs (as required by Title 5 California Education Code of Regulations.) A student who completes this certificate also possesses the course work required for the Child Development Associate Teacher Permit issued by the California Commission on Teacher Credentialing.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 300</td>
<td>Introduction to Principles and Practices in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 312</td>
<td>Child Development (3)</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 372</td>
<td>Child Development (3)</td>
<td>3</td>
</tr>
<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
<td>3</td>
</tr>
<tr>
<td>ECE 320</td>
<td>Curriculum and Interactions in Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>ECE 330</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>ECE 331</td>
<td>Care and Education of Infants and Toddlers</td>
<td>3</td>
</tr>
<tr>
<td>ECE 415</td>
<td>Children's Health, Safety and Nutrition (3)</td>
<td>3</td>
</tr>
<tr>
<td>or NUTRI 320</td>
<td>Children's Health, Safety and Nutrition (3)</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- evaluate and apply knowledge of infant development and the multiple influences on early development and learning to create infant and family programs that are healthy, respectful, supportive, and challenging for children from the prenatal period through the first three years after birth.
- design infant and toddler programs that build respectful, reciprocal family relationships that support optimal infant and toddler development and learning both at home and in group care settings.
- incorporate systematic assessment strategies using observation, documentation, and interpretation in order to guide decisions about support for infant and toddler development and curriculum.
- design, implement, and evaluate developmentally effective curriculum and teaching plans that tie knowledge of academic content to meaningful and challenging learning environments for infants and toddlers in a collaborative effort with colleagues.
- develop continuing professional growth plan and advocate public policy that supports infants, toddlers, their families and the profession of early childhood education.
- apply acquired knowledge, skills, and abilities of certificate coursework toward successful completion of an A.A. degree in Early Childhood Education.
- seek employment as an infant or toddler teacher in a private or public early childhood educational setting.

Career Information

One of the most dramatic increases in recent years has been in infant and toddler programs. In fact, center-based care for infants and toddlers represents the fastest growing type of early childhood program today so there is a huge demand for infant specialists.

ECE-Master Teacher Certificate

The Master Teacher Certificate meets the requirements for teaching in a publicly funded early care and education program. Upon successful completion of the Master Teacher Certificate, students will demonstrate knowledge, preparation and competencies to be a lead or supervising teacher in early learning programs, mentor teacher for practicum students, or coordinator of curriculum and staff development. The Master Teacher Certificate requires an additional 6 units of specialized study beyond the teacher level certificate, allowing students to select a focus of study which may include: Science, Technology, Engineering, Art, and Mathematics (STEAM), Art with Children, Bilingual/Bicultural Development, Children with Exceptional Needs, Children’s Health, Safety and Nutrition, Infant and Toddler Care and Music with Children. Applicants must verify required experience teaching children and supervising staff to be recommended to the California Commission on Teacher Credentialing for issuance of the Master Teacher Child Development Permit.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
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<td>or PSYC 372</td>
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<tr>
<td>ECE 320</td>
<td>Curriculum and Interactions in Early Childhood Education (4)</td>
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<tr>
<td>ECE 321</td>
<td>Advanced Practicum in Early Childhood Education (4)</td>
<td>4</td>
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<td>ECE 326</td>
<td>Making Learning Visible Through Observation and Documentation</td>
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<td>ECE 330</td>
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<td>or NUTRI 320</td>
<td>Children’s Health, Safety and Nutrition (3)</td>
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<tr>
<td>ECE 424</td>
<td>Adult Supervision: Mentoring in a Collaborative Learning Setting</td>
<td>2</td>
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<tr>
<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 16 units from the following: 16
To be eligible for the Child Development Permit (Teacher), students must complete 16 units in General Education categories which meet graduation requirements and with at least one course in each of the following areas: English, Humanities, Social Science, Math/Science. Please refer to the General Education Requirements for a list of acceptable courses. Students must also complete experience requirements for the particular permit for which they are applying.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECE 404</td>
<td>Children with Special Needs</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 3 units from the following:

- ANTH 310: Cultural Anthropology (3)
- BUS 330: Managing Diversity in the Workplace (3)
- SOC 321: Race, Ethnicity and Inequality in the United States (3)
- COMM 325: Intercultural Communication (3)
- NUTRI 310: Cultural Foods of the World (3)
- One foreign language course from French, Spanish or American Sign Language

A minimum of 3 units from the following:

- ECE 430: Culture and Diversity in Early Childhood Education (3)

Bilingual/Bicultural Development Units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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Children with Exceptional Needs

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<tr>
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<tr>
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<td>Children with Special Needs</td>
<td>3</td>
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A minimum of 3 units from the following:

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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECE 404</td>
<td>Children with Special Needs</td>
<td>3</td>
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Art with Children

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 361</td>
<td>Introducing Young Children to Visual Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 3 units from the following:

- ART 320: Design: Fundamentals (3)
- ART 430: Art and Children (3)
- ARTH 300: Introduction to Art (3)

Art with Children Units:

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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Bilingual/Bicultural Development

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<thead>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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Bilingual/Bicultural Development Units:

<table>
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<tr>
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<tbody>
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Children with Exceptional Needs

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</thead>
<tbody>
<tr>
<td>ECE 404</td>
<td>Children with Special Needs</td>
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A minimum of 3 units from the following:

- ECE 404: Children with Special Needs | 3
### Children’s Health, Safety and Nutrition

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>NUTRI 300</td>
<td>Nutrition (3)</td>
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<tr>
<td>NUTRI 320</td>
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<tr>
<td>or ECE 415</td>
<td>Children’s Health, Safety and Nutrition (3)</td>
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</table>

Children’s Health, Safety and Nutrition Units: 6

Total Units: 53

### Infant and Toddler Care

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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</thead>
<tbody>
<tr>
<td>ECE 331</td>
<td>Care and Education of Infants and Toddlers</td>
<td>3</td>
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<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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</table>

Infant and Toddler Care Units: 6

Total Units: 53

### Music with Children

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>MUSM 370</td>
<td>Music for Children (3)</td>
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<tr>
<td>MUFHL 330</td>
<td>World Music (3)</td>
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<tr>
<td>or MUIVI 370</td>
<td>Beginning Guitar (2)</td>
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</tr>
<tr>
<td>ECE 363</td>
<td>Music and Movement with Young Children</td>
<td>3</td>
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</table>

Music with Children Units: 6

Total Units: 53
STEAM in ECE

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>A minimum of 6 units from the following:</td>
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<tr>
<td>ECE 342</td>
<td>Constructive Math and Science in Early Childhood Education (3)</td>
<td></td>
</tr>
<tr>
<td>ECE 361</td>
<td>Introducing Young Children to Visual Arts (3)</td>
<td></td>
</tr>
<tr>
<td>ECE 452</td>
<td>Making for Educators (3)</td>
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<tr>
<td>STEAM in ECE</td>
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<tr>
<td>Total Units:</td>
<td></td>
<td>53</td>
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</tbody>
</table>

1. ECE 430 may be used for this specialization, even if it was used for the Teacher Certificate. The certificate will then be a total of 50 units.

2. ECE 415/NUTRI 320 may be used for this specialization, even if it was used for the Teacher Certificate. The certificate will then be a total of 50 units.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify and apply an understanding of licensing and child care regulations.
- incorporate professional issues and utilize professional codes of ethics in educational practice.
- develop an ability to advocate on behalf of children and families.
- evaluate an environment that meets the needs of children, families and staff.
- supervise both staff and classrooms and directly interact with children and families in a warm and positive manner.
- choose and provide inclusive, developmentally and culturally appropriate practices and activities.
- integrate methods of conflict management and problem solving strategies with children.
- integrate health, safety, and nutrition practices in an early care and education program.
- apply acquired knowledge, skills, and abilities of certificate coursework toward successful completion of an Early Childhood Education Site Supervisor Certificate.
- apply area of specialization as a master teacher in a private or public early childhood educational setting.

Career Information

This certificate qualifies students to be a master teacher or a supervising teacher in early care and education programs. Upon completion of this certificate and with documented related experience, the individual is eligible to be a lead teacher and/or mentor teacher in both publicly and privately funded programs serving young children and their families.

Early Childhood Education Teacher Certificate

Upon successful completion of the Teacher Certificate, a student demonstrates knowledge, preparation and competencies for teaching in a publicly funded early learning program. Applicants must verify required experience teaching children to be recommended to the Commission on Teacher Credentialing for issuance of the Teacher Child Development Permit. Additionally, this certificate exceeds the requirements for teaching in a privately funded early learning program.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECE 300</td>
<td>Introduction to Principles and Practices in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
<td>ECE 312</td>
<td>Child Development (3)</td>
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</tr>
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<td>Child Development (3)</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
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<td>ECE 320</td>
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<tr>
<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
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</tr>
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</table>

Subtotal Units: 29

A minimum of 16 units from the following:

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 16 units from the following:</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

To be eligible for the Child Development Permit (Teacher), students must complete 16 units in general education categories which meet graduation requirements and with at least one course in each of the following areas: English, Humanities, Social Science, Math/Science. Please refer to the General Education Requirements for a list of acceptable courses. Students must also complete experience requirements for the particular permit for which they are applying.

A minimum of 16 units from the following Units: 16

Total Units: 45

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- design early childhood classroom communities that build healthy, respectful, and reciprocal relationships that support and empower families, with the intention to involve all families in their children’s development and learning.
- analyze, synthesize, and evaluate systematic observations, documentation, and other effective assessment strategies in a responsible way in order to guide decisions about curriculum and teaching strategies as well as to support children’s development and learning.
- observe and evaluate positive relationships and supportive interactions as the foundation for work with young children.
- analyze, synthesize, and evaluate a wide array of effective approaches, strategies, and tools to support young children’s development and learning.
- analyze, synthesize and evaluate young children’s learning in content areas and access resources to deepen children’s understanding.
- design, implement and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.
- analyze, synthesize, and evaluate ethical guidelines and other professional standards related of early childhood practice.
- develop continuing professional growth plan and advocate for public policy that supports children, families and the profession of early childhood education.
- apply acquired knowledge, skills, and abilities of certificate coursework toward successful completion of an Early Childhood Education Master Teacher Certificate.
Career Information

There is a need for competent teachers in private and public Early Childhood programs. Estimates of employment positions and new openings in the entire United States, California, and Sacramento and El Dorado Counties, for this year and the coming several years, indicate current and expected continued growth in the early childhood education industry.

Certificates

ECE-Assistant Teacher Certificate

Upon successful completion of the Assistant Teacher Certificate, a student demonstrates knowledge, preparation and competencies for an entry-level position in an early learning program. Additionally, the student is eligible to apply for the Assistant Teacher Child Development Permit issued by the California Commission on Teacher Credentialing.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECE 300</td>
<td>Introduction to Principles and Practices in Early Childhood Education (3)</td>
<td>3</td>
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<td>or ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECE 312</td>
<td>Child Development (3)</td>
<td>3</td>
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<td></td>
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<tr>
<td>Total Units:</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- Upon completion of ECE 300 and ECE 312/PSYC 372, the student will be able to:
  - discriminate among philosophies of early childhood education regarding assumptions about how young children learn and how early childhood teachers should teach.
  - define and identify the role of observation, documentation, and interpretation of children's play as a tool for planning curriculum for young children and assessing their learning.
  - analyze the developmental stages and growth processes across the domains of development from the prenatal period through adolescence.
  - describe how theories, principles, and foundations of child development inform and guide practical application.
  - apply acquired knowledge, skills, and abilities of certificate coursework toward successful completion of an Early Childhood Education Associate Teacher Certificate.
  - apply for an assistant teacher position in an early childhood educational setting.

- Upon completion of ECE 312/PSYC 372 and ECE 314, the student will be able to:
  - analyze the developmental stages and growth processes across the domains of development from the prenatal period through adolescence.
  - describe how theories, principles, and foundations of child development inform and guide practical application.
  - recognize the influence of diverse socio-cultural factors on child development, child rearing, caring, and education.
  - identify components that are essential to the healthy socialization of children with their families and the community and community resources available to support families.
  - apply for an assistant teacher position in an early childhood educational setting.
ECE-Associate Teacher Certificate

This certificate provides the educational coursework that serves as the core curriculum for the early childhood education field. Topics include an introduction to the profession, observation techniques, age-appropriate curriculum, and the child in the context of the family and community. Additionally, there is a focus on practicing these concepts in a supervised field/lab environment. With documented work experience, the student is also eligible to apply to the Commission on Teacher Credentialing for the Associate Teacher Child Development Permit.

Catalog Date: June 1, 2020

Certificate Requirements

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</tr>
<tr>
<td>ECE 320</td>
<td>Curriculum and Interactions in Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>13</td>
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</tbody>
</table>

Upon completion of this program, the student will be able to:

- plan and implement developmentally and culturally appropriate indoor and outdoor environments that support children’s learning through play, exploration, and problem solving.
- build on systematic observations of children’s behavior to design, implement, and evaluate developmentally and culturally appropriate learning activities for young children.
- analyze the influence of family, community, and culture on the child and identify local resource agencies that support families.
- distinguish and apply positive guidance and conflict resolution strategies that teach children self-discipline and effective, respectful social skills within a diverse group of peers.
- recognize ethical standards and demonstrate professional behaviors that deepen understanding, knowledge, and commitment to the Early Childhood Education profession.

Career Information

This certificate allows the student to work as a teacher in a private early care and education (Title 22) program, serving infants/toddlers, preschool-age children, and school-age children in before-and-after school programs. With the Associate Teacher Child Development Permit, an individual can work as an assistant or associate teacher in a publicly funded (Title 5) early care and education program.

Early Childhood Education (ECE)

ECE 295 Independent Studies in Early Childhood Education

| Units: 1 - 3 | Hours: 54 - 162 hours LAB | Prerequisite: None | Catalog Date: June 1, 2020 |

ECE 300 Introduction to Principles and Practices in Early Childhood Education

| Units: 3 | Hours: 54 hours LEC | Prerequisite: None |
This course provides an introduction to early childhood education, including an overview of the history of the field, evolution of professional practices and ethics, educational principles that support child development from birth through the school-age years, and teaching practices based on observation, documentation, and interpretation of children’s behavior.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- relate current perspectives on childhood, the care of children, and early childhood education to historical and cultural contexts.
- identify career paths, certification options, professional associations, and dispositions for working within the early childhood field.
- discriminate among philosophies of early childhood education in regards to assumptions about how young children learn and how early childhood teachers should teach.
- describe principles and practices that guide teaching when working with young children, to include the development of play-based learning environments, routines that involve children in applying emerging skills, and strategies that support young children’s social competence.
- identify the role of observation, documentation, and interpretation of children’s play as a tool for planning curriculum for young children and assessing their learning.

**ECE 312 Child Development**

Same As: PSYC 372  
Units: 3  
Hours: 54 hours LEC  
Prerequisite: None  
Advisory: ENGWR 101 or 103; or ESLL 310, ESLR 320, and ESLW 320.  
Transferable: CSU; UC (ECE 312, FCS 324, PSYC 370 and PSYC 372: maximum credit, two courses )  
General Education: AA/AS Area V(b); AA/AS Area III(b); CSU Area D; CSU Area E1; IGETC Area 4  
C-ID: C-ID CDEV 100  
Catalog Date: June 1, 2020

This course will examine the physical, cognitive, social and emotional development of the child from the prenatal period through adolescence. Scientific findings from a range of disciplines will inform an integrated examination of theory and practice during the childhood years. This course is designed to fulfill General Education, Early Childhood Education and Psychology degree requirements. This course is not open to those who have previously taken PSYC 372.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze the developmental stages and growth processes across the domains of development, from the prenatal period through adolescence.
- evaluate individual growth processes and the influence of genes and the environment on the growth and development of children.
- compare and contrast different theoretical perspectives used in the study of child development.
- integrate developmental theories to real life situations with children.
- compare and contrast individual differences among children.
- differentiate typical and atypical behavior of children.
- analyze the influence of the cultural and familial contexts on the developing child.
- identify and demonstrate an understanding of the scientific method in the study of child development.

**ECE 314 The Child, the Family and the Community**

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None  
Advisory: ENGWR 101  
Transferable: CSU; UC  
General Education: AA/AS Area V(b) (effective Summer 2020); AA/AS Area III(b); CSU Area D; CSU Area E1

This course is designed to fulfill General Education, Early Childhood Education and Psychology degree requirements. This course is not open to those who have previously taken PSYC 372.
This fundamental course examines socialization and developmental processes of the child within the family and the environmental influences on growth and development, including gender, peers, schooling, the media, socioeconomic status, race, ethnicity, language, and developmental differences. Community resources available to support family systems and dynamics will be examined.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- differentiate theories and methods of socializing the child within the family, school and community.
- examine the influences of changing family structures and roles of family members on the development of the child.
- identify the relationship of family goals and values on child rearing practices.
- investigate and synthesize the influences of diverse socio-cultural factors on children’s development: including race, ethnicity, culture, gender, language, developmental differences and socioeconomic status utilizing current research.
- recognize the basic intent of the laws and regulations pertaining to promoting the health, welfare and well-being of children and families.
- apply methods to advocate for children and families in the community.
- critically review public policy related to the well being of children and families.
- research and describe the roles and functions of community resource organizations available to children and families, which address contemporary issues.
- analyze one’s own values, goals and sense of self as related to family history and life experiences, and assess how this impacts relationships with children and families.

### ECE 320 Curriculum and Interactions in Early Childhood Education

This course provides supervised experience working with children in an early childhood setting. Topics include principles of curriculum development, classroom design, and child guidance, with opportunity to apply these key teaching principles in practical situations. This course is approved as the required programs and curriculum core course specified in Title 22 of the Health and Safety Code of the Department of Social Services, Community Care Licensing Division and Title 5 Department of Education regulations. Before beginning lab assignments, students must show proof of TB clearance and required immunizations. Fingerprinting clearance is required for some lab placements.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply developmentally appropriate principles and practices to support young children's optimal development and learning within healthy, safe, respectful, supportive, and challenging learning environments.
- assess one’s own teaching with respect to the teacher’s role in providing best and promising practices in early childhood education.
- design, develop, and evaluate play-based learning environments for young children, routines that involve young children in applying emerging ideas and skills, and developmentally appropriate and inclusive learning activities for young children.
- plan, implement, and evaluate experiences that support young children in building a foundation for language and literacy, math and science, social sciences, and the arts.
- plan for children's learning using observation, documentation, and interpretation of their actions, ideas, and feelings.
- develop respectful and reciprocal relationships with families, with particular attention to supporting families whose home language is other than English and whose children have diverse abilities.
- demonstrate communication and guidance strategies that support the development of young children’s social competence.
- analyze possibilities for children’s learning within play-based curriculum that support children’s cognitive, language, creative, physical, and social/emotional development.
ECE 321 Advanced Practicum in Early Childhood Education

Units: 4
Hours: 36 hours LEC; 108 hours LAB
Prerequisite: ECE 320 with a grade of "C" or better
Enrollment Limitation: Students must show proof of negative tuberculosis as well as being immunized against influenza, pertussis, and measles prior to participating in the lab. Fingerprinting clearance is required for some lab placements.
Transferable: CSU
C-ID: C-ID ECE 210
Catalog Date: June 1, 2020

This advanced course provides supervised experience as a teacher in an early childhood education program. It is aimed at leadership in the areas of developing environments for learning, child observation and assessment, documentation of children’s work, behavior guidance, group management, collaborative teaching, building relationships with families, and effective preparation and implementation of curriculum. Before beginning lab assignments, students must show proof of TB clearance and required immunizations. Fingerprinting clearance is required for some lab placements.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create a statement of philosophy and a list of guiding principles and practices for early childhood teaching, using current research and theory in child development.
- design, arrange, observe, and evaluate a complete classroom environment wherein children construct knowledge within a context of play.
- plan, implement, observe, and evaluate the overall and ongoing curriculum and learning encounters, verifying opportunities to apply emerging skills in the areas of language and literacy, math and science; the arts; physical development; and social sciences.
- demonstrate the use of observation, documentation, and interpretation for curriculum planning, assessment of children’s learning, and advocacy in regards to making visible children’s learning.
- organize communication systems within a classroom that involve families in the process of curriculum and program design.
- support the development of a climate of care and respect among children, teachers, and families by applying strategies for negotiating disputes, fostering caring relations, and sharing responsibility.
- assess one’s own teaching experiences to guide and inform practice.

ECE 326 Making Learning Visible Through Observation and Documentation

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Advisory: ENGRD 110 or ENGWR 101
Transferable: CSU
C-ID: C-ID ECE 200
Catalog Date: June 1, 2020

This course applies critical and reflective thinking to observation and assessment of young children’s development. It prepares teachers of young children to use observation, documentation, and interpretation strategies to improve program quality in early childhood settings. Multiple forms of child assessment and early childhood program assessment are explored.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare the purpose, value, and use of formal and informal assessments, including ethical and legal concerns.
- evaluate the strengths and limitations of common assessment tools with respect to children’s diverse cultures, home languages, and developmental capabilities.
- recommend changes to play environments, guidance strategies, curriculum activities, and care routines based on systematically recorded observational data that documents children’s actions, ideas, and feelings.
- demonstrate children’s developmental progress using observational documentation of children’s ideas and behavior.
- analyze the effectiveness of photo documentation in conveying how young children learn within quality early childhood settings.
- integrate observed documentation of children’s ideas, feelings, and actions to engage children’s families and others as active partners in
ECE 330 Infant and Toddler Development

This course examines infant development, from pre-conception to three years of age, providing a review of research findings related to infancy and implications for infant care.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain how both culture and biology influence behavior, feelings, and cognition from conception to 36 months.
- summarize the key features of a systems model of infant development and discuss how this model may be used to support healthy relationships among infants and their caregivers.
- describe early growth and development from conception through 36 months of age, with attention to each developmental domain.
- relate current research to principles and practices for respectful infant care and education.
- understand the impact of toxic exposure or harmful events on infant development and evaluate interventions intended to counteract the effects of such harm.
- observe newborn and infant behaviors, emotions and communications in order to accurately describe them.

ECE 331 Care and Education of Infants and Toddlers

This course applies current research in infant development to the teaching and care of infants in group settings. Emphasis is on early childhood education principles and practices when applied to the care and education of infants from birth to three years of age. It includes strategies for designing, implementing, and evaluating group care programs for infants.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain how the care infants receive impacts the way in which they develop and make sense of the world.
- analyze infant center staffing and enrollment policies for implementation of primary care, continuity of care, and small group size.
- explain how diverse values, beliefs, and attitudes result in conflicting views about how to care for infants, with attention to strategies for culturally-respectful conflict resolution.
- apply behavioral observation and documentation to assess infant development, plan and assess curriculum, and implement appropriate intervention for infants with special needs.
- generate curriculum that supports infants' emotional, social, language, cognitive, and physical development, using a reflective approach to teaching.
- organize and furnish group care play spaces so that infants – both typical and atypical – have access to toys and furnishings matched to their emerging development.
- design procedures and work spaces and select furnishings and equipment for the care routines – feeding, diapering, and napping – with the intent of supporting reciprocal interactions between caregiver and infant.
- evaluate health, sanitation, and safety procedures in infant care settings.
ECE 342 Constructive Math and Science in Early Childhood Education

The course is an introduction to the constructivist approach to teaching pre-math and science in early childhood education. The content and teaching techniques support the perspective that children construct knowledge through a dynamic, interactive process that facilitates their development of working theories related to math and science. Topics include an overview of the role of the teacher in developing appropriate experiences for children and a review of current standards and guidelines.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine how young children learn science and math concepts based on the knowledge of relevant science, technology, engineering, math (STEM) and child development research.
- identify key science and math skills and concepts children are building in early childhood and provide meaningful opportunities for children to apply and master these skills and concepts.
- design and evaluate science-rich and math-rich learning environments and explorations.
- integrate knowledge of the constructivist/inquiry approach to design curriculum that is culturally respectful and inclusive of diverse learning modalities as well as considerate of children's prior experiences gaining knowledge about the world.
- demonstrate effective, appropriate, and intentional teaching techniques for supporting, scaffolding, documenting, and assessing young children's scientific and mathematical learning.

ECE 343 Language and Literacy Development in Early Childhood

This course will prepare early childhood educators to recognize, understand and enhance the emergent language and literacy experiences and skills of young children. The knowledge of developmentally appropriate language and literacy practices will improve early childhood educators’ abilities to support young children in the early years (birth to five years) to build a strong foundation for learning to read and write in the primary grades. Topics include an overview of the teacher’s role in developing appropriate language and literacy experiences for young children, including strategies to support learning English as a second language.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe developmental patterns in early literacy learning and research-based teaching practices that help children build a foundation for reading and writing.
- design and define developmentally appropriate goals and expectations for young children's achievement in reading and writing.
- incorporate developmentally appropriate teaching practices that support children's language and literacy knowledge from birth through age five.
- define and evaluate program policies (pedagogical perspective, intentional curriculum design, and appropriate assessment strategies) that support early childhood language and literacy learning.
- analyze practices and assess issues that support young English language learners while simultaneously maintaining competence in the home language of the child.
- evaluate and demonstrate strategies of collaboration with children's families to implement projects that support children's literacy experiences both at school and at home.
ECE 350 Introduction to Elementary Teaching with Field Experience

This course is a career exploration course with an early field experience for those students considering the field of K-8 teaching. It includes 54 hours of lab in a public elementary school under the supervision of a certified classroom teacher in addition to weekly class meetings on campus. It will also fulfill one of the early field experiences for the CSUS blended liberal studies major. Course content includes: historical and philosophical foundations of the American education system; California’s academic content, curriculum standards, and teacher performance standards; the profession and culture of teaching; observation skills; communication skills; diversity and social issues, among others. Students’ field experiences will integrate and apply the course content. Students will complete a service learning project at participating schools. Before beginning field placement, students must show proof of TB clearance, and if required, be fingerprinted through the cooperating school district.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the role, responsibilities, and credential requirements of elementary teachers.
- apply skills and knowledge acquired in the course under the supervision of an experienced educator.
- identify attitudes, actions, and behaviors indicative of a professional educator.
- express knowledge of observation and learning theory through planning, teaching, and interaction with elementary students.
- examine and assess issues concerning diversity in elementary student backgrounds, interests, experiences, and abilities.
- complete a service learning project.
- articulate the purpose of schooling and the history and foundations of the American educational system.
- analyze challenges outside of the classroom that impact student learning.
- identify personal meaning related to teaching.
- reflect upon personal reasons for becoming an educator.

ECE 361 Introducing Young Children to Visual Arts

This course prepares teachers in early childhood education with strategies for introducing young children to the media and tools of drawing, painting, sculpting, and other visual arts commonly used by young children to represent and understand the world around them. The focus will be on observing children’s natural ways of exploring media and developing strategies to facilitate and document children’s emerging skills and relationship with each medium. Included are strategies for designing early childhood environments that promote children’s exploration of visual arts.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate and observe the developmental progression of children’s exploration and use of the tools and media of drawing, painting, sculpting, and construction.
- demonstrate attributes, selection, and use of expressive media and tools commonly used with young children.
- create interest areas within an early childhood classroom that provide developmentally appropriate media, tools, and settings for young children’s independent exploration and use of a variety of expressive media.
- design encounters with expressive arts media and tools that present challenges and problems appropriate to children’s developmental
• evaluate early childhood classroom environments for their capacity to promote young children’s comfort and competence in using expressive media to represent impressions, feelings, and experiences.
• summarize anecdotal observations of children’s encounters with the tools and media of expressive art and make visible children’s learning through developmental portfolios and displays.
• design documentation that supports reflective examination among teachers, families, and children of the aesthetic and cognitive dimensions of children’s work.

ECE 363 Music and Movement with Young Children

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU
General Education: AA/AS Area I (effective Summer 2020)
Catalog Date: June 1, 2020

This course introduces students to theoretical principles and practical applications for integrating appropriate music and movement experiences in early childhood settings. The course explores incorporating culturally diverse music and movement activities to support children’s understanding and acceptance of differences.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• describe how music and movement supports a young child’s growth in all developmental domains.
• plan, implement, and evaluate music and movement experiences and environments for young children.
• use music and movement as a strategy for managing behaviors, routines, and transitions.
• create a repertoire of songs, finger plays, rhymes, chants, and movement activities to support children’s development.
• identify strategies for using culturally diverse music and movement experiences to promote understanding and support appreciation of differences.

ECE 404 Children with Special Needs

Units: 3
Hours: 54 hours LEC
Prerequisite: ECE 312 or PSYC 372 with a grade of “C” or better
Transferable: CSU; UC
General Education: AA/AS Area I (effective Summer 2020)
Catalog Date: June 1, 2020

This course provides a broad overview of the characteristics, assessment techniques, methods of intervention, natural environments, community and family resources, and current issues of young children from birth to age eight with special needs. The focus is to increase the awareness and understanding of children’s individual needs in an early childhood setting and to provide practical information to those currently involved with children with special needs. Observations in public and private children’s centers, schools and agencies may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• examine the legislation and due process rights of children with special needs and their families.
• compare and contrast the unique needs of atypical and typically developing children in areas of physical, cognitive, social-emotional, and communication skills.
• evaluate the various techniques and instruments used to assess the physical, cognitive, social-emotional, and communication abilities of young children with special needs.
• analyze the multi-disciplinary team process utilized in the development of an IFSP Individualized Family Service Plan, (birth - 3 years) and an IEP (Individualized Education Plan, (ages 3-21 years) and demonstrate the value of community partnerships for children with special needs and their families.
• research public and private program options and community resources available for children with special needs and families.
evaluate the current technology available for children with special needs and their families.
plan and implement activities, supportive natural environments, behavior management techniques, and instructional strategies to meet the goals and objectives of the IFSP and IEP in an inclusive early childhood setting.
identify and develop respect for and sensitivity to the diversity in human characteristics and the impact of a child with special needs on different families.

ECE 415 Children's Health, Safety and Nutrition

This course provides an 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. There is a focus on integrating the concepts into everyday planning and program development for all children. This course is not open to students who have received credit for NUTRI 320.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.
- identify health, safety and environmental risks in children’s programs.
- analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and healthy nutrition.
- evaluate laws, regulations, standards, policies and procedures related to health and safety and nutrition in support of young children, teachers and families.
- distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.
- investigate current health, safety, and nutrition issues and demonstrate how the issues relate to policy development.
- research, identify and locate community resources which promote the health, safety, and nutrition of children and families.
- evaluate the nutritional status and feeding practices during fetal development, infancy and childhood and plan and analyze menus for children which meet current state and federal guidelines.
- examine variations of nutritional and health and safety practices and perspectives in culturally diverse communities.
- develop activities that teach children positive health, safety and nutrition habits.
- evaluate mechanisms for protecting children’s well-being and keeping children safe including, but not limited to: emergency preparedness and disaster plans, child abuse prevention and reporting policies, illness and injury prevention and reporting policies, the identification of safe feeding practices to prevent food-borne illness, the identification and reporting polices of common childhood illnesses/infectious or communicable diseases and potential hazards in children’s environments.

ECE 420 Administration I: Programs in Early Childhood Education

This course provides an introduction to the administration of early childhood programs. It covers program types, budgets, management, regulations, laws, and the development and implementation of policies and procedures. It also examines various administrative tools, philosophies, and techniques needed to open, organize, and operate an early care and education program.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply administration skills in various types of early care and education programs.
- compare and contrast various program structures, philosophies, and curriculum models.
- identify strategies to ensure equity and respect for children, families, staff, and colleagues.
- demonstrate knowledge of strategic and fiscal planning.
- summarize systems and methods to support sound fiscal operations in a variety of early care and education settings.
- demonstrate knowledge of compliance with regulatory systems.
- evaluate components of quality programs, facilities, and operations.
- assess various methods and tools of evaluation.
- examine effective policies and procedures for staffing and scheduling.

ECE 422 Administration II: Personnel and Leadership in Early Childhood Education

Units: 3
Hours: 54 hours LEC
Prerequisite: ECE 320 and 420 with grades of “C” or better
Transferable: CSU
Catalog Date: June 1, 2020

This course covers effective strategies for personnel management and leadership in early care and education settings. It includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate effective practices for managing and leading staff and administering early care and education programs.
- implement ongoing professional development plans based on evaluation of staff and administrator needs.
- establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.
- evaluate the factors needed to create a diverse and inclusive environment.
- identify components of hiring practices, observation, and evaluation practices of staff.
- describe the legal requirements and responsibilities of administering an early care and education program.
- formulate strategies for compensation and professional growth opportunities in programs.
- summarize essential practices for collaboration with staff, families, and community.
- articulate the importance of professional integrity and confidentiality.

ECE 424 Adult Supervision: Mentoring in a Collaborative Learning Setting

Units: 2
Hours: 36 hours LEC
Prerequisite: ECE 314 and 320 with grades of “C” or better
Transferable: CSU
Catalog Date: June 1, 2020

This course covers principles and methods of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and teachers working collaboratively to guide a teaching team or individual within a classroom setting. This course satisfies the adult supervision requirement for the CA Child Development Master Teacher.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners, including student teachers.
- demonstrate competency in communication and reflective practices when working with diverse adult populations.
- evaluate and use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.
- identify characteristics of effective leaders and mentors.
- critique and practice strategies to support adult learners.
- demonstrate reflective practice, cultural competency, and ethical conduct.

ECE 430 Culture and Diversity in Early Childhood Education

This course examines 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. The course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- critique theories and examine the multiple impacts on young children’s social identity.
- analyze various aspects of children’s experience as members of families impacted by social bias and consider the significant role of education in reinforcing or contradicting such experience.
- critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning and development.
- evaluate the impact of personal experiences and social identity on teaching effectiveness.
- research and develop rationale and goals for the provision of multicultural and anti-bias early childhood programs.
- identify, analyze and critique stereotypic and biased classroom materials and plan classroom environments that reflect and affirm the diversity represented by families in early childhood settings and in the larger community.
- formulate an understanding of children’s awareness of differences, and of how prejudice is formed in the early years and construct techniques to help children to develop an anti-bias approach.
- examine ways in which cultural, linguistic and family socialization practices affect children’s behavior and learning.
- differentiate problem-resolution practices that respond to the diversity of cultures represented in early childhood programs, including differences in race, gender roles, socioeconomic status, differing abilities, and family structure.

ECE 452 Making for Educators

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU
General Education: AA/AS Area V(b); AA/AS Area VI
C-ID: C-ID ECE 230
Catalog Date: June 1, 2020
This course will explore the theoretical and applied constructs of the maker movement in the field of education using current tenets of the social constructivist approach to learning; including inquiry, game and problem-based learning, and design thinking.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and formulate theoretical constructs within the context of practical problem solving activities.
- observe and analyze the impact of the physical, cognitive and psychosocial domains of development on the process and product of making.
- differentiate cultural contexts and analyze best practices for the inclusion of all children and families in constructionist learning environments.
- employ design thinking to research, develop and prototype inquiry-based instructional activities; using a variety of technologies, tools, techniques and materials, and aligned with educational standards.

ECE 494 Topics in Early Childhood Education

| Units: | 0.5 - 4 |
| Hours: | 4 - 27 hours LEC, 9 - 108 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

Designed to give students an opportunity to study topics in Early Childhood Education which are not included in current course offerings. Topics may include, but are not limited to: Management of Family Day Care Homes; Guidance of the Special Child in Everyday Living; Behavior and Discipline; Children in Crisis; The Single Parent Family; and Cross-Cultural Experiences with Children and Families. May be repeated for credit providing there is no duplication of topics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- appreciation for childhood as a unique and valuable stage of the human life cycle.
- information to base work with children on knowledge of child development.
- appreciation and support for the close ties between the child and the family.
- recognition that children are best understood in the context of family, culture and society.
- respect for the dignity, worth and uniqueness of each individual (child, family member and colleague).
- information to help children and adults achieve their full potential in the context of relationships that are based on trust, respect and positive regard.

ECE 495 Independent Studies in Early Childhood Education

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

ECE 498 Work Experience in Early Childhood Education

| Units: | 1 - 4 |
| Hours: | 60 - 300 hours LAB |
| Prerequisite: | None |
| Enrollment Limitation: | Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests. |
| Advisory: | ENGWR 101 or ESLW 320 |
| Transferable: | CSU |
| General Education: | AA/AS Area III(b) |
| Catalog Date: | June 1, 2020 |

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of
Early Childhood Education. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Economics | Los Rios

The Folsom Lake College economics curriculum studies how people and societies produce various commodities and distribute them for consumption, now or in the future. FLC's economics offerings include the study of the American economic system using techniques for the analysis of contemporary economic problems.

Dean
Carlos Lopez

Department Chairs
C.D. Vickrey

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Associate Degrees for Transfer

A.A.-T. in Economics

The Associate in Arts in Economics for Transfer degree program provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. Students interested in transferring to a CSU campus to pursue a bachelor’s degree in Economics should meet with a counselor to confirm the courses required for lower-division preparation in the major.

This program has the following completion requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

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

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>MATH 341</td>
<td>Calculus for Business and Economics (4)</td>
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<td>or MATH 400</td>
<td>Calculus I (5)</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics</td>
<td>4</td>
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A minimum of 6 units from the following:

One course must be taken from List A and one additional course from List A or List B.

List A

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting (4)</td>
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</table>
The Associate in Arts in Economics for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- explain terms and concepts used in macroeconomics and microeconomics.
- evaluate models to explore consequences of economic policy proposals on households and businesses.
- evaluate economic models to explore the consequences of macroeconomic events and the probable consequences of macroeconomic policy proposals on the whole economy.
- solve problems requiring the application of economics, statistics and mathematics.
- apply accounting and economic concepts and principles in making decisions about firm operations.

Career Information

Career Opportunities: There are a wide array of job opportunities in business, finance, government, and other sectors for an individual with an undergraduate degree in economics. Business firms of all sizes provide employment and career opportunities including jobs in banking, budget and market analysis, and in sales. Federal, state, and local government agencies require and employ individuals with training in economics to carry benefit-cost analysis and as research assistants and analysts. Job opportunities also exist in education and journalism. Economies and individual markets are dynamic, and business economists help firms understand and adapt to changes occurring in the economy and in specific markets. Individuals with economics degrees work in a broad range of fields with jobs with federal, state, and local government agencies. Job opportunities are expanding for employment for those seeking jobs with global or international focus.

Associate Degrees

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 311</td>
<td>Managerial Accounting (4)</td>
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<td>MATH 401</td>
<td>Calculus II (5)</td>
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<tr>
<td>ECON 320</td>
<td>Concepts in Personal Finance (3)</td>
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<td>or BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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<td>MATH 402</td>
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<td><strong>Total Units:</strong></td>
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<td>Course</td>
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<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
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<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
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<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
<td></td>
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<td>ANTH 323</td>
<td>Introduction to Archaeology (3)</td>
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<tr>
<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
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<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<tr>
<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
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<tr>
<td>BUS 345</td>
<td>Law and Society (3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<td>ECE 312</td>
<td>Child Development (3)</td>
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<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<tr>
<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth’s Cultural Landscapes (3)</td>
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<tr>
<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>HIST 310</td>
<td>History of the United States (3)</td>
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<td>HIST 311</td>
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<td>HIST 314</td>
<td>Recent United States History (3)</td>
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<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<tr>
<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<tr>
<td>HIST 368</td>
<td>History of France (3)</td>
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<tr>
<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
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<tr>
<td>NUTRI 310</td>
<td>Cultural Foods of the World (3)</td>
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</tr>
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</table>
COURSE CODE | COURSE TITLE | UNITS
---|---|---
POLS 301 | Introduction to Government: United States (3) |
POLS 302 | Comparative Politics (3) |
POLS 310 | Introduction to International Relations (3) |
POLS 320 | Introduction to Political Theory (3) |
PSYC 300 | General Principles (3) |
PSYC 312 | Biological Psychology (4) |
PSYC 320 | Social Psychology (3) |
PSYC 335 | Research Methods in Psychology (3) |
PSYC 340 | Abnormal Behavior (3) |
PSYC 356 | Human Sexuality (3) |
PSYC 368 | Cross Cultural Psychology (3) |
PSYC 370 | Human Development: A Life Span (3) |
PSYC 372 | Child Development (3) |
SOC 300 | Introductory Sociology (3) |
SOC 301 | Social Problems (3) |
SOC 310 | Marriage and the Family (3) |
SOC 321 | Race, Ethnicity and Inequality in the United States (3) |
SOC 341 | Sex and Gender in the U.S. (3) |
SOC 379 | Making Social Change (3) |
SWHS 331 | Cross Cultural Psychology (3) |

Total Units: 18

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

Economics (ECON)

ECON 302 Principles of Macroeconomics

Units: 3
Hours: 54 hours LEC
Prerequisite: MATH 120 with a grade of "C" or better, or placement through the assessment process; or one full year of High School Algebra II with grades of "C" or better in each semester.
Transferable: CSU; UC
General Education: AA/AS Area V(b); CSU Area B; IGETC Area 4
C-ID: C-ID ECON 202
Catalog Date: June 1, 2020

This course is a graphical and functional analysis of the economy as a whole. It focuses on the economy's well-being, problems, and possible solutions. Major topics include: market demand and supply; macroeconomic sectors, goals, and problems (unemployment, inflation, business cycles, and deficits); the economy’s output and price level; aggregate demand, aggregate supply, and equilibrium; and macroeconomic policies (fiscal and...
monetary) aimed at solving problems and stabilizing the economy. Related topics such as international trade, international finance, and economic growth are also discussed. Coursework includes solving algebraic equations and graphing straight and curvilinear lines as taught in Intermediate Algebra.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze and apply the basic macroeconomic principles and concepts.
- evaluate how prices and production levels (output) are determined in markets.
- analyze how the economy works using supply and demand analysis.
- interpret why macroeconomic problems occur.
- evaluate government policies designed to deal with macroeconomic problems.

**ECON 304 Principles of Microeconomics**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** MATH 120 with a grade of "C" or better, or placement through the assessment process; or one full year of High School Algebra II with grades of "C" or better in each semester.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area V(b); CSU Area D; IGETC Area 4  
**C-ID:** C-ID ECON 201  
**Catalog Date:** June 1, 2020  

This course is a graphical and functional analysis of the units (sectors) making up the economy. The focus is on the sectors' choices and interactions, microeconomic goals (efficiency and equity), problems, and solutions. Major topics include basic principles of economics; basic economic analyses; demand, supply, and equilibrium in a market; markets and applications; costs and production; product and resources markets; and microeconomic problems (externalities, public goods, and income inequality). Time permitting, related topics such as international trade and health economics may also be discussed. Coursework includes doing arithmetic problems, solving algebraic equations, and graphing straight and curvilinear lines.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze and apply the basic microeconomic principles and concepts.
- examine how prices and production levels (output) vary in different markets.
- analyze how different sectors in the economy interact with one another.
- interpret why microeconomic problems occur.
- evaluate government policies designed to deal with microeconomic problems.

**ECON 320 Concepts in Personal Finance**

**Same As:** BUS 320  
**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area V(b); AA/AS Area III(b)  
**Catalog Date:** June 1, 2020  

This course is designed to assist individuals in analyzing their financial affairs. Elements and conceptual basis of financial planning, analysis, and decision making in areas of budgeting, taxes, borrowing, money management, insurance, investments, and retirement will be examined with an emphasis on principles to develop students' economic decision making. Students will be using mathematical concepts as well as reading and interpreting written and oral instructions. This course is not open to students who have received credit for BUS 320.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
- evaluate economic needs and goals and design financial models to achieve them.
- analyze the changing economic environment.
- apply economic principles and concepts of individual economic planning.
- analyze the conceptual basis of various economic tools available to the individual as well as the terminology used in their development and implementation.

### ECON 495 Independent Studies in Economics

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
</tr>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>
Folsom Lake College's liberal studies for elementary education major is designed for students who wish to be teachers in public and private elementary schools. Further education at the university level will be required to fulfill all requirements for a teaching credential authorizing service in California public schools.

Dean
Francis Fletcher

Department Chairs
Tina Royer

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A.A. in Liberal Studies for Elementary Education

This major is designed for students who wish to be teachers in public and private elementary schools. Further education at the university level will be required to fulfill all requirements for a teaching credential authorizing service in California public schools. This A.A. degree is also intended for students who wish to work in the elementary schools as classroom/instructional aides.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ENGWR 300</td>
<td>College Composition</td>
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<tr>
<td>ENGWR 301</td>
<td>College Composition and Literature (3)</td>
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<td>or ENGWR 302</td>
<td>Advanced Composition and Critical Thinking (3)</td>
<td>3</td>
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<tr>
<td>ENGED 305</td>
<td>Structure of English</td>
<td>3</td>
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<tr>
<td>COMM 361</td>
<td>The Communication Experience</td>
<td>3</td>
</tr>
<tr>
<td>ART 430</td>
<td>Art and Children</td>
<td>3</td>
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<tr>
<td>MATH 310</td>
<td>Mathematical Discovery</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>Biology of Organisms</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 305</td>
<td>Earth Science</td>
<td>3</td>
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<td>GEOL 306</td>
<td>Earth Science Laboratory</td>
<td>3</td>
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<tr>
<td>HIST 312</td>
<td>History of the United States (to 1865)</td>
<td>3</td>
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<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500</td>
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<tr>
<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present</td>
<td>3</td>
</tr>
<tr>
<td>POLS 301</td>
<td>Introduction to Government: United States</td>
<td>3</td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>PSYC 372</td>
<td>Child Development (3)</td>
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<td>COURSE CODE</td>
<td>COURSE TITLE</td>
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<tr>
<td>or ECE 312</td>
<td>Child Development (3)</td>
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<td>ENGED 320</td>
<td>Service Learning: Tutoring Elementary Students in Reading</td>
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<tr>
<td>ECE 350</td>
<td>Introduction to Elementary Teaching with Field Experience</td>
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<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<tr>
<td>or COMM 325</td>
<td>Intercultural Communication (3)</td>
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<tr>
<td>or PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>Total Units:</td>
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The Liberal Studies for Elementary Education Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply knowledge, skills, and abilities toward successful completion of coursework at transfer institutions.
- seek employment as an instructional or classroom aide in an elementary school.
- develop a reasoned solution to a problem and defend it using appropriate language, methods, and/or notation.
- evaluate new and accepted ideas about the natural universe using testable methodology.
- write and speak effectively, demonstrating the ability to evaluate audience and appeal to it persuasively.
- conduct library research and compose research papers with a clear thesis, sound critical thinking, correct usage, and proper documentation.
- apply knowledge of world history and cultures to identify the values of a culture and work with others of a diverse background.
- analyze the Constitution of the United States and other founding documents.
- describe the nature of government and compare and contrast political institutions.
- apply basic economic concepts.
- apply knowledge of child development theories to assess the characteristics of teaching practices and learning conditions.

Career Information

Teacher, primary grades; teacher, intermediate grades; instructional assistant, elementary school grades K-8.
Emergency Medical Technology | Los Rios

Folsom Lake College’s emergency medical technology curriculum is designed to provide students with the skills and knowledge necessary to apply for certification as an Emergency Medical Technician (EMT) Basic and is approved by the Sacramento County and El Dorado County Health Departments, the certifying agencies for the Sacramento region. EMT Basic certificate holders are the backbone of the Emergency Medical Services (EMS) system throughout the nation, helping to reduce injury severity and death, both as first responders and during transportation to a medical facility. This certification is mandatory for all personnel who wish to pursue a career working on an ambulance. The EMT Basic certification is also a pre-employment requirement for many fire departments. Together with varying levels of actual on-the-job experience, it is often required for admission to paramedic training programs throughout the state.

FLC’s EMT Basic students will gain field experience by spending twelve hours off-campus in operating ambulance units and an additional twelve hours in a hospital emergency department, offering a distinct advantage in patient assessment and critical interventional skills.

FLC's EMT program does not require fingerprinting, background check, drug testing or immunization requirements. However, this may change at any time and with limited notice requiring student compliance.

Dean
Vicky Maryatt

Department Chairs
Reynando Accooe

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Certificate of Achievement

Emergency Medical Studies Certificate

This Certificate program is based on the EMT Basic course with additional education in related topics. This course of study prepares the student to sit for the National Registry or EMT exam. The student will have the basic building blocks for a career in the Fire Service as well as a career in Emergency Medical Services.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>AH 110</td>
<td>Medical Language for Health-Care Providers</td>
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<tr>
<td>COMM 321</td>
<td>Interpersonal Communication (3)</td>
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<td>or COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>EMT 101</td>
<td>Emergency Medical Technician Training</td>
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<tr>
<td>FITNS 381</td>
<td>Weight Training</td>
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<td>NUTRI 300</td>
<td>Nutrition (3)</td>
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<td>or NUTRI 302</td>
<td>Nutrition for Physical Performance (3)</td>
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<td>PSYC 340</td>
<td>Abnormal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
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<td>21</td>
</tr>
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</table>

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- demonstrate knowledge, skills and abilities commensurate with current standards of care in the field of Emergency Medicine at the EMT Basic level such as assessment of the sick and injured, management of emergency situations such as maintaining an open airway, providing oxygen therapy and immobilization of musculoskeletal injuries.
- utilize professional and interpersonal communication skills with colleagues, and patients in various levels of physical and psychological distress and from various cultures.
- complete and pass the National Registry Exam.

Career Information

This course of study is prerequisite for Paramedic training and will prepare the students for careers in Emergency Services as an EMT working on an ambulance or in various non-transporting roles and for a career in the Fire Service.

Emergency Medical Technology (EMT)

EMT 101 Emergency Medical Technician Training

This course provides instruction to the level of Emergency Medical Technician (previously called EMT Basic or EMT-I). Topics include skills necessary to provide emergency medical care at a basic life support level with a fire, ambulance, or other specialized service. EMT students gain clinical experience in an ambulance and in emergency departments of hospitals. This course is recognized by both the Sacramento and El Dorado County Health Departments, Division of Emergency Medical Services, which are the certifying agencies for Sacramento and El Dorado Counties by the State of California. This certification is mandatory for all who wish to pursue a career working on an ambulance as a paramedic. EMT certification is also a pre-employment requirement for most fire departments. To be compliant with OSHA regulations, students may not have a beard or any facial hair below the lip. A final grade of “B” or better is required for a course completion certification. All students must bring a watch with seconds displayed each day to class. Students will also be required to have PPE (gloves) and other EMT equipment to participate in the clinical component. All students must purchase an EMT student T-shirt to be worn to all class sessions. Dark blue work pants will be required for the ER and ambulance experience. Students must purchase liability insurance from the college. This course is not open to students with a current EMT-Basic certificate.

Upon completion of this program, the student will be able to:

- demonstrate knowledge, skills and abilities commensurate with current standards of care in the field of Emergency Medicine at the EMT Basic level such as assessment of the sick and injured, management of emergency situations such as maintaining an open airway, providing oxygen therapy and immobilization of musculoskeletal injuries.
- utilize professional and interpersonal communication skills with colleagues, and patients in various levels of physical and psychological distress and from various cultures.
- complete and pass the National Registry Exam.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of current information needed to work in the field of emergency medicine as an EMT.
- respond appropriately to the nature and seriousness of the patient’s condition or extent of injuries to assess requirements for appropriate emergency medical care.
- recognize the indications and demonstrate the techniques for administering medications that are within the EMT-Basic scope of practice.
- demonstrate professional communication, transportation, and record keeping skills during patient care.
- describe the pathophysiology of common diseases and how they manifest in patients.
- demonstrate and understand the use of basic medical terminology related to patient care.
- perform the essential skills and demonstrate proficiency in using EMS equipment.
- demonstrate professional values, ethics, and standards for emergency medical personnel.
- perform the essential skills and demonstrate proficiency in the administration of oral glucose, epinephrine and naloxone (narcan).
- complete and pass the National Registry exam.
This course provides continuing education and skills verification modules for current Emergency Medical Technicians (EMT) certified at the Basic Life Support (BLS) level. It satisfies most of the refresher requirements of local, state and national Emergency Medical Services (EMS) certifying organizations. EMS related topics include airway management and ventilation, cardiac care and resuscitation, patient assessment, injury management, legal and ethical issues, vital signs monitoring and assisting with medication administration. This course is designed for current California State certified EMT - Basic (1) and meets all state requirements for EMT (1) re-certification by Sacrament County and El Dorado County Health Departments, Division of Emergency Medical Services, which is the certifying agency for Sacramento County by the State of California. Basic Life Support (CPR) cards are not issued upon completion of this course. Students that have expired EMT (1) certification should contact the instructor prior to signing up for EMT 102. This course provides limited preparation for the National Registry of Emergency Medical Technicians (NREMT) re-certification exam. This course is not a complete NREMT re-certification course; only psychomotor skills certification for NREMT. A watch with a second hand and any type of pocket-sized EMS field reference guide is required. This course is graded on a Pass/No Pass basis. This course may be taken up to four times for credit. Students may need internet access in order to complete some of the course assignments.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of current information they need to work in the field of emergency medicine as an EMT.
- recognize the nature and seriousness of the patient’s condition or extent of injuries to assess requirements for appropriate emergency medical care.
- identify the symptoms/signs of major medical and traumatic emergencies in a pre-hospital arena.
- utilize, incorporate and demonstrate proficiency in all equipment within the EMT scope of practice in regards to patient care.
- perform efficient cardiopulmonary resuscitation and AED use utilizing current national standards.
- demonstrate proficiency in the administration of oral glucose.
- demonstrate proficiency in the administration of epinephrine auto-injector.
- demonstrate proficiency in the administration of naloxone (narcan).
The Folsom Lake College engineering curriculum provides the foundation in mathematics, physics, and engineering necessary to transfer to a university and complete a bachelor's degree in engineering. Engineering involves the application of scientific and mathematical principles needed to solve practical technical problems. Although the first two years of engineering courses for all engineering degrees are similar, students should consult the lower division requirements of the institution to which they wish to transfer.

Dean
Greg McCormac

Department Chairs
Daniel Hale

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Associate Degree

A.S. in Engineering

The Engineering A.S. degree provides a comprehensive exposure to engineering and pre-engineering fundamentals in preparation for upper-division engineering courses. The program also prepares students for entry-level employment as technicians in a variety of technical industries. The A.S. degree is highly customizable, providing flexibility to meet a variety of student and industry needs.

For students planning to transfer to a 4-year University:
Transfer requirements vary. In general, transfer students should plan on taking specific courses that articulate with required courses at their chosen transfer institution. Transfer students are advised to consult with an FLC counselor, www.assist.org, and FLC engineering faculty to plan their programs.

For students planning to complete only the A.S. degree at this time:
The Engineering A.S degree provides a highly customizable terminal A.S. degree to prepare students for entry level employment as engineering technicians in a variety of industries. The degree provides a foundation in pre-engineering fundamentals, as well as some exposure to engineering.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
<td>CHEM 400</td>
<td>General Chemistry I</td>
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<td>MATH 400</td>
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<td>PHYS 411</td>
<td>Mechanics of Solids and Fluids</td>
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<td>PHYS 421</td>
<td>Electricity and Magnetism</td>
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<tr>
<td>PHYS 431</td>
<td>Heat, Waves, Light and Modern Physics</td>
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<tr>
<td>CISP 360</td>
<td>Introduction to Structured Programming (4)</td>
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<td>A minimum of 6 units from the following:</td>
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</table>

COURSE CODE | COURSE TITLE                                | UNITS |
|-------------|--------------------------------------------|-------|
### Engineering (ENGR)

#### ENGR 303 Introduction to Logic Design

**Units:** 4  
**Hours:** 54 hours LEC; 54 hours LAB  
**Prerequisite:** None.  
**Advisory:** Some previous exposure to programming at the high school level or above.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This is an introductory course in the fundamentals of designing digital computer hardware. This course covers: logic gates, binary number system, conversion between number systems, Boolean algebra, Karnaugh maps, combinational logic, digital logic design, flip-flops, programmable logic devices (PLDs), counters, registers, memories, state machines, designing combinational logic and state machines into PLDs, and basic computer architecture. The lab is design oriented and emphasizes the use of software equation entry tools, schematic entry, and logic simulation tools. Lab assignments are design oriented. This course is required for Electrical/Electronics Engineering and Computer Engineering majors at some universities. This course is also helpful for Computer Science majors, electronics technicians, and for students wishing to sample computer engineering.

#### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify common elementary digital components such as logic gates, flip-flops, programmable logic devices (PLDs), counters, registers, memories, and state machines.
- analyze a digital design problem using combinational logic, binary and other number systems, Boolean algebra, and Karnaugh maps.
- design a solution to a complex digital logic design problem and implement this solution using one or more simulation tools.
- utilize hierarchical design methodology to combine smaller components into a larger design.
ENGR 312 Engineering Graphics

This course applies the graphical tools needed to analyze, interpret, and solve engineering problems. The engineering design process is taught using manual tools and computer-aided design and drafting (CADD) tools to solve typical engineering problems. Topics include descriptive geometry, vector graphics, orthogonal projection, primary and secondary auxiliary views, geometric dimensioning and tolerancing (GD&T), 3D solid modeling, and an introduction to finite element analysis (FEA) tools. This course is intended for mechanical and civil engineering majors, but may also be required for other programs.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create fully dimensioned orthographic projection drawings of objects by hand and by using CADD software.
- construct sectional and auxiliary views of objects.
- determine appropriate tolerances on components.
- create a solution to a simple design problem, culminating in working drawings.
- utilize 2D and 3D software tools to create layouts and models.

ENGR 400 Introduction to Electrical Circuits and Devices

This course will provide engineering students with circuit analysis concepts and applications that will be of value in any engineering field as well as a solid foundation for electrical engineering and related majors. The course includes the analysis of circuits with resistors, inductors, capacitors, and independent and dependent voltage and current sources. Many analysis techniques will be applied to DC and AC circuits. Differential equations will be used to find the transient response of circuits. Power calculations will be performed on both DC and AC circuits, including an introduction to three-phase AC power. This course is required for most engineering Bachelors of Science degrees.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze electric circuits for DC, transient, and AC voltage and current responses.
- simplify networks of passive circuit elements.
- simplify circuits and determine their Thevenin equivalent circuits.
- calculate power in DC and AC circuits (including complex power).
- analyze Y-Y connected balanced three phase circuits.

ENGR 420 Statics

This course is an introduction to statics, which is the study of objects at rest and the forces that act on them. The course covers topics such as equilibrium of particles, statics of rigid bodies, friction, and an introduction to dynamics. It is a prerequisite for more advanced courses in mechanics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze statics problems involving particles and rigid bodies.
- determine the forces and moments acting on objects.
- calculate the reactions at supports.
- apply the principles of friction to real-world problems.
- understand the basics of dynamics and its relationship to statics.
This is the first course in engineering mechanics. Topics in this course include two and three dimensional force system analysis using vector techniques, moments and couples in two and three dimensions, centroids and moment of inertia, friction, forces in beams, and truss analysis. This course is required for mechanical, civil, aeronautical engineering transfer students and by some electrical engineering programs.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply vector mathematical principles to determine 2-dimensional and 3-dimensional forces, moments and equivalent force/force-couples.
- apply equilibrium principles to determine the external forces of both 2-dimensional and 3-dimensional rigid bodies in static equilibrium.
- apply equilibrium principles to determine the internal forces of beams, trusses, frames and machines.
- determine the centroids and moments of inertia of 2-dimensional and 3-dimensional bodies using algebra and calculus principles.

**ENGR 495 Independent Studies in Engineering**

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |
The Folsom Lake College English department offers broad study in the fields of the written and spoken language. This study focuses on the development of skills that are essential to every other discipline. In particular, the ability to read and write effectively will prove invaluable to any student.

Dean
Francis Fletcher

Department Chairs
Tina Royer

(916) 608-6752
fletchf@flc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in English

The Associate in Arts in English for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in English at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   A. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements
   B. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ENGWR 301</td>
<td>College Composition and Literature</td>
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<tr>
<td>ENGWR 302</td>
<td>Advanced Composition and Critical Thinking</td>
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<td>A minimum of 12 units from the following:</td>
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<tr>
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<td>You must select 6 units of Literature Electives and the remaining 6 units may come from either the Literature Electives or the General Electives.</td>
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Literature Electives

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>ENGLT 310</td>
<td>English Literature I (3)</td>
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<tr>
<td>ENGLT 311</td>
<td>English Literature II (3)</td>
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<tr>
<td>ENGLT 320</td>
<td>American Literature I (3)</td>
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<td>ENGLT 321</td>
<td>American Literature II (3)</td>
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<td>ENGLT 340</td>
<td>World Literature I (3)</td>
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<td>ENGLT 341</td>
<td>World Literature II (3)</td>
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<td><strong>General Electives</strong></td>
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<td>ENGLT 303</td>
<td>Introduction to the Short Story (3)</td>
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<td>ENGLT 313</td>
<td>Arthurian and Chivalric Literature (3)</td>
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<tr>
<td>ENGLT 319</td>
<td>Introduction to English Epic Poetry (3)</td>
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<tr>
<td>ENGLT 330</td>
<td>African American Literature (3)</td>
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<td>ENGLT 339</td>
<td>Postmodern American Fiction (3)</td>
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<td>ENGLT 345</td>
<td>Mythologies of the World (3)</td>
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<td>ENGLT 360</td>
<td>Women in Literature (3)</td>
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<td>ENGLT 370</td>
<td>Children and Literature (3)</td>
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<td>ENGLT 402</td>
<td>Introduction to Shakespeare and Film (3)</td>
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<tr>
<td>ENGCW 400</td>
<td>Creative Writing (3)</td>
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<td>ENGCW 410</td>
<td>Fiction Writing Workshop (3)</td>
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<td>ENGCW 420</td>
<td>Poetry Writing Workshop (3)</td>
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<td>ENGCW 430</td>
<td>Creative Non-Fiction Writing Workshop (3)</td>
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<td><strong>Total Units:</strong></td>
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</table>

The Associate in Arts in English for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- analyze poetry, drama, and prose (fiction and non-fiction) based on a knowledge of the fundamental elements of literature.
- identify and distinguish major literary developments in British and American literature, identifying key authors and their major works, and recognize their historical, cultural, and literary significance.
- assess relevant opposing views and respond critically to the arguments of others.
- synthesize relevant material to compose academic essays that support insightful thesis statements with appropriate evidence and that develop arguments with analysis and relevant external sources, all with a concern for audience.
- evaluate and integrate print and electronic sources in their essays, applying current MLA standards of documentation.

**Associate Degrees**

**A.A. in English**

The English major offers courses in literature, composition, and creative writing designed to enhance communication skills, deepen cultural awareness, provide a breadth of knowledge appropriate for many degree and vocational programs, and prepare students for transfer to four-year institutions, and for a baccalaureate major in English or related majors.

**Catalog Date:** June 1, 2020

**Degree Requirements**
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ENGWR 300</td>
<td>College Composition</td>
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<tr>
<td>ENGWR 301</td>
<td>College Composition and Literature (3)</td>
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</tr>
<tr>
<td>or ENGWR 302</td>
<td>Advanced Composition and Critical Thinking (3)</td>
<td>3</td>
</tr>
<tr>
<td>ENGLT 320</td>
<td>American Literature I</td>
<td>3</td>
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<td>ENGLT 321</td>
<td>American Literature II</td>
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<tr>
<td>ENGLT 310</td>
<td>English Literature I</td>
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<tr>
<td>ENGLT 311</td>
<td>English Literature II</td>
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<td>A minimum of 6 units from the following:</td>
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<td>ELECTIVES</td>
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<td>ENGED 305</td>
<td>Structure of English (3)</td>
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<td>ENGED 320</td>
<td>Service Learning: Tutoring Elementary Students in Reading (3)</td>
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<td>ENGCW 400</td>
<td>Creative Writing (3)</td>
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<td>ENGCW 410</td>
<td>Fiction Writing Workshop (3)</td>
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<td>ENGCW 420</td>
<td>Poetry Writing Workshop (3)</td>
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<td>ENGCW 430</td>
<td>Creative Non-Fiction Writing Workshop (3)</td>
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<td>ENGCW 452</td>
<td>College Literary Magazine (4)</td>
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<td>ENGLT 303</td>
<td>Introduction to the Short Story (3)</td>
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<td>ENGLT 313</td>
<td>Arthurian and Chivalric Literature (3)</td>
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<tr>
<td>ENGLT 339</td>
<td>Postmodern American Fiction (3)</td>
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<td>ENGLT 340</td>
<td>World Literature I (3)</td>
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<td>ENGLT 402</td>
<td>Introduction to Shakespeare and Film (3)</td>
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<td>Total Units:</td>
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</table>

The English Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze poetry, drama, and prose (fiction and non-fiction) based on a knowledge of the fundamental elements of literature.
- identify and distinguish major literary developments in British and American literature, identifying key authors and their major works, and recognize their historical, cultural, and literary significance.
- assess relevant opposing views and respond critically to the arguments of others.
- synthesize relevant material to compose academic essays that support insightful thesis statements with appropriate evidence and that develop arguments with analysis and relevant external sources, all with a concern for audience.
- evaluate and integrate print and electronic sources in their essays, applying current MLA standards of documentation.
A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Arts and Humanities. These courses emphasize the study of cultural, literary, and humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities). Students will learn to value aesthetic understanding and incorporate these concepts when constructing value judgments (Possible majors at a four-year institution include, but are not limited to: Art, English, Foreign Language, Humanities, Linguistics, Music, Philosophy, and Theatre Arts).

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
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<td>ART 304</td>
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<td>ART 305</td>
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<td>Perspective Drawing (3)</td>
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<td>ART 310</td>
<td>Pen and Ink Drawing (3)</td>
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<td>ART 312</td>
<td>Portrait Drawing (3)</td>
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<td>Design: Fundamentals (3)</td>
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<td>Design: Color Theory (3)</td>
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<td>ART 334</td>
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<td>ART 336</td>
<td>Watercolor Painting (3)</td>
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<td>ART 361</td>
<td>Printmaking: Survey (3)</td>
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<td>ART 373</td>
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<td>ART 383</td>
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<td>ART 386</td>
<td>Intermediate Metal Design: Emphasis in Fabrication (3)</td>
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<td>ART 387</td>
<td>Intermediate Metal Design: Emphasis in Forming (3)</td>
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<td>ART 390</td>
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<td>ART 402</td>
<td>Beginning Clay Sculpture (3)</td>
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<td>Art Survey: Ancient to 14th Century (3)</td>
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<td>Italian Renaissance Art (3)</td>
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<td>ARTH 311</td>
<td>Art Survey: Modern Art (3)</td>
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<td>Women in Art (3)</td>
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<td>ARTH 318</td>
<td>History of American Art (3)</td>
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<td>Art of the Americas (3)</td>
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<td>ARTH 328</td>
<td>Survey of African Art (3)</td>
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<td>ARTH 330</td>
<td>Survey of African-American Art (3)</td>
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<td>ARTH 332</td>
<td>Asian Art (3)</td>
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<td>ARTH 333</td>
<td>Introduction to Islamic Art (3)</td>
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<td>COMM 305</td>
<td>Oral Interpretation (3)</td>
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<td>DANCE 380</td>
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<td>Poetry Writing Workshop (3)</td>
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<td>Creative Non-Fiction Writing Workshop (3)</td>
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<td>ENGLT 303</td>
<td>Introduction to the Short Story (3)</td>
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<td>ENGLT 305</td>
<td>Introduction to the Novel (3)</td>
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<td>ENGLT 310</td>
<td>English Literature I (3)</td>
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<td>ENGLT 311</td>
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<td>ENGLT 313</td>
<td>Arthurian and Chivalric Literature (3)</td>
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<td>ENGLT 319</td>
<td>Introduction to English Epic Poetry (3)</td>
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<td>Postmodern American Fiction (3)</td>
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<tr>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>HIST 368</td>
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<td>HUM 310</td>
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Total Units: 18

The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities).

### A.A. in Interdisciplinary Studies: Communication and English

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Communication and English. These courses emphasize the content.
of communication as well as the form and should provide an understanding of the psychological basis and the 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, and reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analysis and critical evaluation. Students will also learn to reason inductively and deductively in order to make important decisions regarding life and society at large. (Possible majors at a four-year institution include, but are not limited to: English, communication and philosophy.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

**Catalog Date:** June 1, 2020

### Degree Requirements

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<td>A minimum of 18 units from the following:</td>
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<td>You must select courses from three different disciplines.</td>
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<td>COMM 301</td>
<td>Introduction to Public Speaking (3)</td>
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<td>COMM 311</td>
<td>Argumentation and Debate (3)</td>
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<td>COMM 315</td>
<td>Persuasion (3)</td>
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<td>COMM 331</td>
<td>Group Discussion (3)</td>
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<td>COMM 361</td>
<td>The Communication Experience (3)</td>
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<td>ENGRD 310</td>
<td>Critical Reading as Critical Thinking (3)</td>
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<td>Logic and Critical Reasoning (3)</td>
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<td>PHIL 328</td>
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The Interdisciplinary Studies: Communication and English Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- analyze critically, argue persuasively, and communicate clearly (Communication and English).

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**English - Creative Writing (ENGCW)**

**ENGCW 400 Creative Writing**

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<th>Units:</th>
<th>Hours:</th>
<th>Prerequisite:</th>
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<td>54 hours LEC</td>
<td>ENGWR 101 with a grade of &quot;C&quot; or better; or placement into ENGWR 300 via the assessment process.</td>
<td>CSU; UC (UC credit limitation: 400, 410, 420 and 430 combined: maximum credit, two courses)</td>
<td>AA/AS Area II(b); CSU Area C2</td>
<td>C-ID ENGL 200</td>
<td>June 1, 2020</td>
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</table>
This introductory creative writing course offers writing experience in three or four of the following genres: short story, poetry, creative nonfiction, and script writing. The course includes analysis of literary models, faculty and class critiques of work, and discussion of literary techniques in each of the covered genres.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the major literary elements in each of the genres specified by the instructor.
- recognize and discuss genre-specific literary elements and craft in the texts of professional writers.
- critique constructively the use of genre-specific literary elements in the texts of their classmates, and understand the creative writing workshop model and its benefits in the writer’s own work.
- compose at least one manuscript, integrating the appropriate literary elements, in each of the genres specified by the instructor.
- demonstrate awareness of craft and technique (tone, style, purpose, voice, point of view).

ENGCW 410 Fiction Writing Workshop

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of "C" or better; or placement into ENGWR 300 via the assessment process.
Transferable: CSU; UC (UC credit limitation: 400, 410, 420 and 430 combined: maximum credit, two courses)
General Education: AA/AS Area II(b); CSU Area C2
Catalog Date: June 1, 2020

This course is focused on the craft of fiction writing, with an emphasis on short fiction. Students write short fictional pieces, receive feedback from their peers and the instructor, and analyze fiction written by professional writers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the elements that comprise fictional narrative.
- recognize fictional elements, craft, and technique, and appraise their effectiveness in the texts of professional writers.
- critique constructively the use of language, craft, and technique in the work of classmates.
- exhibit control over language quality and the use of image, metaphor, voice, purpose, point of view, plot, story, structure, form, style, and voice in his or her own creative narratives.

ENGCW 420 Poetry Writing Workshop

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of "C" or better; or placement into ENGWR 300 through the assessment process.
Transferable: CSU; UC (UC credit limitation: 400, 410, 420 and 430 combined: maximum credit, two courses)
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020

This course focuses on the craft of poetry writing. Students write a number of poems in a variety of forms, receive feedback on their poetry from their peers and the instructor, and analyze poetry written by professional writers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify poetic elements.
- recognize the poetic elements and appraise their effectiveness in the texts of professional writers.
- critique constructively the use of poetic elements in the texts of their classmates.
- integrate the use of poetic elements into their own poems.
ENG CW 430 Creative Non-Fiction Writing Workshop

This is a creative writing course concentrating on the literary essay. Students will write and critically examine various kinds of creative nonfiction such as memoir, autobiography, prose with poetic elements (prose-poetry), and fact-based or philosophical writing with a definite literary, stylistic component. It also focuses on constructive in-class analysis of personal essays written by students.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose creative nonfiction manuscripts, integrating appropriate literary elements.
- recognize, evaluate, and analyze the major literary elements of both student and professional creative nonfiction writing.

ENG CW 452 College Literary Magazine

This course provides instruction and editorial staff experience in producing a literary and fine arts magazine. Editorial staff collaborate with multiple departments to prepare FLC’s college magazine, The Machine, for national competitions sponsored by organizations such as the Columbia Scholastic Press Association and the Associated Collegiate Press. The course focuses on the selection and editing of literary content, and on the publicity, marketing, fundraising, and distribution of a magazine. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose publicity that achieves goals for a literary publication, including calls for submissions and magazine sales.
- apply critical thinking skills: identifying and defining problems or issues related to editing and production; collectively analyzing and evaluating literary pieces and other information related to production; synthesizing and developing conclusions.
- gain introductory knowledge of current software necessary for editorial production, including word processing, database, and e-mail applications.
- recommend revisions to authors seeking publication in the magazine and awards in contests.
- collaborate effectively with editorial and design teams to compete in national magazine contests.
- prepare literary manuscripts for national competitions.
- create and develop competitive literary standards for The Machine literary magazine.

ENG CW 495 Independent Studies in English - Creative Writing

English - Education (ENGED)
ENGED 305 Structure of English

Designed for prospective teachers or those entering professions requiring strong written language skills, this course is a study of the structure of English grammar systems, especially as they relate to writing. Students will write 2-3 short essays (totaling 2000 words) in which they discuss various aspects of grammar instruction. The class includes the study and practice of traditional and modern grammars, with emphasis on the relationship of grammar to sentence structure. Students will have the opportunity to study the history of the English language, instructional methodologies, and selected issues of language acquisition among the culturally diverse population in California schools. This class meets the CSU, Sacramento, requirement for Liberal Studies majors and is on the list of recommended courses for English majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and explain the parts of speech, grammatical structures, and sentence types used in traditional English grammar.
- distinguish between standard and nonstandard usage as applied to writing.
- analyze and correct common writing errors in English grammar, punctuation, usage and conventions.
- assess the implications of English grammatical features for English language learners.
- compare and contrast methods of language acquisition, including acquisition of English among culturally diverse populations.
- employ critical thinking skills in making appropriate rhetorical choices based on grammatical considerations.
- apply techniques such as sentence combining to express relationships between grammar and writing.
- explain the irregularities in English grammar by drawing upon the history of the English language and upon a basic knowledge of morphemes.

ENGED 320 Service Learning: Tutoring Elementary Students in Reading

This class offers students an opportunity to learn and practice basic methods of tutoring elementary children in reading. After the first 2-3 weeks of training, students will be assigned to a nearby public elementary school to tutor during school hours, or they may be placed in a before or after school program. At the tutoring site, they will have in-depth practice tutoring elementary children who are reading below grade level. The students will tutor a total of 54 hours. Students will continue to attend the lecture portion of the class throughout the semester in order to receive additional training. This course is one of the two required field experience courses for the CSUS Liberal Studies major, also known as the Teacher Preparation Program. Prior to beginning work in the schools, students may be required to be fingerprinted and must pass a TB test.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the reading process, including integration of a reader’s visual and auditory processing, the role of individual learning styles, and the impact of social environment on reading.
- informally assess a child’s reading ability, including assessment of phonics, comprehension, and fluency skills.
- use time management skills and create lesson plans that apply multiple tutoring techniques in varied tutoring situations to instruct children in reading skills such as word analysis, sight word recognition, fluency, and comprehension.
- analyze areas of reading weakness and implement strategies to address the identified areas.
- apply principles of motivation to the reluctant or unskilled reader.
- provide educationally relevant community and college involvement in local reading programs.
ENGED 495 Independent Studies in English - Education

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

English - Laboratory (ENGLB)

ENGLB 71 Reading and Writing Across the Curriculum

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Catalog Date: June 1, 2020

Students receive individualized assistance with their reading and writing assignments across the disciplines. Students may enter the course at any time during the first 8 weeks of the semester and earn either 0.5 or 1 unit per semester. ENGLB 71 may be taken for up to 3 units total, at a rate of .5 or 1.0 unit per semester, until the 3 unit limit is reached. This course is graded pass/no pass.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify key terms and concepts that s/he must address in the assigned reading and writing.
- evaluate their reading projects in terms of vocabulary, implied and stated main ideas, supporting details, patterns of organization, purpose, tone, and argument.
- evaluate their writing projects in terms of main ideas, development, organization, sentence structure, grammar, and diction.

English - Literature (ENGLT)

ENGLT 303 Introduction to the Short Story

Units: 3
Hours: 54 hours LEC
Prerequisite: Placement into ENGWR 300 through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course introduces students to the short story genre, and involves a close study of this genre's role in literary history. Students will read, analyze, and discuss short stories by predominantly American and British authors, but include authors from other countries who have been significant to this genre. Thematic emphasis will focus on the connections between literature, culture, and human experience.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate short stories using the elements of fiction.
- compare and contrast the use of themes and fictional elements in various works.
- defend interpretations of stories with relevant textual support.

ENGLT 305 Introduction to the Novel

Units: 3
This course explores the novel and its genre conventions beginning with its formative years and the writings of Samuel Richardson and Daniel Defoe to the present.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate the novel according to its genre conventions and the elements of fiction.
- compare and contrast the use of themes and other fictional elements in various works.
- construct interpretations and readings of texts and provide evidence for these readings with relevant textual support.

**ENGLT 310 English Literature I**

**Units:** 3
**Hours:** 54 hours LEC
**Prerequisite:** ENGWR 300 with a grade of "C" or better
**Transferable:** CSU; UC
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 3B
**C-ID:** C-ID ENGL 160
**Catalog Date:** June 1, 2020

This course involves a close study of significant works of major British authors from the Beowulf poet through Samuel Johnson, with consideration of the important aspects of British literary history. In this course, students will read and analyze numerous literary works relevant to literature as a whole and to British culture in particular, making connections between various literary periods.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate and summarize the major eras of development of literature from the beginning of the Anglo-Saxon Period through the 18th century Neo-Classical Period.
- differentiate the times and concerns of the writers covered, tracing threads of thought, contrasting views and approaches, and synthesizing various ideas.
- criticize and analyze literature of these periods, defining key ideas and explaining cause/effect relationships associated with the literary movements using relevant literary terms.
- compose focused, analytical essays showing insight into the themes expressed in the literature of these historical periods.
- compare and contrast various works of literature and themes through discussion and in writing.

**ENGLT 311 English Literature II**

**Units:** 3
**Hours:** 54 hours LEC
**Prerequisite:** ENGWR 300 with a grade of "C" or better
**Transferable:** CSU; UC
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 3B
**C-ID:** C-ID ENGL 165
**Catalog Date:** June 1, 2020

This course surveys significant works of British authors from the beginning of Romanticism in the Eighteenth Century to the Moderns and Post-Moderns of the Twentieth Century, with consideration of the important aspects of English literary history. In this course, students will read and analyze numerous literary works relevant to literature as a whole and to British culture in particular, making connections between various literary periods.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
evaluate and summarize the major eras of development of literature from the beginning of Romanticism in the late 18th Century through the 19th century Victorians and to the Moderns of the early 20th century and Post-Moderns of the present.

- differentiate the times and concerns of the writers covered, tracing threads of thought, contrasting views and approaches, and synthesizing various ideas.
- criticize and analyze literature of these periods, defining key ideas and explaining cause/effect relationships associated with the literary movements using relevant literary terms.
- compose focused, analytical essays showing insight into the themes expressed in the literature of these historical periods.
- compare and contrast various works of literature and themes through discussion and in writing.

ENGLT 313 Arthurian and Chivalric Literature

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGWR 101 with a grade of "C" or better; or placement into ENGWR 300 via the assessment process.  
**Advisory:** ENGLT 310  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 3B  
**Catalog Date:** June 1, 2020

This course involves a survey mainly of English Literature concerning tales of King Arthur and his court and other related chivalric romances. The course considers the history and development of chivalric literature, noting the contributions of French and other European sources and of American sources, but the course's primary scope focuses on contributions to chivalric literature from British sources such as Malory's "Le Morte D'Arthur," "The Mabinogi," "Sir Gawain and the Green Knight," Tennyson's "Idylls of the King."

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate a knowledge of historical background, literary conventions, themes, and characters and events associated with Arthurian/Chivalric literature.
- analyze complex passages and themes of Arthurian/Chivalric literature by applying knowledge of key literary terms and conventions.
- formulate generalizations and develop insightful conclusions based on careful interpretation and analysis.
- critique plot and character development and construct arguments supported with textual evidence.
- detect significant literary and historical allusions and key themes and concerns.

ENGLT 319 Introduction to English Epic Poetry

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ENGWR 101 with a grade of "C" or better; or placement into ENGWR 300 through the assessment process.  
**Advisory:** ENGLT 310, 311, and 340  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C2; IGETC Area 3B  
**Catalog Date:** June 1, 2020

This course involves a study of English Epic poetry, literature too long and too complex to be covered in traditional English literature survey courses. This course reviews the conventions of epic poetry (with a focus on the works by Homer and Virgil), explains the typical structure, devices, and concerns of the epic, and studies the particular development of the English epic with analysis of epic poetry by Spenser, Milton, and Wordsworth (or any other English work of literature that could be considered an epic like Beowulf or Tennyson's "Idylls of the King."
Additionally, this course involves a cursory study of the lives of the poets and of their times to understand themes in their respective works, ultimately to put their poems in an historical context and to recognize their influences on literature and on the world as a whole and to appreciate these poems individually as works of art.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate a knowledge of the conventions of epic literature as a whole and of English epic literature in particular.
- analyze complex passages and themes of English epic poetry by applying knowledge of key literary terms and conventions of epic literature.
- formulate generalizations and develop insightful conclusions based on careful interpretation and analysis.
critique plot and character development and construct arguments supported with textual evidence.
detect significant literary and historical allusions and key themes.

ENGLT 320 American Literature I

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 300 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
C-ID: C-ID ENGL 130
Catalog Date: June 1, 2020

This course surveys representative early American literature from approximately 1620 to 1865, the Civil War period. It begins with a consideration of pre-colonial American influences such as Native American oral tradition and European exploration of the Americas, through Colonial literature, to the emergence of a distinctive national literature, the “American Renaissance,” “reformism,” and the diversity of voices that will continue into modern American literature.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- criticize and analyze literature of these periods, defining key ideas and comparing and contrasting various works through discussion, presentation, and in writing.
- differentiate the times and concerns of the writers covered in the context of events in American history.
- evaluate and analyze the elements of literature in fiction, poetry, prose, and drama.
- compose focused, analytical essays showing insights into themes expressed by American authors.

ENGLT 321 American Literature II

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 300 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
C-ID: C-ID ENGL 135
Catalog Date: June 1, 2020

This course surveys representative American literature from approximately 1865 (the post-Civil War period) to the present, with consideration of important aspects of American literary history. It begins with the end of the Romantic period and follows the rise of Realism and Modernism. The course may incorporate examples of local color, regionalism, social criticism, naturalism and determinism, and/or works by “Lost Generation” or modernist writers as well as contemporary authors and poets.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and think critically about the significance of American literature in a variety of contexts, such as literary, historical, philosophical, political, social, geographical/regional, and/or academic contexts.
- evaluate and analyze ideas and patterns in American literature through reading, discussion, and writing.
- recognize elements of literature in poetry, prose, and drama.
- compose focused analyses and arguments showing insights into themes explored and arguments made by American authors, using various rhetorical strategies and modes of literary criticism.
- integrate research, evidence, and independent and collaborative thought into writing and critical thinking.

ENGLT 330 African American Literature

Units: 3
This course is a survey of the most representative African-American writers and periods of African-American Literature from slavery to the present. This comprehensive literary study includes analysis of significant historical and cultural influences.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the literature critically, assess its historical significance and apply knowledge in college-level essays.
- demonstrate an appreciation for the contributions of African-American writers and the political, social and historical significance of their works.
- demonstrate critical thinking skills in class discussion and in written analytical essays.
- demonstrate the ability to incorporate bibliographic research effectively into analytical papers.

ENGLT 339 Postmodern American Fiction

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 (College Writing) with a grade of "C" or better; or placement into ENGWR 300 through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course analyzes American Fiction (1960-2000) that depicts postmodernism, the radical cultural and intellectual shift that has profoundly altered Western traditional thought and art. Students will gain a more critical awareness of the aesthetic, ideological, and philosophical issues of postmodernism, and understand how traditional assumptions about meaning-making were undermined by doubts about knowledge, perception, and identity. Students from various majors across the curriculum will have the opportunity to explore the important interconnections between literature, cultural studies, philosophy, art, art history, architectural studies, anthropology, sociology, psychology, and physics, all of which intersect in postmodern thought and fiction.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of recent developments in literature, literary theory, and culture.
- synthesize literary perspectives with recent advances in the physical sciences, psychology, anthropology, cultural studies, and philosophy.
- develop epistemological questions about language, narrative, logic and ideology.
- clarify the distinctions between belief and knowledge in the construction of meaning.
- evaluate and debate the impact of postmodernism on contemporary American culture.
- critique a work of literature by integrating outside sources with the student's own interpretation.
- research published critical work on postmodernism.

ENGLT 340 World Literature I

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 300 with a grade of “C” or better
Transferable: CSU; UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B
C-ID: C-ID ENGL 140
Catalog Date: June 1, 2020

This course involves a survey of significant masterpieces of Classical, Medieval, and Renaissance literature from the Hebrew Bible to John Milton’s Paradise Lost. Students will analyze numerous works of literature, comparing ideas across time, place, and culture and making connections between different literary works and between different literary periods.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate and summarize the major eras of development of world literature from the beginning to the middle 17th century, so as to understand the relationships between literature and significant historical events.
- differentiate the times and concerns of the writers covered, tracing threads of thought, contrasting views and approaches, synthesizing various ideas, and identifying themes, myths, and archetypes as they emerge in the studied literature.
- criticize and analyze literature of these periods, defining key ideas, explaining cause/effect relationships associated with the literary movements using relevant literary terms, and recognizing characteristics of various literary movements and genres as they emerge and develop in the chronology of the written tradition.
- compose focused, analytical essays showing insight into the themes expressed in the literature of these historical periods, evaluating literature critically and assessing its significance historically.
- compare and contrast various works of literature and themes through discussion and in writing.

ENGLT 341 World Literature II

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 300 with a grade of "C" or better
Transferable: CSU, UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
C-ID: C-ID ENGL 145
Catalog Date: June 1, 2020

This course involves a survey of significant masterpieces of modern world literature from the middle of the seventeenth century to the present. Students will analyze numerous works of literature, comparing ideas across time, place, and culture and making connections between different literary works and between different literary periods.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate and summarize the major eras of development of world literature from the middle of the seventeenth century to the present, so as to understand the relationships between literature and significant historical events.
- differentiate the times and concerns of the writers covered, tracing threads of thought, contrasting views and approaches, synthesizing various ideas, and identifying themes, myths, and archetypes as they emerge in the studied literature.
- compose focused, analytical essays showing insight into the themes expressed in the literature of these historical periods, evaluating literature critically and assessing its significance historically.
- compare and contrast various works of literature and themes through discussion and in writing.

ENGLT 345 Mythologies of the World

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of "C" or better; or placement into ENGWR 300 via the assessment process.
Transferable: CSU, UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course examines some of the myths underlying the western world view, and recognizes diversity and commonality in myths from Middle Eastern, Native North American, African, Asian, and South American cultures. Students compare and contrast myths from different cultures and analyze various themes, including the goddess culture, the nature of creation, the dying and reviving god, and the hero’s journey. In addition, students will identify Judaeo-Christian themes in various myths and evaluate the myths’ psychological applications. From this process, they will gain an understanding of ethnocentrism, ethnicity and racism and the impact of these on the American experience.
Upon completion of this course, the student will be able to:

- compare and contrast myths from various cultures and identify similar motifs, archetypes, and symbols.
- evaluate various interpretations of specific myths and analyze the assumptions underlying these interpretations.
- analyze such themes in myth as the hero’s journey, the great goddess, the human relationship to god(s), and the creation and destruction of the universe.
- evaluate myth’s contribution to various societies' views of such things as the afterlife, the purpose of ritual, the status of men and women, and the establishment of social hierarchies.

ENGLT 360 Women in Literature

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ENGWR 101 with a grade of "C" or better; or eligibility for ENGWR 300.  
Transferable: CSU; UC  
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B  
Catalog Date: June 1, 2020

This course is a survey of literature from the Middle Ages through the 21st Century, designed for students who are interested in examining the writing of and about women and their roles in literature, both as writers and as protagonists. Emphasis will be placed on literature that develops protagonists and explores literary themes found in these works, such as: women representative of or in conflict with their societies; women and power; women as daughters, wives, mothers, sisters, leaders; independence vs. dependence; domestic vs. public space; women in relation to men and to each other. In developing cultural competency, students will also explore related issues as discovered in the readings, including ethnocentrism, racism, ageism, classism, gender construction, gender inequity, sexual orientation, and religious differences. The literary selections may include essays, biographies, short stories, novels, poems, and plays. These works will be considered in various critical and theoretical perspectives: feminist, historical, formalist/ New Critical, psychoanalytical, sociological, biographical, Marxist, and eco-critical.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write analytically and persuasively about a variety of literary works by and about women from the Middle Ages through the beginning of the 21st century.
- analyze the major themes, ideas, forms and modes of expression contained in the literature.
- evaluate the various historical, cultural, philosophical and personal contexts and perspectives presented in the literature.
- appraise literary print and electronic research sources, and synthesize them effectively into their writing.

ENGLT 370 Children and Literature

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ENGWR 101 with a grade of "C" or better; or placement into ENGWR 300 via the assessment process.  
Transferable: CSU  
General Education: AA/AS Area I; CSU Area C2  
C-ID: C-ID ENGL 180  
Catalog Date: June 1, 2020

This course is a survey of the best literature—past and present—created for children and of the criteria for selecting and evaluating children’s literature. It includes discussion of the history of children’s literature and of current issues such as censorship, literacy, and multicultural diversity. The course is intended for prospective K-8 teachers, preschool teachers, early childhood education (ECE) majors, parents, and anyone who enjoys reading children’s literature.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast the genres of children’s literature, discussing the use of themes and elements of fiction or poetry in various works.
- analyze the contributions of outstanding authors and illustrators of children’s literature.
- evaluate and apply selection criteria for children’s literature.
● create activities for helping children to experience, appreciate, and respond to literature.

● evaluate literature portraying diverse perspectives, identifying the cultural connections literature can offer children.

ENGLT 402 Introduction to Shakespeare and Film

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGRD 16 Basic Reading Skills
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course will draw connections between traditional and contemporary literary genres as students read William Shakespeare’s selected histories, comedies, tragedies, and romances, critically analyzing film versions of the plays, and examining the effects of various cultural eras from Elizabethan to contemporary culture on various stage and film versions.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

● critically analyze and respond thoughtfully to Shakespeare’s plays.

● interpret dramatic literature and analyze its production as a cinematic piece.

● evaluate different versions of the same play by different directors and actors.

● correlate dramatic literature with other fields of study and recognize the power of dramatic literature as a humanizing force.

ENGLT 495 Independent Studies in Literature

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

English - Reading (ENGRD)

ENGRD 16 Basic Reading Skills

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGRD 48
Catalog Date: June 1, 2020

This course is the beginning level class in the FLC reading sequence and is the prerequisite course for ENGRD 110. The class will be taught in lecture format. It is designed to prepare students for the higher level reading skills required in college and in the workplace. Areas of concentration include comprehension skills such as using before, during and after reading strategies, finding the main idea, identifying supporting details and making inferences; basic textbook reading techniques; and vocabulary development.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

● apply before, during, and after reading strategies.

● differentiate between topic, main idea, and supporting details in a reading passage.

● recognize and interpret simple inferences.

● incorporate textbook reading strategies and summarize reading materials.

● develop vocabulary study techniques, such as dictionary usage and knowledge of word parts.
ENGRD 18 Individualized Reading Skills

Units: 1 - 2
Hours: 18 - 36 hours LEC
Prerequisite: None
Catalog Date: June 1, 2020

This course offers individualized reading instruction modules at a wide range of skill levels, from basic to advanced, designed to help the student improve reading skills in specific areas. Modules assigned will vary according to the student’s needs and ability level. Specific skill areas could include: comprehension (stated and implied main idea, major and minor details, inferences, organization, fact from opinion, tone, evaluating arguments), vocabulary development, speed reading, and textbook reading skills. This course is graded Pass / No Pass. Students may register up to the 10th week of the semester if the course is not full. Scheduling is flexible, based on the FLC Reading and Writing Center or EDC English Center hours of operation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the concepts and skills covered by the individual reading module to future textbook reading assignments.
- transfer specific vocabulary and reading comprehension skills to college curriculum reading tasks, to on the job reading tasks, and/or to reading tasks normally required outside the college environment.
- exhibit at least 75% mastery of course materials as demonstrated in a series of content skill tests.

ENGRD 110 Comprehension Strategies and Vocabulary Development For College

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGRD 16, or placement through the assessment process.
Advisory: ENGLB 71
Catalog Date: June 1, 2020

This course is designed to help students prepare for college level reading. Areas of concentration include vocabulary development, literal and inferential comprehension skills, textbook reading techniques, study skills, and reading for pleasure. Students will become more efficient readers by learning to vary reading rate depending upon their purposes for reading. Enrollment in ENGLB 71 is recommended for additional individualized help.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use vocabulary development techniques and achieve the vocabulary skills necessary for entrance to the next level of English Reading class.
- apply literal and inferential reading skills to a variety of reading material in order to identify main ideas, recognize supporting details and patterns of organization, and draw inferences, judgments, and conclusions.
- utilize textbook comprehension techniques.
- evaluate one’s purpose for reading and adjust reading rate and techniques appropriately.

ENGRD 310 Critical Reading as Critical Thinking

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGRD 110 or ESLR 320 with a grade of "C" or better, or placement through the assessment process.
Advisory: ENGLB 71 or ENGRD 18
Transferable: CSU
General Education: AA/AS Area II(b); CSU Area A3
Catalog Date: June 1, 2020

This course covers the theory and practice of critical reading as critical thinking for successful academic performance. The course emphasizes the following areas: logic and its relation to written text; inductive and deductive reasoning; formal and informal fallacies; academic vocabulary advancement; development of effective and flexible reading rates; proficiency of textual comprehension; identification of rhetorical elements; discernment between factual evidence and opinion; strategic application of these abilities in reading university level texts. This course meets reading
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply vocabulary knowledge of word parts and contextual analysis to unfamiliar words.
- employ appropriate strategies to regulate reading rate for reader-specified purposes and college level reading.
- assess a text’s main ideas, supporting reasoning and evidence, textual organizational structures, purpose, and tone in college level texts.
- analyze the rhetorical elements of ethos (persona), pathos (audience), and logos (logic) and the deployment of those elements in the context of written texts.
- evaluate inductive and deductive reasoning, implicit assumptions, formal and informal fallacies in university level texts.

English - Writing (ENGWR)

ENGWR 33 Support for College Composition

| Units: | 2 |
| Hours: | 36 hours LEC |
| Prerequisite: | ENGWR 51 with a grade of "C" or better, or placement through the assessment process. |
| Corequisite: | ENGWR 300 |
| Catalog Date: | June 1, 2020 |

This course provides further instruction in the critical thinking and writing skills for successful completion in college composition. Writing assignments are all connected to the students' assignments in ENGWR 300. The course includes the drafting, revision and editing process, as well as instruction in research and MLA citation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- construct essays that reveal a knowledge of the writing process, including pre-writing, drafting, revising, and editing.
- compose fully developed, structured, coherent, and unified essays.
- summarize, analyze, and respond to readings.
- analyze and use researched sources in one's own writing.
- apply the conventions of Standard Written English, including MLA citation and formatting.

ENGWR 39 Basic Writing Skill Development

| Units: | 2 |
| Hours: | 36 hours LEC |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This course provides instruction in basic writing skills, including the composing of simple, compound and complex sentences and a review of paragraph structure, organization and development. The class is taught in an individualized, modular format and is graded on a Pass/No Pass basis. Students may enroll up to the fourth week of the semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify sentence parts, including subjects and predicates.
- construct correctly written simple, compound, and complex sentences.
- apply basic knowledge of the writing process to compose short paragraphs containing level appropriate topic sentences, supporting details and analysis.
ENGWR 46 Individualized Writing Skills

This class offers personalized writing instruction programs at a wide range of skill levels designed to help the student acquire or improve writing skills in specific areas. Programs assigned will vary according to the student’s needs, goals, and ability level. Specific skill areas could include: grammar, punctuation and mechanics, sentence coordination and subordination, topic sentence, paragraph and essay development and organization, thesis statement, and rhetorical modes. This course is graded on a Pass/No Pass basis. Students may register through the 10th week of the semester. Scheduling is flexible depending on the FLC Reading and Writing Center or EDC or RCC English Center hours of operation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the concepts and skills covered by the individual writing module to future college writing assignments.
- transfer specific writing skills to college curriculum writing tasks and/or writing tasks required outside the college environment.
- apply instructor’s assessment of writing skills to areas that may require continued study.

ENGWR 47 Individualized Spelling Skills

This course offers individualized instruction programs at a wide range of skill levels designed to help the student acquire or improve specific spelling skills. Modules assigned will vary according to student’s needs and ability level. Specific skill areas could include: phonics review of long and short vowels, prefixes and suffixes, commonly misspelled words, how to proofread and effectively use spell check, look alike, sound alike words, basic spelling rules. This course is graded on a Pass/No Pass basis. Students may register through the 10th week of the semester. Scheduling is flexible, based on the FLC Reading and Writing Center or EDC English Center’s hours of operation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the concepts and skills covered by the individual spelling module to future college or workplace writing.
- transfer specific spelling skills to college curriculum or workplace writing tasks normally required outside college.
- identify problematic areas in his or her own writing and apply specific editing strategies to correct those areas
- exhibit at least 75% mastery of course materials as demonstrated in a series of content skill tests.

ENGWR 48 Individualized Vocabulary Skills

Individualized instruction modules at a wide range of skill levels designed to help the student acquire and/or improve written vocabulary skills and usage. Modules assigned will vary according to student’s needs and ability level. Specific skill areas could include: using words in context; effective dictionary usage; prefixes, suffixes and roots; job-related, college related and/or other specialized vocabularies. This course is graded on a Pass/No Pass basis. Students may register through the 10th week of the semester. Scheduling is flexible, based on the FLC Reading and Writing Center or EDC English Center’s hours of operation.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the concepts and skills covered by the individual vocabulary module to future college assignments or readings.
ENGWR 51 Developmental Writing

This writing course, designed to prepare students for ENGWR 101, will focus on paragraph and short essay writing. Students will study and practice the writing process, learn to create clear and correct sentences, and develop the skills necessary to write a variety of focused, developed, organized paragraphs and short essays. Level appropriate related readings will help students develop critical thinking skills. Students will be responsible for writing up to five full-process essays as part of a 3000 word writing requirement for this class.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply knowledge of the writing process to write thoughtful and persuasive paragraphs and short essays.
- apply knowledge of grammar and mechanics (including such things as sentence boundaries, subject/verb agreement, pronoun reference, and punctuation) to create relatively error-free prose.

ENGWR 101 College Writing

This writing course, designed to prepare the student for ENGWR 300, will focus on reading and writing as integrally related skills. Students will study and practice such things as the writing process, summarizing, critical thinking, creating clear/varied correct sentences and incorporating sources as they develop the skills necessary to write a variety of focused, developed, organized essays. Students will be responsible for writing at least four full-process essays (at least 3000 words total).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate understanding of writing as a process that includes pre-writing, drafting, and revising by composing unified, structured, developed essays.
- read analytically and think critically about professionally written texts, incorporating the ideas of others into their writing where appropriate.
- compose relatively error free and rhetorically effective sentences of a variety of lengths and patterns to help achieve purpose in writing.

ENGWR 110 College Reading and Writing Skills

This pre-transfer-level course is designed to prepare students for success in ENGWR 300 and other courses that require college level reading and writing. Students will read primarily transfer-level non-fiction texts of varying length, and write essays responding to and incorporating these readings. The course will focus on reading and writing fundamentals, such as active reading strategies, writing process, thesis development, paragraph structure, logical support, and sentence awareness. A half-unit Reading and Writing Center English Lab (ENGLB 71) is also required to provide more individualized support.
Upon completion of this course, the student will be able to:

- apply active reading strategies appropriate for the reading task.
- use the writing process of prewriting, drafting, and revising to compose structured essays.
- integrate readings into writing through the use of summary, quoting, and paraphrasing.
- use the principles of grammar, spelling, capitalization, and punctuation to develop clear writing.

**ENGWR 300 College Composition**

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ENGWR 101 with a grade of "C" or better, or placement through the assessment process.  
Transferable: CSU; UC  
General Education: AA/AS Area I(a); CSU Area A2; IGETC Area 1A  
C-ID: ENGL 100  
Catalog Date: June 1, 2020

This course emphasizes writing and includes reading, research, and critical thinking skills essential for successful completion of a college degree. Writing assignments include expository and argumentative essays (6,000 words minimum for course) using MLA documentation and format. Reading assignments include a variety of transfer-level texts of substantial length including one full-length literary work.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze and evaluate his/her own writing as well as the works of others.
- evaluate information from other sources and synthesize this information fluidly to support their own thesis statements and argumentative claims.
- write academic essays which exhibit a meaningful purpose and which use the elements of persuasion where appropriate.
- correctly apply the conventions of Standard Written English, including MLA citation and formatting.

**ENGWR 301 College Composition and Literature**

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ENGWR 300 with a grade of "C" or better  
Transferable: CSU; UC  
General Education: AA/AS Area II(b); AA/AS Area I; CSU Area A3; CSU Area C2; IGETC Area 1B  
C-ID: ENGL 120  
Catalog Date: June 1, 2020

This course offers study and practice in critical reading of and analytical writing about literature. Students read fiction, poetry, drama, nonfiction, and criticism from diverse cultural sources and perspectives. With a minimum of four critical essays totaling 6000 words, and the use of relevant external sources, students analyze, criticize, reason inductively and deductively, and reach evaluative conclusions based on evidence and sound inferences derived from their close readings of literary texts.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate literary works, identifying literary elements and applying appropriate criteria for the genre being evaluated.
- evaluate critical interpretations of literary works, articulating and analyzing assumptions underlying these interpretations.
- compose focused analytical essays, supporting interpretations with relevant textual support.
- reason inductively from appropriate literary elements to support conclusions about literary texts.
ENGWR 302 Advanced Composition and Critical Thinking

This course is designed for students who have had ENGWR 300 and who desire further instruction in the techniques of effective critical thinking as expressed in written argument and by the major principles of advanced composition and rhetoric. Essays written for the course (6,000 words minimum) draw from a variety of texts and contexts to present carefully reasoned arguments.

Upon completion of this course, the student will be able to:

- analyze and evaluate their own writing as well as the work of other writers, demonstrating an ability to articulate unstated assumptions and to detect commonly committed fallacies.
- write insightful essays that demonstrate critical thinking and evaluate the ideas of others, recognizing and making concessions when necessary.
- compose rhetorically sophisticated sentences to help achieve their purposes in writing.

ENGWR 480 Honors College Composition

This honor’s composition course will develop skills in critical thinking, reading, and writing. This rigorous curriculum will emphasize analysis of professional texts, including one book-length work. Students will develop skills in rhetorical strategy, research, and citation methods in writing a minimum of 6,500 words in at least four essays. Students in this course will engage in presentations of independent and collaborative research. This course is not open to students who have successfully completed ENGWR 300.

Upon completion of this course, the student will be able to:

- analyze and evaluate professional and student writing.
- identify and utilize rhetorical strategy in reading and writing assignments to compose academic essays with a variety of purposes.
- develop a sound research process and present findings independently and collaboratively.
- demonstrate mastery of Standard Written English and an awareness of MLA citation methods.

ENGWR 481 Honors College Composition and Literature

This honor’s course offers a rigorous study and practice in critical reading of and analytical writing about literature. Students read fiction, poetry, drama, nonfiction, and criticism from diverse cultural sources and perspectives. Students learn about and apply literary theories to deepen analysis and critical perspective. Students in this honor’s course will engage in written work totaling a minimum of 6500 words through at least four essays using MLA citation methods. Students will engage in research and oral presentation, using relevant external sources to analyze, criticize, reason inductively and deductively, and reach evaluative conclusions based on evidence and sound inferences derived from their close readings of literary texts. This course is not open to students who have successfully completed ENGWR 301.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret the historical, cultural, biographical, and philosophical contexts of literary works.
- evaluate the critical scholarship on literary works, employing inductive and deductive analysis and reasoning.
- examine a wide range of literary techniques to identify literary conventions in texts from different genres.
- compose essays that analyze, interpret, and evaluate literary works and incorporate research and critical perspectives.

ENGWR 482 Honors Advanced Composition and Critical Thinking

Units: 3  
Hours: 54 hours LEC  
Prerequisite: ENGWR 300 or 480 with a grade of "C" or better  
Transferable: CSU  
General Education: AA/AS Area II(b) (effective Summer 2021)  
Catalog Date: June 1, 2020

This honors course develops and refines critical reasoning, reading, and writing, and requires a high level of competence in English composition. Students will read, discuss, and analyze complex texts, such as essays and book-length works reflecting a variety of social, cultural, and historical contexts. Students will apply elements of inductive and deductive reasoning, persuasion, and argumentation. Students will write at least 6500 words in at least four academic essays of a variety of purposes, including primary and secondary research and use of the Modern Language Association citation methods. This course is not open to students who have successfully completed ENGWR 302.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine a wide range of argumentative techniques to identify purpose, audience, and context.
- evaluate arguments and identify logical fallacies in professional and student writing.
- formulate appropriate and effective rhetorical strategies in oral and written presentations.
- create arguments that integrate sources and demonstrate a sophisticated style and vocabulary reflecting advanced critical thinking skills.

ENGWR 495 Independent Studies in English - Writing

Units: 1 - 3  
Hours: 54 - 162 hours LAB  
Prerequisite: None.  
Catalog Date: June 1, 2020
English as a Second Language | Los Rios

Folsom Lake College offers courses in English as a second language (ESL) designed to provide students with the command of the English language necessary to pursue both transfer level and career education courses. Students can enter with virtually no knowledge of English and progress to an extremely proficient level.

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English as a Second Language (ESL)

ESL 37 Novice-High Integrated Reading and Writing

Units: 6
Hours: 108 hours LEC
Prerequisite: ESL 20 (Novice Reading) and ESLW 20 (Novice Writing) with grades of "C" or better, or equivalent skills demonstrated through the assessment process.
Corequisite: ESL 91
Catalog Date: June 1, 2020

This course focuses on learning academic reading and writing skills at the novice-high level, with an emphasis on vocabulary, reading comprehension, and the writing process. Students will develop simple and compound sentence control and will practice writing paragraphs with a clear beginning, middle, and end. This course is part of the reading and writing sequence which prepares ESL students to take college courses leading to a certificate, degree, and/or transfer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- employ a variety of basic reading strategies to understand and respond to short simple fiction and nonfiction texts.
- write focused paragraphs, of at least 100 words each, using basic topics covered in the course, with a clear beginning, middle, and end.
- recognize, use, and acquire vocabulary with correct spelling as presented in the course.
- demonstrate the use of basic writing and formatting conventions such as punctuation, capitalization, margins, indentations, spelling, and legible handwriting.
- demonstrate the use of simple, compound, and complex sentences.
- apply basic steps in the writing process, including prewriting, writing, editing, and revision.

ESL 47 Intermediate-Low Integrated Reading and Writing

Units: 6
Hours: 108 hours LEC
Prerequisite: ESL 37 with a grade of "C" or better; or ESLR 30 and ESLW 30 with a grade of "C" or better; or, for students not previously enrolled in ESL courses within the Los Rios District, placement through the assessment process.
Corequisite: ESL 92
Catalog Date: June 1, 2020

ESL 47 is an integrated reading and writing course for English language learners at the intermediate level. In preparation for academic writing, students build skills in pre-writing, learn to write strong paragraphs, and practice the basics of essay structure. Students also build academic
reading skills and vocabulary. With the information gathered through readings, students begin to use academic content to supplement their ideas in writing. This course is part of the reading and writing sequence, which prepares ESL students to take college courses leading to a certificate, degree, and/or transfer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- employ a variety of reading strategies to understand, analyze, and respond to short fiction and nonfiction texts.
- recognize, use, and acquire vocabulary presented in the course in discussions and written work.
- write simple summaries and paraphrases.
- apply the writing process to compose, revise, and edit academic paragraphs and multi-paragraph compositions of at least 150 words.
- use level-appropriate paragraph format, sentence structure, spelling, and capitalization rules.

**ESL 55 Intermediate-Mid Integrated Reading and Writing**

Units: 6  
Hours: 108 hours LEC  
Prerequisite: ESL 47 or ESLW 40 and ESLR 40 with grades of "C" or better; or for students not previously enrolled in ESL courses within the Los Ríos district, placement through the Los Ríos assessment process.  
Corequisite: ESL 92  
Catalog Date: June 1, 2020

ESL 55 is an integrated reading and writing course for English language learners at the intermediate-mid level. Emphasis is on vocabulary expansion, literal comprehension, inference, and academic writing skills in multi-paragraph essays. Reading and writing topics are integrated; students will practice critical thinking skills to understand, analyze, discuss, and write academic compositions based on ideas expressed in readings. This course is part of the reading and writing sequence, which prepares ESL students to take college courses leading to a certificate, degree, and/or transfer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- employ a variety of reading strategies to read, understand, analyze, and respond to medium-length fiction and non-fiction readings.
- use vocabulary acquired in the course in discussions and written work with accurate spelling.
- analyze, summarize, and paraphrase basic concepts from readings; use these concepts to generate ideas for writing.
- interpret writing prompts and respond to them using the writing process (prewriting, writing, revising, and editing).
- write well-developed compositions in and out of class using selected rhetorical modes, including at least one opinion essay or multi-paragraph composition.
- apply level-appropriate grammar and usage patterns in writing and identify and correct grammatical errors through editing.

**ESL 90 Language Skills Laboratory**

Units: 0.5  
Hours: 27 hours LAB  
Prerequisite: None.  
Catalog Date: June 1, 2020

This is a laboratory course designed to enable students to focus on specific English language skills through interaction with tutors, faculty, and computer software programs. This class is recommended for ESL students at any level who need further, focused attention to very specific skills including, but not limited to pronunciation, grammar, vocabulary development and spelling. Students may enter the course at any time during the first 9 weeks of the semester. This course is graded on a pass/no pass basis.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify and improve on one or more weak linguistic skills.
- recognize error patterns in English.
recognize and apply key terms and concepts covered in class.

demonstrate the use of skills acquired to improve performance in other coursework.

ESL 91 Beginning Independent Lab

Units: 0.5 - 4
Hours: 27 - 216 hours LAB
Prerequisite: None.
Corequisite: Concurrent enrollment in a speaking and listening, reading, or writing class at levels 20 through 50.
Catalog Date: June 1, 2020

This course provides individualized, self-paced, and/or small group instruction to non-native English speakers at the beginning levels. A variety of self-study materials are available on topics such as grammar, composition, reading, vocabulary, listening, pronunciation, study skills, and workplace skills to develop and reinforce the use of the English language. Students may register until the end of the ninth week of the semester if space allows. This course is pass/no pass and is not a substitute for other ESL courses. Students must complete 27 hours of work to earn 0.5 unit of credit. This course may be taken for up to 4 units total, at a rate of .5 or 1.0 unit per semester, until the 4-unit limit is reached.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and improve on one or more weak linguistic skills.
- recognize error patterns in English.
- recognize and apply key terms and concepts covered in class.
- demonstrate the use of skills acquired to improve performance in other coursework.

ESL 92 ESL Center: Intermediate Independent Lab

Units: 0.5 - 4
Hours: 27 - 216 hours LAB
Prerequisite: None.
Catalog Date: June 1, 2020

This course provides individualized, self-paced, and/or small group instruction to non-native English speakers at the intermediate levels. A variety of self-study materials are available on topics such as grammar, composition, reading, vocabulary, listening, pronunciation, study skills, and workplace skills to develop and reinforce the use of the English language. Students may register until the end of the ninth week of the semester if space allows. This course is pass/no pass and is not a substitute for other ESL courses. Students must complete 27 hours of work to earn 0.5 units of credit. This course may be taken 4 times or up to 4 units, whichever comes first.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and improve on one or more weak linguistic skills.
- recognize error patterns in English.
- recognize and apply key terms and concepts covered in class.
- demonstrate the use of skills acquired to improve performance in other coursework.

ESL 315 Intermediate-High Integrated Reading and Writing

Units: 6
Hours: 108 hours LEC
Prerequisite: ESLW 50 and ESLR 50 with grades of "C" or better or ESL 55 with a grade of "C" or better, or for students not previously enrolled in ESL courses within the Los Rios District, placement through the Los Rios assessment process.
Transferable: CSU
Catalog Date: June 1, 2020

This integrated-skills course focuses on strengthening academic reading and writing skills at the intermediate-high level. The emphasis is on
vocabulary expansion, comprehension, inference and analysis, and developing the ability to respond to readings through a variety of essay assignments. Students will use critical thinking skills to understand, paraphrase, summarize, and respond orally or online and in writing to ideas expressed in fiction and non-fiction readings. They will refine their ability to control a range of grammatical structures. Students will be assigned a minimum of 4,000 words including in-class essays and a final exam. This course is part of the reading writing sequence which prepares ESL students to take college courses leading to a certificate, degree, and/or transfer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- use active reading strategies to distinguish main ideas from supporting details and to analyze, infer, and predict ideas in fiction and non-fiction readings.
- summarize and paraphrase important concepts and/or passages from readings.
- read and analyze a level-appropriate novel and respond orally and in writing to aspects of the novel.
- use an expanded variety of academic and idiomatic vocabulary in discussions and in reading and writing assignments.
- compose well-developed, organized, unified multi-paragraph essays which show critical thinking and which respond to readings.
- apply level-appropriate grammar knowledge and usage to both reading and writing assignments to read longer and more complex passages and detect and correct grammatical errors through editing.
- discuss U.S. academic and cultural expectations.

**ESL 325 Advanced-Low Integrated Reading and Writing**

**Units:** 6  
**Hours:** 108 hours LEC  
**Prerequisite:** ESL 315 with a grade of "C" or better or, for students not previously enrolled in ESL courses within the Los Rios district, placement through the Los Rios assessment process.  
**Advisory:** Concurrent enrollment in ESLG 320.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course prepares students for ENGWR 300 and college writing in general. It focuses on college reading strategies and academic writing skills with an emphasis on reading analysis, academic vocabulary, reading-based writing. Students write a minimum of 6,000 words, including in-class essays and a final exam.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze and evaluate fiction and non-fiction by using a variety of reading strategies.
- compose thoughtful, original essays integrating outside sources appropriately and applying the writing process to draft, revise, edit, and proofread these essays.
- create an annotated bibliography after completing library research.
- write in-class essays exhibiting acceptable development, coherence, organization, and language control.
- recognize a wide variety of academic and idiomatic vocabulary.
- discuss basic U.S. academic and cultural expectations.

**English as a Second Language - Grammar (ESLG)**

**ESLG 31 Basic English Grammar**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** ESLW 20 with a grade of "C" or better, or placement through the assessment process.  
**Catalog Date:** June 1, 2020

This course provides English language learners with an introduction to the basics of English grammar including parts of speech, word form, word order, and the fundamental verb tenses necessary for writing. The course is designed to provide English language learners with a fundamental
understanding of English grammar and is part of the grammar sequence which prepares ESL students to take college courses leading to a certificate, degree and/or transfer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand the parts of speech and how they function in English and use them correctly.
- recognize and construct simple and progressive verb forms in the past, present, and future.
- use auxiliary verbs and main verbs to construct the past, present, and future tenses and create negative statements, yes/no questions, and information questions.
- recognize and construct simple sentences and basic compound and complex sentences.
- apply basic editing steps to discover and correct errors.

ESLG 41 Elements of English Sentences

Units: 3
Hours: 54 hours LEC
Prerequisite: ESLG 31 and ESLW 30 with grades of "C" or better, or placement through the assessment process.
Catalog Date: June 1, 2020

This course focuses on grammar skills at the intermediate-low level. The emphasis is on fundamental grammatical structures in statements and questions and a review of the basic English sentences including parts of speech, word order, word forms, and the simple and progressive verb tenses. This course is part of the grammar sequence which prepares ESL students to take college courses leading to a certificate, degree, or transfer.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and use fundamental parts of speech.
- demonstrate skill and accuracy in using verbs in the simple (present, past, and future) and present progressive tenses; basic modals; singular and plural noun forms.
- construct simple, compound, and basic complex sentences; structure questions correctly.
- apply fundamental spelling and capitalization rules.

ESLG 50 Intermediate-Mid Grammar

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLW 40 (Intermediate-Low Writing) with a grade of "C" or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.
Advisory: ESLL 40, ESLR 40, and ESLW 40
Catalog Date: June 1, 2020

This is a course for non-native speakers at the intermediate-mid level, that focuses on the fundamental grammatical structures of English. Students will develop skill and accuracy in using grammatical structures in appropriate contexts. There will be opportunities for oral and written practice with an emphasis on sentence structure and verb tenses.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use simple and progressive verb forms in past, present, and future tenses.
- formulate a variety of questions such as yes-no, wh-, choice and tag questions with correct English word order.
- use count and non-count nouns correctly with basic control of articles and determiners.
- list and use modals, infinitives, and gerunds.
- identify and correct various grammatical errors at the sentence and paragraph level.
ESLG 51 Grammar for Intermediate ESL Writers

Units: 3
Hours: 54 hours LEC
Prerequisite: ESLG 41 with a grade of "C" or better, or equivalent skills demonstrated through the assessment process.
Catalog Date: June 1, 2020

This is a course for non-native speakers at the intermediate-mid level, which focuses on the fundamental grammatical structures of English. This course reviews the form and use of the simple and continuous tenses in the present, past and future as well as the present perfect, past perfect, and present perfect continuous. It also provides instruction in other intermediate-level grammar topics such as gerunds and infinitives, articles, and nouns. It is intended for students who need additional grammar instruction to support their development as writers in English.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use simple and progressive verb forms in past, present, and future tenses as well as the present perfect and present perfect continuous tenses.
- formulate a variety of questions such as yes-no, wh-, choice and tag questions with correct English word order.
- use count and non-count nouns correctly with basic control of articles and determiners.
- list and use modals, infinitives, and gerunds.
- identify and correct various grammatical errors at the sentence and paragraph level.
- use basic sentence connectors for compound and complex sentences.

ESLG 310 Intermediate-High Grammar

Units: 3
Hours: 54 hours LEC
Prerequisite: ESLG 51 with a grade of "C" or better; ESLG 50 with a grade of "C" or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.
Advisory: ESLL 310, ESLR 310, and ESLW 310
Transferable: CSU
Catalog Date: June 1, 2020

This is a course for non-native speakers of English, which focuses on further practice of the forms, meanings, and usage of grammatical structures of English at the intermediate-high level. Students will develop skill and accuracy in using grammatical structures of English. There will be opportunities for oral and written practice with an emphasis on sentence structure, verb tenses, and dependent clauses.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skill in using targeted, level-appropriate grammar when speaking and writing.
- compose writing with skill and accuracy by using verb tenses (including both regular and irregular forms) in the active voice and basic passive forms, in statements, negatives, and questions, and in time and conditional clauses (real and unreal conditions).
- generate a wide variety of phrases and sentence types by using parts of speech, word order, and sentence connectors effectively.
- employ modals and phrasal modals effectively in present, future, and past tenses, including progressive forms, to express a wide variety of ideas.
- analyze, identify, and correct level-appropriate grammatical errors in writing.
- demonstrate correct use of nouns, pronouns, and articles; adverb clauses of time; and gerunds and infinitives.

ESLG 320 Advanced-Low Grammar

Units: 3
Hours: 54 hours LEC
This course focuses on the forms and meanings of major structures used in writing at the advanced-low level with an emphasis on clause structure. Oral practice reinforces the structures studied. Students practice writing extensively, both in and out of class. Assignments emphasize sentence structure in the context of longer written work.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skill in using targeted, level-appropriate grammar when speaking and writing.
- demonstrate skill in using a wide variety of phrases, clauses, and sentence types with an emphasis on expressing ideas effectively through proper sentence combination, coordination, and subordination.
- incorporate multiple verb tenses with skill and accuracy including active and passive forms for more effective communication.
- use modal verbs and phrasal modals in present, future, and past tenses, in combination with participial, infinitive, and progressive forms.
- choose appropriate editing strategies and applications to achieve clarity and correctness.
- distinguish real and hypothetical conditions in present, past, and future time using appropriate verb forms and word order.

English as a Second Language - Listening (ESLL)

ESLL 20 Novice Listening and Speaking

Units: 4
Hours: 72 hours LEC
Prerequisite: None
Corequisite: ESL 91
Advisory: ESLR 20 and ESLW 20; one year of adult school and concurrent enrollment in ESL Reading and Writing courses at the student’s assessed levels are highly recommended.
Catalog Date: June 1, 2020

This is a course in listening comprehension and basic conversation for non-native English speakers at the novice level. Students will develop the skills required for basic communication, such as dates, time, weather, food, family etc. Students will learn the sounds of English and be introduced to the stress and intonation patterns of American English. Communication will be comprehensible to a sensitive listener accustomed to interacting with non-native speakers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify/recognize most of the phonetic sounds of American English, and produce them with some native language interference.
- express ideas, understand others, and negotiate meaning during basic discussions about familiar topics in an academic setting with pronunciation comprehensible to a sensitive listener.
- communicate by understanding and using the simple tenses and present continuous with level-appropriate accuracy and fluency.
- produce and understand level appropriate vocabulary and grammar.
- understand and respond to questions and statements appropriately.

ESLL 30 Novice-High Listening and Speaking

Units: 4
Hours: 72 hours LEC
Prerequisite: ESL 20 with a grade of "C" or better, or placement through the assessment process; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.
Corequisite: ESL 91
This is a course in listening comprehension and practical conversation for non-native English speakers who plan to take college courses. Students will build on their basic communication skills exploring topics such as family, education, travel, health etc. They will learn to recognize and produce the sounds in American English, stress, rhythm, and intonation patterns.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- differentiate between and produce different sounds of American English.
- recognize and produce basic stress, rhythm and intonation patterns of American English.
- apply practical conversation skills in giving and receiving information, demonstrate level-appropriate listening/speaking around semantic topics such as family, employment, culture, etc.
- demonstrate knowledge of minimum details after listening to a short passage.
- produce speech that is intelligible to a sympathetic listener.

**ESLL 31 Listening and Speaking for College Readiness**

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<tr>
<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>ESLL 20 with a grade of &quot;C&quot; or better, or placement through the assessment process.</td>
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<td>Catalog Date:</td>
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English language learners at the novice-high level develop the listening and speaking strategies necessary for college and workforce readiness. Basic listening strategies include listening for main ideas and supporting details in a variety of situations. Basic speaking strategies include the utilization of appropriate level vocabulary and continued development of the production of English sounds, stress patterns, and intonation patterns. Students will also develop effective small group and class discussion strategies. This course is part of the ESL listening and speaking sequence, which is designed to prepare English language learners to take college courses leading to a certificate, degree, and/or transfer.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- employ a variety of basic listening strategies to understand content and structure of short passages and take simple notes.
- produce intelligible speech and use vocabulary presented in the course conversations, discussions, and presentations.
- recognize and produce the sounds, basic stress, rhythm and intonation patterns of American English.
- plan, organize, and present in a clear and understandable manner on course-related topics.

**ESLL 40 Intermediate-Low Listening and Speaking**

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<tr>
<td>Hours:</td>
<td>72 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>ESLL 30 with a grade of &quot;C&quot; or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.</td>
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<tr>
<td>Corequisite:</td>
<td>ESL 92</td>
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<tr>
<td>Advisory:</td>
<td>ESLR 40 and ESLW 40</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This is an intermediate level course in listening comprehension and conversation for non-native English speakers. Students will focus on developing phrases and sentences to communicate their ideas in familiar situations. The course includes group and individual listening and speaking activities, an overview of American English sounds, and practice in stress, rhythm, and intonation.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize sound/symbol correspondence in American English.
- demonstrate an understanding of and produce stress, rhythm, and intonation patterns of American English.
recognize difference in mood and meaning created by applying stress, rhythm, and intonation correctly.

demonstrate the ability to effectively participate in face-to-face and telephone conversations on a variety of topics, including personal information, interests and activities, instructions, and directions.

produce speech that is intelligible to a sympathetic listener who is willing to put forth some effort to understand.

demonstrate understanding of and ability to use level-appropriate vocabulary and grammar with minimal errors.

identify key information from listening to others, including main idea and important details.

ESLL 41 Listening, Speaking and Presentation Skills for College

Units: 3
Hours: 54 hours LEC
Prerequisite: ESLL 30 or ESLL 31 with a grade of "C" or better; or for students not previously enrolled in ESL courses within the Los Rios district, placement through the Los Rios assessment process.

Catalog Date: June 1, 2020

ESLL 41 is part of the ESL listening sequence at the intermediate-low level and is designed to prepare English language learners to take college courses leading to a certificate, degree, and/or transfer. This course includes group and individual activities. Students improve their listening skills by learning to take notes while watching short lectures and develop their speaking skills through class discussions and short presentations. Students also practice the stress, rhythm, and intonation patterns of standard American English.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- employ a variety of listening strategies to understand main ideas and major details in short academic spoken texts.
- produce intelligible speech and use vocabulary presented in the course during conversations, discussions, and presentations.
- use note taking techniques to produce organized, accurate notes on information presented in class.
- organize and present information on academic topics clearly and effectively.
- discuss US academic and cultural expectations.

ESLL 50 Intermediate-Mid Listening and Speaking

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLL 40 with a grade of "C" or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.

Corequisite: ESL 92
Advisory: ESLG 50, ESLR 50, and ESLW 50
Catalog Date: June 1, 2020

This is a course in listening comprehension and conversation for non-native English speakers at the intermediate level. Students will understand and be understood in both familiar and unfamiliar situations. Students will be introduced to academic listening and speaking activities and will continue to work on pronunciation skills.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an ability to function in intermediate-mid English listening and speaking situations, such as oral presentations, class discussions, and group activities.
- summarize central meaning, main ideas, and important details from extended aural discourse, both orally and in writing.
- produce intelligible connected speech in both rehearsed and impromptu situations.
- demonstrate the ability to interpret and produce correct English pronunciation from most phonetic symbols.
- demonstrate the ability to apply the rules of syllabification, stress, and intonation of standard American English.
ESLL 51 Academic Communication, Notetaking, and College Success Skills

This is an intermediate mid-level course in listening comprehension and speaking strategies, intended for non-native speakers of English. Students will be introduced to academic listening and speaking activities, including note-taking and will continue to work on improving their pronunciation and communication skills.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an ability to function in intermediate-mid English listening and speaking situations, such as oral presentations, class discussions, and group activities.
- take accurate notes and use outlining skills during academic presentations.
- paraphrase and summarize after listening to academic-level discourse and presentations.
- understand and use grammar appropriate to the level, including accurate question formation and verb tense usage.
- comprehend and use vocabulary appropriate to the level.
- interpret and produce correct English pronunciation and apply the rules of syllabification, stress, and intonation of standard American English.

ESLL 310 Intermediate-High Listening and Speaking

This is a course for non-native English speakers at the intermediate-high level designed to further practice and develop listening and speaking for academic purposes, including comprehension of lectures, note-taking, and classroom discussion. This course covers a review of American English sounds with emphasis on understanding and producing stress, rhythm, and intonation patterns to communicate effectively.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and reproduce American English sounds in a controlled situation.
- apply stress, rhythm, and intonation to signal contrast and emphasize focus for variations of meaning.
- produce speech that is intelligible to a native speaker with minimal effort.
- demonstrate an ability to take notes based on academic lectures and identify main ideas, subtopics, and important details.
- demonstrate sustained understanding of extended discourse on a number of familiar and unfamiliar topics.
- summarize, orally and/or in writing, extended aural discourse.
- use a variety of interactive speaking, listening, and presentation strategies effectively.
- demonstrate ability to perceive and self-correct some errors when speaking.

English as a Second Language - Pronunciation (ESLP)
ESLP 85 Pronunciation

This elective course is designed for non-native English-speaking students who need to improve their pronunciation. It offers intensive practice in the pronunciation and recognition of American English sounds. Students will be introduced to intonation patterns of American English, syllables and stress, and sentence rhythm.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- distinguish and reproduce the basic sounds of Standard American English in isolation and in basic sentences and conversations.
- identify, interpret, and generate stress, rhythm, and intonation patterns of Standard American English at the intermediate-mid level.
- produce speech that is intelligible to a sympathetic native speaker of Standard American English.

English as a Second Language - Reading (ESLR)

ESLR 20 Novice Reading

This is a reading course for non-native English speakers at the novice level. It introduces students to reading words, phrases and short sentences in passages. Students will learn word forms, spelling rules, phonetics and basic grammar in the context of reading passages. They will work on vocabulary building, basic comprehension skills and reading speed.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- read, interpret, and analyze short texts on familiar topics.
- identify the use of sentence word order, part of speech, and verb forms in the readings.
- respond to and use basic vocabulary.
- respond correctly to basic comprehension questions.

ESLR 30 Novice-High Reading

ESLR 30 is a reading course for non-native speakers at the novice-high level. This course focuses on reading words, phrases, and sentences in texts. Students will develop reading skills and strategies, increase their core vocabulary, study spelling rules, phonetics, word forms and grammar necessary to understand short readings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
employ a variety of basic reading comprehension strategies to understand and respond to short fiction and nonfiction texts.

• identify main ideas and specific details in simple reading passages.
• use an entry-level American English learner dictionary to identify a word’s part of speech and meaning.
• develop vocabulary building techniques and expand core vocabulary.
• increase reading speed and comprehension.

ESLR 40 Intermediate-Low Reading

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLR 30 with a grade of "C" or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.
Corequisite: ESL 92
Advisory: ESLR 40
Catalog Date: June 1, 2020

This is a four-unit course for non-native English speakers at the intermediate-low level. This course focuses on developing reading skills with an emphasis on building vocabulary, literal comprehension, and fluency. Students will discuss and write about readings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• recognize and use vocabulary acquired in the course in discussions and written work with correct spelling.
• employ a variety of reading strategies to understand, analyze, and respond to short fiction and nonfiction texts.
• write simple summaries and paraphrases.
• demonstrate ability to read and comprehend longer passages throughout the course.
• develop increased interest for independent reading outside of the classroom.

ESLR 50 Intermediate-Mid Reading

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLR 40 with a grade of "C" or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.
Corequisite: ESL 92
Advisory: ESLR 40
Catalog Date: June 1, 2020

This is a reading course for non-native English speakers at the intermediate-mid level. This course focuses on the introduction of academic reading skills, with an emphasis on vocabulary development, literal comprehension, and dictionary skills. Students practice critical thinking skills to understand, analyze, discuss, and write responses to ideas expressed in reading

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate increased vocabulary and understanding of idiomatic American English and identify vocabulary meaning based on context clues.
• read at an increased speed appropriate for this level and maintain comprehension.
• locate main ideas and supporting details and draw conclusions from medium-length texts on academic topics in fiction and non-fiction readings.
• communicate orally and in writing personal responses which show an understanding of and express an opinion about the reading topic by applying critical thinking skills.
• write simple summaries based on short readings.
• use a dictionary to divide, pronounce, and define words appropriately.
ESLR 310 Intermediate-High Reading

This course focuses on developing academic skills at the intermediate-high level with emphasis on speed, vocabulary expansion, and comprehension of ideas. This course also introduces students to library use. Students will use critical thinking skills to understand, paraphrase, summarize, and respond orally, as well as in writing, to ideas expressed in fiction and non-fiction readings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- read progressively longer and more complicated passages.
- use active reading strategies.
- distinguish main ideas from supporting details and facts from opinions.
- analyze, infer, predict, and respond to ideas in short and long fiction and non-fiction readings.
- summarize and paraphrase important concepts from short and long readings.
- expand academic and idiomatic vocabulary for use in discussions and written responses.
- complete basic library research.

ESLR 320 Advanced-Low Reading

This course focuses on refining academic reading skills with an emphasis on speed, vocabulary development, and analytical comprehension. Students will practice research and synthesizing skills and do extensive writing based on critical analysis of readings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skill in reading longer and more complex passages.
- use critical thinking skills to make inferences and recognize bias.
- recognize a wide variety of academic and idiomatic vocabulary.
- demonstrate reading skills necessary for reading a standard college textbook.
- outline, paraphrase and summarize passages from a range of texts.
- demonstrate improved reading speed and ability to adjust reading style to material.
- carry out basic research steps and synthesize research materials.

English as a Second Language - Writing (ESLW)
ESLW 20 Novice Writing

Units: 4
Hours: 72 hours LEC
Prerequisite: None.
Corequisite: ESL 91
Advisory: ESL 20 and ESLR 20; one year of adult school and concurrent enrollment in ESL Reading and Listening/Speaking courses at the student’s assessed levels are highly recommended.
Catalog Date: June 1, 2020

ESLW 20 is a writing course for non-native English speakers at the novice level. This course is an introduction to writing in English. Students write about familiar topics focusing on the structure of English sentences including parts of speech and word order. Emphasis is on the production of clear, basic written sentences using common everyday vocabulary. Question formation is also demonstrated and practiced. By the end of the semester, students will be able to write simple sentences using correct grammar.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write sentences and short paragraphs up to ten sentences under time constraints, responding to prompts, on everyday topics, or to tell a story.
- write sentences and questions in simple present/past/future with correct English word order, spelling and punctuation.
- distinguish basic parts of speech and sentence structure, and use them correctly in writing.

ESLW 30 Novice-High Writing

Units: 4
Hours: 72 hours LEC
Prerequisite: ESL 20 with a grade of “C” or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.
Corequisite: ESL 91
Advisory: ESL 30 and ESLR 30
Catalog Date: June 1, 2020

ESLW 30 is a course for non-native English speakers at the novice-high level. It will enable students to progress from writing simple sentences to writing narrative and descriptive paragraphs on topics related to their everyday life and experience.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write focused academic paragraphs of 10-15 sentences on familiar topics, under time constraints.
- use basic writing and formatting conventions including legible handwriting, punctuation, capitalization, margins, indentation and correct spelling.
- apply basic editing steps to discover and correct errors.
- demonstrate the use of basic grammar: simple tenses, present progressive, subject-verb agreement and pronouns.
- identify and employ basic parts of speech in the construction of simple and compound sentences.

ESLW 40 Intermediate-Low Writing

Units: 4
Hours: 72 hours LEC
Prerequisite: ESL 30 with a grade of “C” or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.
Corequisite: ESL 92
Advisory: ESL 40 and ESLR 40
Catalog Date: June 1, 2020

This is a course for non-native speakers of English at the intermediate-low level which focuses on writing paragraphs with a clear beginning, middle, and end while developing correct sentence structure. Students learn to use critical thinking skills and level-appropriate grammar in their writing. By the end of the semester, students are able to write multiple paragraphs.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose well-formatted 15-20 sentence paragraphs on a variety of academic topics in and out of class, including under time constraints.
- analyze paragraphs and multi-paragraph compositions to identify component structures, including main ideas, topic sentences, and supporting details.
- demonstrate emerging understanding of the writing process to generate ideas, plan, write, revise, and edit.
- construct simple, compound, and basic complex sentences.
- use verb tenses, nouns, adjectives, and adverbs correctly.
- apply basic spelling and capitalization rules.

ESLW 50 Intermediate-Mid Writing

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLW 40 with a grade of "C" or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.
Corequisite: ESL 92
Advisory: ESLG 50, ESLL 50, and ESLR 50
Catalog Date: June 1, 2020

This is a course for non-native speakers at the intermediate-mid level which focuses on the development of paragraph writing in a variety of rhetorical modes through guided writing and practice. By the end of the semester, students will progress to writing multi-paragraph essays. Students will learn techniques essential to essay writing. They will continue to develop sentence structure in longer pieces of writing.

ESLW 310 Intermediate-High Writing

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLW 50 (Intermediate-Low Writing) with a grade of "C" or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.
Advisory: ESLG 310, ESLL 310, and ESLR 310
Catalog Date: June 1, 2020

In this course, students at the intermediate-high level will develop their ability to respond to a variety of essay assignments. They will use the writing process to produce developed, organized, and unified essays. They will practice critical thinking skills through class discussion and written response to readings. They will refine their ability to control a range of grammatical structures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- employ the writing process effectively by brainstorming, planning, drafting, revising, and editing to write well-developed, unified academic compositions of 300-400 words in and out of class, including under time constraints.
- analyze essays to identify introductions and thesis statements, body paragraphs and their components, and conclusions.
- interpret and appropriately respond to writing prompts about a variety of academic topics.
- create simple, compound, and complex sentences consistently and with appropriate conjunctions and connectors; apply punctuation and capitalization rules correctly.
- use grammar structures appropriately, including verb forms and tenses, modals, and word forms.
• use level-appropriate grammar, sentence types, and sentence combining to improve clarity.

• compose well-developed, organized, unified multi-paragraph in and out of class essays of 500-600 words in response to readings or prompts, including under time constraints.

• write five-paragraph essays that include introductions with thesis statements, body paragraphs with appropriate topic sentences and supporting details, and concluding paragraphs.

• revise and edit essays to correct and improve drafts.

ESLW 320 Advanced-Low Writing

Units: 4
Hours: 72 hours LEC
Prerequisite: ESLW 310 with a grade of "C" or better; ESLW 310 (Low-Advanced Writing) with a grade of "C" or better; or, for those students not previously enrolled in ESL courses within the Los Rios District, placement through the LRCCD ESL assessment process.
Transferable: CSU, UC (UC credit limitation: Any ESL or ESLW courses combined: maximum credit, 8 units.)
Catalog Date: June 1, 2020

In this course, students use critical thinking skills and the writing process to produce a variety of focused, developed, and organized essays. The course emphasizes sentence variety and the mechanics of English in the context of the essay. Essays will incorporate outside sources as well as personal experience.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• compose clear, well-developed, and soundly structured essays based on academic readings and research.

• employ the writing process—including prewriting, planning, drafting, revising, editing, and proofreading—to develop thoughtful academic essays, achieve clarity of ideas, and attain correctness of grammar, punctuation, and mechanics.

• synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing and avoid plagiarism.

• analyze essays and other printed or electronic materials to determine rhetorical and organizational patterns, evaluate evidence, assess relevancy and adequacy of information, and deduce author’s intended audience, bias, and message.

• use MLA or APA format.
Environmental Technology | Los Rios

Folsom Lake College offers courses and/or programs in environmental technology (ENVT) in two areas:

Environmental Technology

Folsom Lake College offers courses to provide foundational content to students interested in environmental protection, sustainability, regulatory compliance, and workplace safety and health applications. Students pursuing study in environmental technology, environmental studies, sustainability, natural resources, and related fields may continue their studies at other two- or four-year institutions. Students completing degrees in these and related disciplines may be employed by businesses and governmental agencies that require a knowledge of techniques for storage, treatment, transport, and disposal of hazardous materials; a basic understanding of the chemical and biological phenomena which underlie environmental protection; and an understanding of environmental health and safety. Technicians may be employed in remediation, monitoring, compliance, or environmental information applications.

Water/Wastewater Management

Folsom Lake College offers courses to prepare students in competency areas to enter the field or to enhance existing abilities of individuals already employed in the field seeking to advance in Certified Operator Grade Level. Students may seek employment by private and municipal wastewater treatment facilities or industrial treatment plants. Careers in water/wastewater technology generally involve the administration, operation, troubleshooting, and maintenance of water/wastewater treatment facilities as well as sewer collection systems. Significant opportunities also exist in raw water distribution, recycled water production, desalination, advanced treatment of wastewater for indirect and direct potable use, water storage and distribution, water conservation, and enhancing the energy efficiency of wastewater treatment facilities.

Dean
Vicky Maryatt

Department Chairs
Sherry Rogers

Certificate of Achievement

Water/Wastewater Management Certificate

This program is designed to meet competency areas for students interested in entering the field of Water and Wastewater Management, and to enhance the knowledge and abilities of an individual already employed in the field.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>BUSTEC 110</td>
<td>Business Procedures for Professional Success</td>
<td>3</td>
</tr>
<tr>
<td>ENVT 351</td>
<td>Math for Water and Wastewater Operators</td>
<td>3</td>
</tr>
<tr>
<td>ENVT 353</td>
<td>Science for Water and Wastewater Operators</td>
<td>4</td>
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<tr>
<td>ENVT 354</td>
<td>Waste Water Management: Basic Instrumentation and Electrical Controls</td>
<td>4</td>
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<tr>
<td>ENVT 355</td>
<td>Introduction to Water, Wastewater and Recycled Water Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVT 380</td>
<td>Water and Wastewater Treatment Plant Operations I</td>
<td>3</td>
</tr>
<tr>
<td>ENVT 381</td>
<td>Water and Wastewater Treatment Plant Operations II</td>
<td>3</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
<td>ENVT 382</td>
<td>Water and Wastewater System Regulations and Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVT 383</td>
<td>Water Distribution and Wastewater Collection Systems</td>
<td>3</td>
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<tr>
<td><strong>Total Units:</strong></td>
<td></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

1 Business course offered by other department. In the event this course is unavailable or cancelled, other similar business courses with like content may be substituted, as approved by faculty.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- review the history and importance of community water and wastewater systems, their social benefits, common operational challenges, and how they support and promote the welfare of all modern societies.
- evaluate water and wastewater system regulations (federal and state), water pollution control and safe drinking water laws, environmental economics that influence pollution control strategies, the importance of environmental stewardship, application of scientific concepts in water/wastewater management, and other factors that influence programs that protect public health and the environment.
- examine common water and wastewater treatment processes and principles, including fundamental physical, chemical, and biologic treatment processes common in the proper operation of water and wastewater facilities.
- evaluate hydraulic and fluid dynamic principles of water, and application of these principles to wastewater collection and water distribution systems.
- use, define, and apply industry terminology, nomenclature, and common water and wastewater treatment technical terms to classify, compare, and differentiate water and wastewater processes.
- formulate mathematical models and equations to analyze, plan, evaluate, manage, troubleshoot, correct, and predict water and wastewater system processes.
- assess professional and ethical responsibilities of a water/wastewater treatment practitioner as it relates to the principle objectives of public and environmental health.
- explain occupational health and safety protocols to address risks encountered in water/wastewater treatment, wastewater collection, water distribution, and water recycling operations.
- apply personal safety practices which demonstrate an understanding of personal safety practices in the water, wastewater and recycled water industries.
- seek employment in the water and wastewater industries in the region.

**Career Information**

Students with certificates in Water/Wastewater Management are prepared to acquire professional licenses as required for employment in the field, and perform the duties of water and wastewater operators. Career opportunities are numerous, in both private and public agency settings, as most all communities have water and wastewater facilities that require individuals with specialized training to oversee their operations and management.

**Environmental Technology (ENVT)**

**ENVT 351 Math for Water and Wastewater Operators**

| Units:    | 3                                |
| Hours:    | 54 hours LEC                     |
| Prerequisite: | None.                          |
| Advisory: | ENVT 355 and MATH 100            |
| Transferable: | CSU                             |
| Catalog Date: | June 1, 2020                 |

This course provides an introduction to quantitative analysis of wastewater and water processes. Topics covered include general math, including significant figures and proper rounding, applicable algebraic and geometry equations, unit analysis, volumes, flows, pressures, conversions, solution strengths, and applicable laboratory and chemistry equations used in water and wastewater treatment operations.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- review and reinforce basic math skills for quantitative analysis, calculating operation criteria, and solving problems associated with water and wastewater operations.
- organize data and develop basic graphs and charts to plot data and demonstrate process understanding of water and wastewater operations.
- calculate operational conditions and perform quantitative analysis of static and dynamic hydraulic conditions and systems (for example, hydraulic grade line, flow, velocity, friction loss, surface/filter/weir loading rates, detention time, pumping rates, well hydraulics, and horsepower equations).
- analyze the mathematical aspects of basic chemistry principles related to water/wastewater, and perform quantitative analysis of chemical dosing, mixing, and percent strengths of solutions.

**ENVT 353 Science for Water and Wastewater Operators**

<table>
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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>ENVT 351 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course will cover three topic areas, Biology, Chemistry, and Physics as they apply to operation, maintenance, and management of water and wastewater facilities. The course is intended to provide the student with a fundamental understanding of the sciences underlying studies of water and wastewater conveyance and treatment. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate the role of science in water and wastewater operations, including scientific laws and theories, scientific methods, and how these provide a foundation for environmental technology fields, including water and wastewater.
- evaluate physical laws and principles associated with water/wastewater, including gravity settling, static pressure, energy and dynamics in water systems, and flow continuity.
- conceive basic chemistry principles, the structure and classification of matter, hypothesize chemical reactions and bonding, and predict the impact of commonly used chemicals on water and wastewater processes.
- solve water/wastewater chemistry problems involving chemical balancing, atomic mass, percent strength, concentrations, and molar solutions; quantify feed rates and dosing of chemicals.
- assess the role of microbes in water and wastewater operations, and how the presence or absence of microbes has a significant impact on water and wastewater operations.

**ENVT 354 Waste Water Management: Basic Instrumentation and Electrical Controls**

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<tr>
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<td>Prerequisite:</td>
<td>ENVT 353 with a grade of &quot;C&quot; or better</td>
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<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
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</tbody>
</table>

This course is an introduction to power and electrical circuits, induction motors, electromagnetic concepts, and various devices used to control and measure flow, pressure, depth, chemical feed, and other operating parameters associated with water and wastewater distribution and treatment systems. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- assess and understand control circuits, circuit interpretation and the theories related to electrical phenomenon, including volts, amps, resistance, capacitance, frequency, conductors, etc.
- distinguish and identify modern control devices including programmable logic controllers (PLCs), remote terminal units (RTUs), supervisory and data acquisition (SCADA) systems, relays, operators interfaces, set points, data communication systems, data collection and reporting,
alarms, etc.

- demonstrate and understand the types, functions, and use of flow control devices, including flow meters, globe valves, modulating valves, pneumatic systems, Parshall flumes, sonic and magnetic flow measuring devices, registers and reading devices and systems, hydropneumatic tanks, etc.

- compile and categorize the types, functions, and use of pressure measuring devices, including gauges, sonics, transducers, Burdon tube (mercoild), pressure reducing valves, pressure sustaining valves, pressure relief valves, etc.

- identify various types of motor devices, including starters, surge protection, VFD’s, overload protection, heaters, housings, vibration, start/stop delays, horsepower, efficiencies and costs, matching motors and pumps, and other important components associated with electric motors.

- understand the type, use, and function of chemical analyzing and feed/dosing systems, including chlorine analyzers, turbidimeters, and other instruments used for automated monitoring and control.

- evaluate general electrical safety and maintenance practices, emergency backup power systems, security systems, chlorine scrubbers, etc.

ENVT 355 Introduction to Water, Wastewater and Recycled Water Management

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides an introduction to water, wastewater and recycled water management. Topics covered include management of public and private utilities, the history of water supply, water and treatment and distribution, wastewater collection and treatment, and recycling water in the world and in the United States; water rights in California, environmental economics related to pollution, and an overview of the State and federal regulations governing water supply, wastewater treatment and recycled water use, including permitting requirements and operator certification program. Field trips will be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the local and regional hydrology of California and explain the variability of rainfall locally and throughout California and the United States.

- analyze water usage and the need for a practical water management program.

- describe the benefits of a sound water quality program to ensure that there are standards for water supply and wastewater disposal.

- explain the basic processes of identifying sources of water supply, both groundwater and surface water, including collection, treatment, storage and distribution.

- explain the basic processes of wastewater treatment, including collection, treatment, disposal, solids management and recycled water.

- describe the importance of a safety program for both water and wastewater systems.

- describe the regulatory structure in California for water and wastewater operating procedures.

- explain the licensing program for water and wastewater treatment plant operators, distribution and collection system operators.

ENVT 380 Water and Wastewater Treatment Plant Operations I

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Corequisite: ENVT 351
Advisory: ENVT 355
Transferable: CSU
Catalog Date: June 1, 2020

This course provides an introduction to water and wastewater treatment plant operations and maintenance. Topics covered include responsibilities of the plant operator, preliminary treatment systems including racks, screens, grit removal, comminutors, sedimentation, clarification, flotation, biological treatment processes, activated sludge, chemical treatment processes, filtration, disinfection and chlorination. Field trips and/or a semester project may be required.
Upon completion of this course, the student will be able to:

- analyze the role and responsibilities of a treatment plant operator.
- evaluate preliminary treatment processes, the equipment and processes involved, purpose, and typical maintenance and operation activities associated with preliminary treatment.
- evaluate gravity settling treatment processes (i.e. basins and clarifiers), the equipment and processes involved, purpose, and typical maintenance and operation activities associated with gravity settling treatment.
- evaluate biological treatment processes, the equipment and processes involved, purpose, and typical maintenance and operation activities associated with biological treatment.
- evaluate chemical treatment processes, the equipment and processes involved, purpose, and typical maintenance and operation activities associated with chemical treatment.
- describe disinfection processes and chlorine reactions with water.

**ENVT 381 Water and Wastewater Treatment Plant Operations II**

**Units:** 3
**Hours:** 54 hours LEC
**Prerequisite:** ENVT 380 with a grade of "C" or better
**Corequisite:** ENVT 353
**Transferable:** CSU
**Catalog Date:** June 1, 2020

This course provides an advanced level of understanding of treatment operations and maintenance. Topics covered include industrial wastes, activated sludge, sludge digestion, membrane treatment systems, ion exchange treatment systems, activated carbon treatment systems, solids and backwash water handling, microbial identification and life-cycles, effluent disposal, plant safety and good housekeeping, maintenance, basic laboratory procedures. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze the different design and operational variables of aeration methods and the activated sludge process, the purpose of aeration, and mechanical aeration systems.
- evaluate solids and backwash water handling systems, including sludge digestion; de-watering processes; and recovery, use, and disposal of waste byproducts.
- examine the importance of safety programs, and the hazards associated with treatment facilities.
- assess the importance of operational procedures for water monitoring of effluent disposal, report writing, and data interpretation.
- demonstrate knowledge of advanced treatment systems including membranes, ion exchange, and activated carbon.
- use knowledge of microbiology to understand activated sludge processes, collection of samples, sample preparations, microscopic observations, microbial life-cycles, and process monitoring.

**ENVT 382 Water and Wastewater System Regulations and Management**

**Units:** 3
**Hours:** 54 hours LEC
**Prerequisite:** ENVT 382 with a grade of "C" or better
**Corequisite:** ENVT 353
**Transferable:** CSU
**Catalog Date:** June 1, 2020

This course provides an understanding of existing and emerging concerns in the water and wastewater fields, including conservation, recycled water, groundwater basin management, source water protection, energy and water, asset management and mapping programs, and challenges on the horizon, such as emerging contaminants, regulations, and impacts of climate change.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- review the requirements of the Safe Drinking Water Act and Clean Water Act regulations, and discuss how these influence water and
ENVT 383 Water Distribution and Wastewater Collection Systems

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None  
Corequisite: ENVT 351  
Advisory: ENVT 355  
Transferable: CSU  
Catalog Date: June 1, 2020

This course provides an understanding of water distribution and wastewater collection systems operation and maintenance. Topics covered include: design criteria, storage, pumping, construction methods, system testing, control of water quality in a water distribution system, federal and state regulations pertaining to potable and non-potable supplies, maintenance and administration of a distribution and collection system. This course prepares students for state distribution and CWA collection operator exams. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate design criteria for a distribution system, components of distribution systems flow control.
- analyze maintenance programs associated with water distribution systems, the disinfection of water distribution facilities, and how to maintain and protect the water quality in a distribution system.
- evaluate related safety concerns and practices associated with water distribution and collection systems.
- assess wastewater collection systems and the basic operation and maintenance of wastewater collection systems.
- understand the importance of backflow prevention and cross connection control.
- identify the purpose of wastewater collection systems including components, design, and safety procedures.

ENVT 495 Independent Studies in Environmental Technology

Units: 1 - 3  
Hours: 54 - 162 hours LAB  
Prerequisite: None  
Transferable: CSU  
Catalog Date: June 1, 2020

ENVT 498 Work Experience in Environmental Technology

Units: 1 - 4  
Hours: 60 - 300 hours LAB  
Prerequisite: None  
Enrollment Limitation: Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.

Advisory: ENGWR 101 or ESLW 320  
Transferable: CSU  
General Education: AA/AS Area III(b)  
Catalog Date: June 1, 2020
This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Environmental Technology. Course content will include understanding the application of education to the workforce; completing required forms which document the student's progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students must have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Folsom Lake College offers elementary and intermediate courses in French designed to provide students with the ability to understand basic conversations, to speak with reasonable fluency, and to write at their speaking level. It offers students the necessary skills to pursue advanced transfer level courses.

French, along with English, is the official working language of: the United Nations, UNESCO, NATO, OECD (Organization for Economic Cooperation and Development), the International Labor Bureau, the International Olympic Committee, the 31-member Council of Europe, the European Community, the Universal Postal Union, the International Red Cross, and the UIA (Union of International Associations). French is the dominant working language at: the European Court of Justice, the European Tribunal of First Instance, the Press Room at the European Commission, and CERN (European Centre for Nuclear Research). French is also the foreign language spoken by our largest trading partner, Canada.

Note: Native speakers who have high school-equivalent reading and writing skills in French should enroll in the FREN 411 level course (or above).

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French (FREN)

FREN 401 Elementary French

- Units: 4
- Hours: 54 hours LEC; 54 hours LAB
- Prerequisite: None
- Transferable: CSU, UC
- General Education: AA/AS Area I; CSU Area C2; IGETC Area 6
- Catalog Date: June 1, 2020

This is the first semester introduction to the French language. It is designed for beginning students with little or no previous exposure to the language. It is characterized by the ability to understand and produce appropriate responses in high-frequency situations utilizing learned material. Speaking and writing will be comprehensible to a sympathetic listener used to communicating with non-native speakers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply learned patterns and high-frequency expressions in order to offer greetings, enumerate, ask and answer routine questions, talk about daily activities, describe people and things, talk about the weather, and give simple instructions.
- speak intelligibly to a sympathetic listener used to communicating with non-native speakers, using short questions and responses with basic vocabulary and structure.
- write compositions and journals, which include listing, writing simple messages, and supplying biographical information, using simple sentences.
- identify the geography of the French speaking world and analyze the complexity of its socioeconomic, political, and religious systems.
- read and comprehend basic materials at course level relating to familiar topics such as university life, favorite pastimes, clothing and fashion, family, and weather.

FREN 402 Elementary French

- Units: 4
- Hours: 54 hours LEC; 54 hours LAB
This is the second semester of elementary French. It provides refinement of skills introduced in FREN 401. It is characterized by increased grammatical accuracy and ability to understand and produce appropriate responses in high-frequency situations utilizing learned material. Speaking and writing will be comprehensible to a sympathetic listener used to communicating with non-native speakers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply learned patterns and hi-frequency expressions in order to express personal opinions and feelings, give commands and follow basic instructions, talk about food, talk about the past, plan future activities.
- speak intelligibly to a sympathetic listener used to communicating with non-native speakers, using short questions and responses with basic vocabulary and structure.
- write compositions and journals, which include listing of food, writing recipes, supplying biographical information using the past tense, and planning future activities.
- analyze the complexity of the French speaking world through some of its traditions and history.
- read and comprehend culturally appropriate materials at course level relating to familiar topics such as food, historical facts, and biographical information.

FREN 411 Intermediate French

This is the first semester Intermediate French. It is designed for students who have completed French 402 or three years of high school French. It provides refinement of skills attained in French 402. Students will work toward the ability to create with the language without relying on learned responses, to understand main ideas in routine speech and to understand main ideas in written texts. Listening and reading comprehension will continue to develop; speaking and writing will be comprehensible to a somewhat sympathetic native speaker. Students will develop the ability to respond in an unrehearsed manner on concrete topics in known situations. Written expression will meet limited personal needs and culturally appropriate language at a higher level of accuracy than found in French 402. Students will analyze the complexity of the French speaking world through some of its social and political institutions, its different communication systems and media, and its artistic contribution to the world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- communicate information, concepts and ideas in culturally appropriate ways. Speak with pronunciation at the Intermediate-High level. (ACTFL Proficiency Standards).
- write information, concepts and ideas at the Intermediate-High level in culturally appropriate ways.
- listen to spoken French at Intermediate-High level and demonstrate comprehension.
- demonstrate knowledge of the French speaking world through some of its social and political institutions, its different communication systems and media, and its artistic contributions to the world.
- read and comprehend culturally appropriate selected material based on topics such as traveling, technology and the role of the media in the French speaking world. Read and comprehend selected literary material based on familiar topics that primarily focus on the past.

FREN 412 Intermediate French

This is the second semester Intermediate French. It provides skill refinement and ability to understand and produce appropriate responses in high-frequency situations utilizing learned material. Speaking and writing will be comprehensible to a sympathetic listener used to communicating with non-native speakers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply learned patterns and hi-frequency expressions in order to express personal opinions and feelings, give commands and follow basic instructions, talk about food, talk about the past, plan future activities.
- speak intelligibly to a sympathetic listener used to communicating with non-native speakers, using short questions and responses with basic vocabulary and structure.
- write compositions and journals, which include listing of food, writing recipes, supplying biographical information using the past tense, and planning future activities.
- analyze the complexity of the French speaking world through some of its traditions and history.
- read and comprehend culturally appropriate materials at course level relating to familiar topics such as food, historical facts, and biographical information.
This is the second semester of Intermediate French. It is designed for students who have completed French 411 or four years of high school French. It provides continued development of skills attained in French 411. Students will develop the ability to handle complex situations using past, present and future time frames. It will help develop the student’s emerging ability to handle complicated situations, to discuss topics beyond immediate personal needs (e.g. current events, social, political, economical and environmental issues; history, traditions, and customs). This course will focus on development of written narratives and expository prose along with increased awareness of cultural concerns, norms, values, and cultural-specific customs and events, with emphasis placed on culturally-authentic readings and writing through the introduction and application of basic literary analysis. Students will expand their knowledge and appreciation of geography, culture and values of the French-speaking world and its contribution to the world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- communicate in culturally appropriate ways using complex structures relying on acquired complex formula language. Communicate about topics beyond immediate and personal needs such as current events; social, political, environmental issues; cultural and moral issues; history and customs in the present, past, future and conditional tenses. Express hypothetical opinions.
- write information, opinions, and ideas at the Intermediate-High level in culturally appropriate ways.
- speak and respond intelligibly to a sympathetic listener used to communicating with non-native speakers, using the target language in culturally appropriate ways.
- reflect on and evaluate cross-cultural differences through cohesive written narratives and expository prose and culturally authentic texts.
- continue analyzing the complexity of the French speaking world through some of its social, political, economical and environmental issues, and its artistic contribution to the world.

FREN 495 Independent Studies in French

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
Folsom Lake College offers certificates of achievement to satisfy the general education requirements for the California State University (CSU) system or the Intersegmental General Education Transfer Curriculum (IGETC).

Dean  
Carlos Lopez  
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Certificates of Achievement

CSU General Education Certificate

This Certificate of Achievement is designed for students planning to transfer to a California State University (CSU) campus. Completion of this certificate ensures that the student has met the lower division General Education requirements for all CSU campuses. Please note that although obtaining this certificate will ensure that the requirements for GE certification are met, students needing official GE certification will need to work with a counselor to complete the appropriate paperwork.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td></td>
<td>A minimum of 39 units from the following:</td>
<td>39</td>
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</tbody>
</table>

Students must complete a minimum of 39 units used to satisfy the CSU General Education requirements, which are listed in the Folsom Lake College catalog. Students are encouraged to consult with a counselor in choosing the courses used to fulfill the required program.

<table>
<thead>
<tr>
<th>Total Units:</th>
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<tr>
<td>39</td>
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</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- write academic essays which exhibit a meaningful purpose and which use the elements of persuasion where appropriate.
- compose an essay or persuasive message with a clear, well-reasoned message.
- construct and deliver a cohesive, cogent argument.
- use equations, theorems, or principles from calculus or statistics to solve applied problems.
- identify cultural and/or historical influences on contemporaneous society that have their roots in art, architecture, literature, oral communications, dance, music, theater, current issues, philosophical, religious, or moral beliefs.
- explain how diversity (individual, cultural, or religious) shapes individuals and/or societies.
- use findings from scientific research or principles to explain ideas about the natural universe, its life forms, or natural phenomena.
Intersegmental General Education Transfer Curriculum (IGETC) Certificate

This Certificate of Achievement is designed for students planning to transfer to either a California State University (CSU) or a University of California (UC) campus. Completion of this certificate ensures that a student has met the lower division General Education/Breadth requirements for all CSU and UC campuses. Please check with your counselor to ensure that the college you plan to transfer to is accepting the IGETC pattern for the major you have chosen. Students needing to prove official GE certification to a four-year college will need to work with a counselor to complete the appropriate paperwork.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A minimum of 34 units from the following:</td>
<td>34</td>
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</tbody>
</table>

Students must complete a minimum of 34 units used to satisfy the IGETC certification requirements for UC campuses or a minimum of 37 units used to satisfy the IGETC for CSU campuses, which are listed in the Folsom Lake College catalog. Students are encouraged to consult with a counselor in selecting courses used to fulfill the required program.

Total Units: 34

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- write academic essays which exhibit a meaningful purpose and which use the elements of persuasion where appropriate.
- compose an essay or persuasive message with a clear, well-reasoned message.
- construct and deliver a cohesive, cogent argument.
- use equations, theorems, or principles from calculus or statistics to solve applied problems.
- identify cultural and/or historical influences on contemporaneous society that have their roots in art, architecture, literature, oral communications, dance, music, theater, current issues, philosophical, religious, or moral beliefs.
- explain how diversity (individual, cultural, or religious) shapes individuals and/or societies.
- use findings from scientific research or principles to explain ideas about the natural universe, its life forms, or natural phenomena.
- demonstrate an ability to engage in basic communication with others in a language other than English.
Geography | Los Rios

Geography is a spatial science that studies the Earth’s physical features and its human elements. Geographers study the relationships among geographic places, natural systems, society, cultural activities, and the interdependence of all these over space.

There are two main branches of geography: human geography and physical geography. Human geography is concerned with the spatial aspects of human existence, which is how people and their activities are distributed in space, how people use and perceive space, and how people create and sustain the places that make up Earth’s surface. Physical geographers study the physical elements and spatial processes that make up and shape the environment, including energy, air, water, weather, climate, landforms, soils, animals, and plants.

Geographers also study the linkages between human activity and natural systems. Geographers were, in fact, among the first scientists to sound the alarm that human-induced changes to the environment were beginning to threaten the balance of life itself. Geographers today are active in the study of global warming, desertification, deforestation, loss of biodiversity, groundwater pollution, flooding, and sustainability.

The Folsom Lake College geography program offers courses that satisfy lower division general education requirements in both the physical and social sciences. Students planning to transfer to a four-year institution with a major in geography should consult the lower division requirements at the university they plan to attend.

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Department Chairs
Jason Pittman

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Associate Degrees for Transfer

A.A.-T. in Geography

Geography is a comprehensive discipline that seeks to understand the landscapes, features, occupants, and processes of the Earth. Geographers study the complex relationships among geographic places, natural systems, society, cultural activities, and the interdependence of all these over space and time. Geography is often seen as a bridge between human and physical sciences.

There are two main branches of geography: human geography and physical geography. Human geography is concerned with the spatial aspects of human existence – how people and their activities are distributed in space, how people use and perceive space, and how people create and sustain the places that make up Earth’s surface. Physical geographers study the physical elements and spatial processes that make up and shape the environment, including energy, air, water, weather, climate, landforms, soils, animals, and plants. Many human and physical geographers also employ skills in cartography and Geographic Information Systems (GIS).

Geographers also study the linkages between human activity and natural systems. Geographers were, in fact, among the first scientists to sound the alarm that human-induced changes to the environment were beginning to threaten the balance of life itself. Geographers today are active in the study of global warming, desertification, deforestation, loss of biodiversity, groundwater pollution, flooding, and more.

The A.A. transfer degree in geography provides students with a solid foundation in geography as well as the standard prerequisites for upper division coursework leading to the baccalaureate degree. The required and elective coursework surveys a broad spectrum of physical geography, human geography, GIS, and related disciplines.

For students planning to transfer to a four-year school with a major in geography, it is critical that you meet with an FLC counselor to select and plan the courses for your major. Schools can vary widely in terms of the required lower division preparation.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 300</td>
<td>Physical Geography: Exploring Earth’s Environmental Systems</td>
<td>3</td>
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<tr>
<td>GEOG 301</td>
<td>Physical Geography Laboratory</td>
<td>1</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A minimum of 6 units from the following:</td>
<td>6</td>
</tr>
<tr>
<td>GEOG 306</td>
<td>Weather and Climate (3)</td>
<td></td>
</tr>
<tr>
<td>GEOG 322</td>
<td>Geography of California (3)</td>
<td></td>
</tr>
<tr>
<td>GEOG 330</td>
<td>Introduction to Geographic Information Systems (3)</td>
<td></td>
</tr>
<tr>
<td>GEOG 331</td>
<td>Exploring Maps and Geographic Technologies (3)</td>
<td></td>
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<tr>
<td>GEOG 390</td>
<td>Field Studies in Geography (1 - 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A minimum of 6 units from the following:</td>
<td>6</td>
</tr>
<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
<td></td>
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<tr>
<td>GEOL 300</td>
<td>Physical Geology (3)</td>
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<tr>
<td></td>
<td>Total Units:</td>
<td>19</td>
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</table>

The Associate in Arts in Geography for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- understand and describe the complexity of relationships between humans and their environment.
- demonstrate an awareness of the physical processes that shape the Earth.
- compare and contrast the general biophysical and sociocultural differences and similarities among world regions.
- recognize the utility of and demonstrate a proficiency with geospatial analysis techniques (GIS, cartography, spatial data collection and analysis, etc.) in solving contemporary geography problems.
- evaluate the role that collegiate geographic studies can play in preparing a student for contemporary career in the geosciences.

Associate Degrees

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td></td>
<td>A minimum of 18 units from the following:</td>
<td>18</td>
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<tr>
<td></td>
<td>Select courses from at least 3 different disciplines.</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
<td></td>
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<tr>
<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<tr>
<td>ANTH 323</td>
<td>Introduction to Archaeology (3)</td>
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<tr>
<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
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<tr>
<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<tr>
<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
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<tr>
<td>BUS 345</td>
<td>Law and Society (3)</td>
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<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<tr>
<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<tr>
<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<tr>
<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<td>ECON 320</td>
<td>Concepts in Personal Finance (3)</td>
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<tr>
<td>ECE 312</td>
<td>Child Development (3)</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<tr>
<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes (3)</td>
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<tr>
<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<tr>
<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>HIST 310</td>
<td>History of the United States (3)</td>
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<td>HIST 311</td>
<td>History of the United States (3)</td>
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<td>HIST 314</td>
<td>Recent United States History (3)</td>
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<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>HIST 368</td>
<td>History of France (3)</td>
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<tr>
<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
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<tr>
<td>NUTRI 310</td>
<td>Cultural Foods of the World (3)</td>
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<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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<td>COURSE CODE</td>
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<tr>
<td>POLS 302</td>
<td>Comparative Politics (3)</td>
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<tr>
<td>POLS 310</td>
<td>Introduction to International Relations (3)</td>
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<td>POLS 320</td>
<td>Introduction to Political Theory (3)</td>
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<td>PSYC 300</td>
<td>General Principles (3)</td>
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<td>PSYC 312</td>
<td>Biological Psychology (4)</td>
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<tr>
<td>PSYC 320</td>
<td>Social Psychology (3)</td>
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<td>PSYC 335</td>
<td>Research Methods in Psychology (3)</td>
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<td>PSYC 340</td>
<td>Abnormal Behavior (3)</td>
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<td>PSYC 356</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>PSYC 372</td>
<td>Child Development (3)</td>
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<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<td>SOC 301</td>
<td>Social Problems (3)</td>
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<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
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<td><strong>Total Units:</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

**Certificate of Achievement**

**Geographic Information Systems Certificate**

A Geographic Information System (GIS) is an assemblage of computers, software, and workforce personnel collecting, managing, analyzing and displaying spatial data. GIS is used to make informed decisions regarding an array of disciplines including Marketing, Forestry, Hazard Analysis, Landuse Planning, Business, Watershed Management, and Anthropology. This interdisciplinary certificate provides the theoretical and technical skills necessary to begin using GIS in a wide variety of applications. Skills obtained include GIS software application, GPS use, spatial data analysis, data management, programming and cartography.

**Catalog Date:** June 1, 2020

**Certificate Requirements**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 331</td>
<td>Exploring Maps and Geographic Technologies (3)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 334</td>
<td>Introduction to GIS Software Applications</td>
<td>3</td>
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</table>
COURSE CODE | COURSE TITLE | UNITS
--- | --- | ---
GEOG 300 | Physical Geography: Exploring Earth's Environmental Systems (3) | 1
GEOG 301 | Physical Geography Laboratory (1) | 1
GEOG 390 | Field Studies in Geography (1 - 4) | 1
GEOG 391 | Field Studies in Geography: Mountain Landscapes (1 - 4) | 1
GEOG 392 | Field Studies in Geography: Coastal Landscapes (1 - 4) | 1
GEOG 393 | Field Studies in Geography: Arid Landscapes (1 - 4) | 1
GEOG 394 | Field Studies in Geography: Volcanic Landscapes (1 - 4) | 1
GEOG 498 | Work Experience in Geography (1 - 4) | 1
CISC 300 | Computer Familiarization (1) | 1
CISC 310 | Introduction to Computer Information Science (3) | 1
CISP 360 | Introduction to Structured Programming (4) | 1
CISP 370 | Beginning Visual Basic (4) | 1
CISP 400 | Object Oriented Programming with C++ (4) | 1
CISP 401 | Object Oriented Programming with Java (4) | 1
CISP 407 | Programming in Python (4) | 1
CISP 430 | Data Structures (4) | 1
Total Units: | 7

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate proficiency in the application of GIS software and related technologies.
- demonstrate proficiency in the collection, management, organization and manipulation of spatial data.
- adeptly employ the principles of cartography in a GIS environment.
- demonstrate proficiency in the application of spatial analysis skills.

Geography (GEOG)

GEOG 300 Physical Geography: Exploring Earth's Environmental Systems

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; IGETC Area 5A
C-ID: C-ID GEOG 110
Catalog Date: June 1, 2020

This course investigates the interrelationships between Earth and humans, with an emphasis on natural systems (solar energy balance, weather and climate, water resources, landforms, natural hazards, vegetation, and soil). Relevant application of these elements to today’s world is stressed to help students better understand Earth’s physical environment as well as human-environment interaction. A field trip may be required to relate class discussions to the real world. Students are encouraged to take the lab course (GEOG 301) concurrently. Consult a counselor to determine whether enrollment in the lab course is necessary.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess how the receipt of solar energy and interaction of Earth’s four major systems (the atmosphere, hydrosphere, lithosphere, and biosphere) creates our planet’s diverse physical environment.
- use the scientific method and course experiences to formulate explanations for geographic variation in energy receipt, temperature, precipitation, weather and climate, vegetation, natural hazards, and landforms.
- evaluate aspects of human-environment interaction.
- discuss the role of humans in modifying Earth’s physical environment as well as the environment’s role in shaping human activities.
- apply geography problem solving skills to real world problems.

GEOG 301 Physical Geography Laboratory

Units: 1
Hours: 54 hours LAB
Prerequisite: None.
Transferable: CSU; UC
General Education: CSU Area B3; IGETC Area 5C
C-ID: C-ID GEOG 111
Catalog Date: June 1, 2020

This course provides “hands-on” study of the basic principles and concepts involved in understanding Earth’s physical environment. Lab topics include observation, measurement and analysis of Earth's energy balance, weather and climate, vegetation, landforms, and natural hazards, as well as topographic map reading, interpretation, and navigation skills. Field trips and spatial data collection activities may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- effectively use and interpret geographic data.
- demonstrate an awareness of the utility of applied geography skills.
- apply basic geography skills such as mapping, map interpretation, data collection, data analysis, measuring and instrumentation.
- explain geographic processes which act upon and shape Earth’s physical environment.

GEOG 306 Weather and Climate

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: MATH 100
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; IGETC Area 5A
C-ID: C-ID GEOG 130
Catalog Date: June 1, 2020

This course is an introduction to atmospheric processes including energy and moisture exchanges, atmospheric pressure, winds, and global circulation. Severe weather conditions such as hurricanes and tornadoes are also studied. World, regional, and local climates are investigated. Student work will include weather observations and analysis of atmospheric data using charts, weather maps and radar and satellite imagery from the Internet and other sources. Because this course involves the use of some quantitative concepts, students are encouraged to have fundamental algebraic skills prior to enrolling in the course. Students may be required to attend a field trip and purchase a calculator for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze the dynamics of the energy balance of the Earth-atmosphere system.
- compare and contrast the forces that cause atmospheric motion as they relate to wind systems and the global circulation.
- analyze moisture and precipitation processes.
- analyze the dynamics of severe weather systems.
- analyze and map atmospheric data.
- classify and interpret atmospheric data in order to describe variation in climate over the Earth’s surface.

**GEOG 310 Human Geography: Exploring Earth’s Cultural Landscapes**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None  
**Transferable:** CSU, UC  
**General Education:** AA/AS Area V(b); AA/AS Area VI; CSU Area D; IGETC Area 4  
**C-ID:** C-ID GEOG 120  
**Catalog Date:** June 1, 2020

This course investigates the diverse patterns of human settlement, development, and movement on earth, which evolved as a result of cultural and environmental factors. Emphasis is placed on understanding global population and migration patterns, language, religion, ethnicity, political and economic systems, development issues, agriculture and urbanization.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze human’s role in transforming Earth’s surface into a series of distinctive cultural landscapes.
- propose explanations for the geographic origin and global diffusion of key aspects of culture (e.g. language, religion, ethnicity, development, agriculture, urbanization).
- demonstrate an understanding of cultural diversity in California, the U.S., and the world by becoming more aware of broad historical and modern global socioeconomic processes such as migration, colonization, and globalization.
- create maps from various types of socioeconomic data and demonstrate an understanding of key geographic concepts by analyzing and explaining the spatial pattern represented.

**GEOG 322 Geography of California**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None  
**Transferable:** CSU, UC  
**General Education:** AA/AS Area V(b); AA/AS Area VI; CSU Area D; IGETC Area 4  
**C-ID:** C-ID GEOG 140  
**Catalog Date:** June 1, 2020

This course is a study of the natural and cultural environments of California, with special emphasis on the interaction of people with landforms, climate, natural vegetation, soils and resources. Historical, political, and economic development within this diverse environment is presented. The diversity of cultures which make up the state’s expanding population are studied and compared. Analysis of relevant issues of the day including those based on ethnic and cultural differences form an integral part of this course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- have students describe the physical and cultural environments existing within the state of California.
- critically assess the cultural and landscape interrelationships that have contributed to the historical, political, and economic development of the state.
- compare and contrast the contributions made by the various ethnic and cultural groups which comprise the state’s population.
- evaluate patterns of social problems within the state, which are based on economic inequalities and ethnic and cultural differences.

**GEOG 330 Introduction to Geographic Information Systems**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None
A Geographic Information System (GIS) is a computer-based data processing tool used to manage and analyze spatial information. Applications of GIS include environmental assessment, analysis of natural hazards, management of municipal networks, business and industry site analysis, resource management and land-use planning. This course introduces the concepts, techniques, and tools of GIS including spatial data capture, management and analysis, as well as cartographic output through hands-on experience using GIS software. Students may be required to purchase GIS software and a flash drive in order to complete this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the components of a GIS.
- demonstrate comprehension of GIS analysis.
- identify public and private sector business applications for GIS.
- demonstrate basic skills in GIS including data capture, data analysis, and mapping output.
- assess appropriate applications of GIS analysis.

GEOG 331 Exploring Maps and Geographic Technologies

Units: 3
Hours: 50 hours LEC; 12 hours LAB
Prerequisite: None.
Advisory: GEOG 300; CISC 300 or equivalent with a grade of "C" or better
Transferable: CSU; UC
C-ID: C-ID GEOG 150
Catalog Date: June 1, 2020

This course introduces students to the exciting world of maps (both hard-copy and digital) and the geographic techniques and technologies that are utilized in the creation of modern cartographic documents. The examination of cartographic constructs, basic statistics, Global Positioning Systems (GPS), Internet mapping, remote sensing, and Geographic Information Systems (GIS) will shed light on this interesting and rapidly changing area of spatial inquiry. A portable USB storage device may be required for this class. Short field activities may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- determine basic geographic information (e.g. location, distance and direction) using various map scales, coordinate systems, and projections.
- create, analyze, critique, and interpret data using maps, aerial photographs, and satellite imagery.
- demonstrate basic proficiency in traditional and technology-based cartographic skills.
- collect, import and display geospatial data within a GIS.
- critically analyze mapping applications and technologies commonly used in today’s society.

GEOG 334 Introduction to GIS Software Applications

Units: 3
Hours: 50 hours LEC; 12 hours LAB
Prerequisite: None.
Advisory: CISC 300, GEOG 330, or GEOG 331
Transferable: CSU
Catalog Date: June 1, 2020

Geographic Information Systems (GIS) are computer-based mapping programs that analyze spatial data. This course provides the foundation for using desktop GIS software. A conceptual overview along with hands-on experience will be used to explore basic GIS software functionality. Emphasis will be placed on display characteristics, attribute querying, database exploration and management, spatial analysis, data creation, and cartographic presentation. A portable USB storage device is required and should be provided by the student. Not open to students who have completed GEOG 332.2
Upon completion of this course, the student will be able to:

- identify and utilize the components of the software graphical user interface including the table of contents, basic tools, tables, charts, and data and layout views.
- compile and manage spatial data including spatial data statistical classification methods.
- perform attribute and spatial queries.
- correlate values in separate tables using "join" and "relate" functions.
- create spatial data and produce maps using GIS software.
- analyze spatial relationships between map features.

GEOG 344 Spatial Analysis and Modeling in GIS

This course provides a survey of the various concepts, approaches, and tools involved in the analysis and modeling of spatial data using Geographic Information Systems (GIS). Emphasis is on the investigation of spatial distributions and relationships, and the methods used to answer spatial questions and solve spatial problems. Specific topics include statistical and spatial analysis, geoprocessing, spatial modeling, and map algebra. Additional topics include distance and density surfaces, cluster analysis, surface interpolation and resampling, hydrologic analysis, 3D display/animation, and regression analysis.

Upon completion of this course, the student will be able to:

- identify various spatial analysis techniques.
- apply statistical measures to characterize geospatial data.
- analyze geospatial distributions and relationships.
- compare and contrast various approaches to spatial modeling.
- design and create spatial models.

GEOG 390 Field Studies in Geography

This course covers the field study of geographic principles and processes of specific areas (mountains, deserts, seashore, etc.). Course content will vary by destination. Topics may include physical geography, human geography, and/or geographic techniques such as the application of tools and techniques used for geographic field research (e.g., map and compass use, the Global Positioning System (GPS), Geographic Information Systems (GIS), etc.). Field trip(s) are required. For specific details, see the course description listed in the schedule. Students will be responsible for providing their own lodging (or camping equipment) and meals. At a minimum it is recommended that students be prepared to spend a full day in the field. This may require a day-pack, water container(s), food, foul weather gear, field notebook, clipboard, whistle, and personal safety gear (warm clothing, medications, cell phone, GPS, sunscreen, sunglasses, hiking shoes, and a hat).

Upon completion of this course, the student will be able to:

- apply concepts and processes discussed in lecture to experiences in the field.
compose field notes and collect and analyze field data.

- examine the surrounding physical and/or human environment and formulate explanations for the geographic patterns and processes observed.

- integrate geographic information from various disciplines (geology, biology, ecology, urban studies, anthropology, history, economics, cultural studies, and others) in order to explain landscape patterns and processes.

GEOG 393 Field Studies in Geography: Arid Landscapes

Units: 1 - 4
Hours: 6 - 24 hours LEC; 36 - 144 hours LAB
Prerequisite: None.
Advisory: GEOG 300
Transferable: CSU
Catalog Date: June 1, 2020

This course involves the study of geographic principles and processes in arid environments. The course content will vary by destination but may include topics in physical geography (e.g., plant and animal communities, climate and weather, geology and geomorphology, natural hazards, environmental impacts, etc.), human geography (e.g., cultural landscapes, economic activities, transportation issues, land use patterns, etc.), and include introduction to tools and techniques used for geographic field research (e.g., map and compass use, the Global Positioning System (GPS), Geographic Information Systems (GIS), etc.). Field excursions are required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply concepts and processes discussed in lecture to experiences in the field.

- compose field notes and collect and analyze field data

- describe and explain geographic phenomena related to the particular physical and/or human environments under study.

- integrate geographic information from various disciplines (geology, biology, ecology, urban studies, anthropology, history, economics, cultural studies, and others) in order to explain landscape patterns and processes.

GEOG 495 Independent Studies in Geography

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020
Geology | Los Rios

Folsom Lake College's geology program studies the origin and evolution of the earth, utilizing the principles of mathematics, chemistry, physics, and biology. The concept of geologic time and the principles of uniformitarianism help geologists to understand the processes that shape the earth and its environments. Geologists study rocks, minerals, and fossils in an effort to draw conclusions about both the earth's observable surface processes that meet the eye, and the earth's interior.

Many of the Folsom Lake College geology courses satisfy lower division general education requirements for associate and bachelor degrees. Geology majors planning to transfer to four-year institutions should see a counselor.

Dean
Greg McCormac
Department Chairs Jason Pittman
(916) 608-6615
mccormg@flc.losrios.edu

Associate Degrees for Transfer

A.S.-T. in Geology

Geology is an interdisciplinary science that combines geological observations and concepts with those of biology, chemistry, physics, and mathematics. Its goals are to study rocks, minerals, fossils, energy and water resources, and to understand geologic principles and processes that shape Earth and its environments.

The Associate in Science in Geology for Transfer (AS-T) provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system.

The AS-T may be obtained by the completion of 60 transferable, semester units with a minimum of a 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses), and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

The GEOL AS-T degree does not require coursework in Physics but it is recommended that Geology students take physics coursework as they pursue their Geology degree.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>GEOL 300</td>
<td>Physical Geology</td>
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<tr>
<td>GEOL 301</td>
<td>Physical Geology Laboratory</td>
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<tr>
<td>GEOL 310</td>
<td>Historical Geology</td>
<td>3</td>
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<td>GEOL 311</td>
<td>Historical Geology Laboratory</td>
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<td>CHEM 400</td>
<td>General Chemistry I</td>
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<td>CHEM 401</td>
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<td>MATH 400</td>
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<tr>
<td>MATH 401</td>
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<td>Total Units:</td>
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<td>28</td>
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</table>
The Associate in Science in Geology for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate new and accepted ideas about the natural universe using testable methodology.
- articulate orally and/or in writing the importance of continuous examination and modification of accepted ideas as a fundamental element in the progress of science.
- sort, arrange, and quantify objects using the international system of measurement (metric) as the standard.
- analyze a wide variety of natural phenomena geological using basic definitions and fundamental theories of natural science.
- compare the scales at which geologic processes work.
- apply knowledge of current geologic processes to the understanding of Earth’s past geologic history.

Career Information

The Geology AS-T degree is designed to facilitate students’ successful transfer to four-year institutions that prepare them for advanced study in a variety of graduate programs as well as a variety of career opportunities in the fields of environmental monitoring, protection and remediation, energy and mineral exploration, paleontology, vulcanology, seismology, climatology, teaching, and research.

Associate Degrees

A.A. in Interdisciplinary Studies: Math and Science

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable course work that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Math and Science. These courses emphasize the natural sciences which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world’s civilizations. Possible majors at a four-year institution include, but are not limited to: mathematics, biology, chemistry, and physical science.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td></td>
<td>A minimum of 18 units from the following:</td>
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<td>You must select courses from at least three different disciplines and complete courses from both math and science. If a course is cross-listed with another on the list, only one may apply to the degree.</td>
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<tr>
<td>ANTH 300</td>
<td>Biological Anthropology (3)</td>
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<td>ANTH 303</td>
<td>Introduction to Forensic Anthropology (3)</td>
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<td>ASTR 300</td>
<td>Introduction to Astronomy (3)</td>
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<td>BIOL 300</td>
<td>The Foundations of Biology (3)</td>
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<td>Principles of Zoology (5)</td>
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<td>BIOL 430</td>
<td>Anatomy and Physiology (5)</td>
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<td>BIOL 440</td>
<td>General Microbiology (4)</td>
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<td>General Microbiology and Public Health (5)</td>
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<td>CHEM 306</td>
<td>Introduction to Organic and Biological Chemistry (5)</td>
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<td>GEOG 300</td>
<td>Physical Geography: Exploring Earth's Environmental Systems (3)</td>
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<td>Physical Geography Laboratory (1)</td>
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<tr>
<td>GEOG 306</td>
<td>Weather and Climate (3)</td>
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<td>GEOL 305</td>
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<td>GEOL 306</td>
<td>Earth Science Laboratory (1)</td>
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<tr>
<td>GEOL 310</td>
<td>Historical Geology (3)</td>
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<tr>
<td>GEOL 311</td>
<td>Historical Geology Laboratory (1)</td>
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<tr>
<td>GEOL 330</td>
<td>Introduction to Oceanography (3)</td>
<td></td>
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<tr>
<td>GEOL 345</td>
<td>Geology of California (3)</td>
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<tr>
<td>MATH 300</td>
<td>Introduction to Mathematical Ideas (3)</td>
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<td>MATH 310</td>
<td>Mathematical Discovery (3)</td>
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<tr>
<td>MATH 335</td>
<td>Trigonometry with College Algebra (5)</td>
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<tr>
<td>MATH 341</td>
<td>Calculus for Business and Economics (4)</td>
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<tr>
<td>MATH 343</td>
<td>Modern Business Mathematics (4)</td>
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<tr>
<td>MATH 355</td>
<td>Calculus for Biology and Medicine I (4)</td>
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<tr>
<td>MATH 356</td>
<td>Calculus for Biology and Medicine II (4)</td>
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<td>MATH 370</td>
<td>Pre-Calculus Mathematics (5)</td>
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<td>MATH 400</td>
<td>Calculus I (5)</td>
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<td>MATH 401</td>
<td>Calculus II (5)</td>
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</tbody>
</table>
The Interdisciplinary Studies: Math and Science Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- reason quantitatively and empirically (Math and Science).

Geology (GEOL)

GEOL 300 Physical Geology

| Units:   | 3 |
| Hours:   | 54 hours LEC |
| Prerequisite: | None |
| Advisory: | Concurrent enrollment in GEOL 301 is recommended. Students enrolled in GEOL 300 experience higher rates of success when concurrently enrolled in GEOL 301. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area IV; CSU Area B1; IGETC Area 5A |
| C-ID: | C-ID GEOL 100 |
| Catalog Date: | June 1, 2020 |

Physical geology is an introduction to the composition and dynamics of the Earth from the atomic scale of minerals to the global scale of plate tectonics. Topics include the composition of minerals and rock, volcanism, earth structures, earthquakes, erosion and surface processes, geologic time, geologic hazards, and plate tectonics. In this course, attention will focus on the rocks, landscapes, and scenic areas of the American West. Emphasis is placed on how humans affect the environment. Successful completion of physical geology prepares the student to recognize, understand, and appreciate processes which continually change our Earth.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
analyze geologic principles and apply critical thinking and problem solving skills.

- evaluate the relationship among the three kinds of rocks.
- explain and interpret geologic processes operating on and within the Earth.
- recognize and appraise geologic hazards.
- examine the importance, availability, and the sustainable use of geologic resources.
- explain the scientific method and communicate complex course concepts effectively in writing and diagrams.

GEOL 301 Physical Geology Laboratory

Units: 1
Hours: 54 hours LAB
Prerequisite: None.
Corequisite: GEOL 300; (or may be taken previously)
Transferable: CSU; UC
General Education: CSU Area B3; IGETC Area 5C
C-ID: C-ID GEOL 100L
Catalog Date: June 1, 2020

This course provides laboratory experience with the tools and skills discussed in Physical Geology (GEOL 300). Lab topics include; mineral and rock identification, map and air photograph interpretation, landform identification, and the study and interpretation of geologic maps and cross-sections. A calculator, ruler, protractor, and GEOL 300 textbook may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- complete and evaluate the time-event sequence on a geologic column by evaluation with both relative and absolute time.
- use geologic tools such as topographic maps, aerial/satellite photos, P and S wave models to compute gradient, construct geologic maps, interpret and evaluate geologic structures and landscapes.
- identify, describe and interpret the physical properties of minerals and their chemical groupings.
- identify and contrast the physical properties of the igneous, metamorphic, and sedimentary rocks.
- compare, examine, and interpret topographic features produced by fluvial, groundwater, glacial, and wind processes.

GEOL 305 Earth Science

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Corequisite: GEOL 306
Transferable: CSU; UC (UC credit limitation: No credit for GEOL 305 or 306 if taken after GEOL 300, 301, 310 or 311)
General Education: AA/AS Area IV; CSU Area B1; IGETC Area 5A
C-ID: C-ID GEOL 120
Catalog Date: June 1, 2020

This course is an introductory course covering major topics in geology, oceanography, meteorology, astronomy, scientific method, and philosophy of science. This course is designed for non-science majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the history and place of Earth in the solar system and universe using the scientific method and scientific principles.
- compare and contrast the geology, atmospheres, compositions, and conditions of the planets and moons in our solar system and identify those conditions that make Earth ideal for its current life forms.
- examine and evaluate systems and processes that operate in the atmosphere, hydrosphere, and solid Earth.
- examine how physical properties and processes such as buoyancy and convection drive Earth processes in the various earth sciences.
- analyze how processes in the different earth sciences affect our local, regional, national, and global communities.
GEOL 306 Earth Science Laboratory

Units: 1
Hours: 54 hours LAB
Prerequisite: None.
Corequisite: GEOL 305; (or may be taken previously)
Transferable: CSU; UC (UC credit limitation: No credit for GEOL 305 or 306 if taken after GEOL 300, 301, 310 or 311 )
General Education: CSU Area B3; IGETC Area 5C
Catalog Date: June 1, 2020

This course emphasizes the scientific methods and systematic laboratory procedures of Earth sciences. Topics include weather analysis, rock and mineral identification, study of geologic concepts by means of topographic maps, astronomical observation and ocean dynamics. A field trip or an appropriate alternative activity will be required as an introduction to geological environments and field methods in geology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- distinguish specimens of rocks and minerals and explain their formation.
- evaluate how various geological processes work to shape the topography of Earth.
- assemble the basic observations necessary to make a weather prediction.
- relate basic astronomical observations to common astronomical phenomena.
- assess how oceanographic processes operate and interact with meteorological and geological processes.

GEOL 310 Historical Geology

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: GEOL 300 or 305 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area IV; CSU Area B1; IGETC Area 5A
C-ID: C-ID GEOL 110
Catalog Date: June 1, 2020

This course covers the origin and geologic history of the Earth and the evolution of its plant and animal inhabitants. Plate tectonic theory is used to explain changes in composition and structure of rocks of the Earth's crust from the formation of the Earth to the present. Emphasis is placed on the formation of sedimentary rocks and how the Earth's environment and processes changes are recorded. Evolution and extinction are studied to understand how they reflect environmental changes in the earth's ocean, atmosphere, and surface.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate relative and absolute age dating techniques as appropriate tools to establish Earth's natural history and geologic time.
- assess theories of evolution and extinction and the logic and evidence leading to their development.
- examine past environmental conditions on Earth to predict possible trends for Earth's future environment (climate trends, sea level, and atmospheric composition).
- analyze how an active geologic environment produces characteristic features seen in stratigraphic records of past environments.
- apply plate tectonic theory to formulate past, present, and future changes in configurations of continents, and the geologic features related to those changes.

GEOL 311 Historical Geology Laboratory

Units: 1
Hours: 54 hours LAB
Laboratory studies will accompany and complement GEOL 310, Historical Geology. Use of sedimentary rocks, fossils, geologic maps, and cross sections will aid in interpreting ancient environments, tectonic settings, and geologic history. Other concepts addressed include age relations and correlation of rock and time units, and introduction to fossil identification and biostratigraphy. At least one field trip or an appropriate alternative activity will be required as an introduction to sedimentary environments and field methods in geology.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- explain and practically apply the principles of the scientific method.
- explain and practically apply knowledge of tectonic processes to interpret geologic events throughout geologic time.
- interpret geologic maps, cross sections and stratigraphic columns.
- practically apply the principles of relative dating to interpret sequences of geologic events.
- communicate complex course concepts effectively in writing and diagrams.

### GEOL 330 Introduction to Oceanography

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
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</tr>
<tr>
<td>Transferable</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I, CSU Area B1; IGETC Area 5A</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

The course will provide an introduction to the basic principles and practices of oceanography. Topics will be presented in terms of the applications of physics, geology, chemistry, and biology to a study of the world's oceans. Specific topics will include planetary science and earth origin, the geologic timescale, geography and location systems, matter, marine provinces, sediments, seismology, plate tectonics, seawater composition, geochemical distributions, deep ocean circulation, winds and surface circulation, waves, tides, estuarine environments, biological production, necton, plankton, and benthic organisms. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- understand and apply the basic practices and principles of oceanography.
- solve problems using basic chemical and physical principles.
- analyze situations involving the oceans and its resources using scientific principles.
- demonstrate an understanding of the causes of natural phenomena and increase the appreciation of the physical world.
- relate how our lives and environment have been affected by marine processes.

### GEOL 345 Geology of California

<table>
<thead>
<tr>
<th>Units:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area I, CSU Area B1; IGETC Area 5A</td>
</tr>
<tr>
<td>C-ID:</td>
<td>GEOL 200</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides a survey of the physical and historical aspects of California geology, emphasizing the linkage of geology and people through economic and social impacts. This course is recommended for non-majors and majors in geology and is of particular value to science, engineering, environmental studies, education, and economics majors. Field trips will be combined with lectures.
Upon completion of this course, the student will be able to:

- evaluate the role of geologic processes within the framework of plate tectonics in the evolution of California’s landscape.
- appraise California’s geologic resources, their distribution, use, and conservation.
- analyze California’s geologic hazards and assess their prediction and mitigation.
- evaluate the continuing interaction of geology and humans in California.
- describe the physiographic provinces of California in terms of rock types, age and tectonic development.
- communicate complex course concepts effectively using written and diagrammatic explanations.

GEOL 390 Field Studies in Geology

| Units: | 1 - 4 |
| Hours: | 9 - 32 hours LEC; 27 - 120 hours LAB |
| Prerequisite: | GEOL 300 with a grade of "C" or better |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course involves the study of geologic principles and processes of specific regions (mountains, deserts, great valley, coastal region, etc.). Course content varies according to field trip destination but may include topics in physical geology, environmental geology, economic geology, and/or introduction to tools and techniques used for Geoscience field research (e.g. map and compass, Global Positioning System (GPS), Geographic Information Systems (GIS), etc.). For specific details, see the course topic description(s) listed in the schedule. Field excursions are required and students will be responsible for providing their own lodging (or camping equipment) and meals. This course may be repeated up to four times under a new topic or destination.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply geologic concepts discussed in lecture to observed field conditions.
- compose field notes and collect and analyze field data.
- examine the surrounding physical and/or human environment and formulate explanations for the geologic patterns and processes observed.
- integrate geologic information with other disciplines (geography, biology, ecology, urban studies, anthropology, history, economics, cultural studies, and others), as appropriate, in order to develop a comprehensive view of landscapes and processes.

GEOL 495 Independent Studies in Geology

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |
Gerontology | Los Rios

Folsom Lake College’s gerontology program prepares students to assist seniors in managing their health, psychological, and social needs unique to the elderly population via a broad overview of the biological, psychological, and social aspects of aging. The need for specialization in gerontology is clearly shown in population trends and documented in literature citing the lack of adequately prepared geriatric caregivers. The focus is on preparation for associate-level positions with private industry, government, and non-profit agencies providing health services to senior adults. All courses transfer to the California State University (CSU) system.

If you are interested in transferring to a four-year college or university to pursue a bachelor’s degree in gerontology or social work, it is critical that you meet with a counselor to select and plan the courses for your major. Transfer institutions vary widely in the courses required for undergraduate preparation.

Dean Carlos Lopez

Department Chairs Kalinda Jones

Associate Degrees

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues</td>
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<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology</td>
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<tr>
<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film</td>
<td></td>
</tr>
<tr>
<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory</td>
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</tbody>
</table>

A minimum of 18 units from the following: 18

Select courses from at least 3 different disciplines.
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ANTH 323</td>
<td>Introduction to Archaeology</td>
<td>(3)</td>
</tr>
<tr>
<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion</td>
<td>(3)</td>
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<tr>
<td>ANTH 341</td>
<td>Introduction to Linguistics</td>
<td>(3)</td>
</tr>
<tr>
<td>BUS 320</td>
<td>Concepts in Personal Finance</td>
<td>(3)</td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace</td>
<td>(3)</td>
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<tr>
<td>BUS 340</td>
<td>Business Law</td>
<td>(3)</td>
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<tr>
<td>BUS 345</td>
<td>Law and Society</td>
<td>(3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication</td>
<td>(3)</td>
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<td>COMM 341</td>
<td>Organizational Communication</td>
<td>(3)</td>
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<tr>
<td>COMM 351</td>
<td>Mass Media and Society</td>
<td>(3)</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory</td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
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<td>ECON 304</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>ECON 320</td>
<td>Concepts in Personal Finance</td>
<td>(3)</td>
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<tr>
<td>ECE 312</td>
<td>Child Development</td>
<td>(3)</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development</td>
<td>(3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
<td>(3)</td>
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<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes</td>
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<td>GEOG 322</td>
<td>Geography of California</td>
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<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500</td>
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<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present</td>
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<td>HIST 310</td>
<td>History of the United States</td>
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<td>HIST 311</td>
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<td>HIST 314</td>
<td>Recent United States History</td>
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<td>HIST 319</td>
<td>American Environmental History</td>
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<td>Women in American History</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective</td>
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<td>HIST 368</td>
<td>History of France</td>
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<td>JOUR 310</td>
<td>Mass Media and Society</td>
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<td>NUTRI 310</td>
<td>Cultural Foods of the World</td>
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<tr>
<td>POLS 301</td>
<td>Introduction to Government: United States</td>
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<td>POLS 302</td>
<td>Comparative Politics</td>
<td>(3)</td>
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<tr>
<td>POLS 310</td>
<td>Introduction to International Relations</td>
<td>(3)</td>
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<tr>
<td>POLS 320</td>
<td>Introduction to Political Theory</td>
<td>(3)</td>
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<tr>
<td>PSYC 300</td>
<td>General Principles</td>
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<td>PSYC 312</td>
<td>Biological Psychology</td>
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<tr>
<td>PSYC 320</td>
<td>Social Psychology</td>
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<tr>
<td>PSYC 335</td>
<td>Research Methods in Psychology (3)</td>
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<td>PSYC 340</td>
<td>Abnormal Behavior (3)</td>
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<td>PSYC 356</td>
<td>Human Sexuality (3)</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>PSYC 372</td>
<td>Child Development (3)</td>
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<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<td>SOC 301</td>
<td>Social Problems (3)</td>
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<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<tr>
<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
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<td></td>
<td><strong>Total Units:</strong></td>
<td><strong>18</strong></td>
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</table>

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

**A.A. in Social Work/Human Services, General**

The A.A. degree program in Human Services provides performance-based training for both associate level employment and transfer preparation. This degree provides training for Psychology and Social Work majors towards Marriage Family Therapists, Social Workers, and Psychologists. All courses within this curriculum are transferable to CSU four-year degree programs. Coursework includes performance-based training in client screening, intake, assessment, orientation, individual counseling, group counseling, consultation, client’s rights, confidentiality, crisis intervention, client education, professional ethics, reports and record keeping.

**Catalog Date:** June 1, 2020

**Degree Requirements**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
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<td>SWHS 300</td>
<td>Introduction to Human Services</td>
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<tr>
<td>SWHS 302</td>
<td>Introduction to Psychology of Human Relations</td>
<td>3</td>
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<tr>
<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
<td>3</td>
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<tr>
<td>or PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<tr>
<td>SWHS 350</td>
<td>Ethical Issues in Social Work/Human Services</td>
<td>3</td>
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<tr>
<td>SWHS 360</td>
<td>Techniques of Interviewing and Counseling</td>
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<td>SWHS 365</td>
<td>Techniques of Group Counseling (3)</td>
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<tr>
<td>SWHS 366</td>
<td>Practices in Human Services</td>
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</tbody>
</table>
The Social Work/Human Services, General Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- define the functions of social service delivery systems.
- analyze public policy issues, complexities and controversies affecting social service agencies and their clients.
- integrate different theoretical approaches in working with clients.
- identify the community resources used in assisting clients.
- appraise and apply the knowledge of existing California professional codes of ethics for the helping professions.
- describe the application of clients’ rights in the social service delivery system.
- evaluate one’s own values and attitudes as they apply to ethical decision making.
- demonstrate effective individual and group setting interpersonal and social skills in interactions with a demographically diverse population.

Career Information

Career opportunities may include but are not limited to: Peer Support Group Facilitator; Youth Group Home Worker; Alcoholism Program Worker; Family, Welfare, and Health Agencies Worker; Ombudsman Program Workers; Work with Correctional Agencies; Consumer Consultant; County or State Eligibility Worker; Conflict Containment Workers.

Certificate

Social Work/Human Services, Home Caregiver Certificate

The Home Caregiver Certificate prepares recipients with in-home ethical and legal preparation, interpersonal skill training, and information regarding the needs affiliated with aging. All courses transfer to California State Universities. Students planning to continue specialization in gerontology by transferring to a four-year college should consult the Requirements for Transfer Institutions section of this catalog.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
<td>3</td>
</tr>
</tbody>
</table>
### GERON 300 Sociology of Aging

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area V(b); CSU Area D; CSU Area E1; IGETC Area 4  
**Catalog Date:** June 1, 2020

This introductory course examines the aged and the aging process, with emphasis on social factors affecting and affected by an aging population. It includes an analysis of demography and history of aging in America; individual aging and adaptation; needs, resources, and social support systems; employment and retirement; and social class/cultural differences. Multi-generational interviews will be used to supplement a service learning project which requires face-to-face service at a community agency with approval between the instructor and agency.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess the field of social gerontology and population trends in the U.S. and worldwide.
- evaluate historical and cross-cultural issues in the study of aging.
- analyze cognitive changes including personality and mental health which occur as one ages.
- examine the significance of love, intimacy, and sexuality in later life.
This course is an introduction to nutritional concerns as they apply to the aging adult. Students will explore the physiological, psychosocial, and chronic degenerative conditions associated with aging and the nutritional implications of each. Not open to students who have completed NUTRI 324.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- assess the nutritional requirements and recommendations for the elderly.
- evaluate the physiological changes and health concerns of the elderly as they relate to nutritional status.
- analyze psychosocial factors and their implications to nutrition status.
- plan programs for health promotion, disease prevention and good nutrition for the elderly.
- evaluate the impact of food choices, drugs, and exercise on the nutritional status of older Americans.
- compare and contrast various nutrition programs of the Older Americans Act—Title III C.

### GERON 495 Independent Studies in Gerontology

**Units:** 1 - 3  
**Hours:** 54 - 162 hours LAB  
**Prerequisite:** None  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

### GERON 498 Work Experience in Gerontology

**Units:** 1 - 4  
**Hours:** 60 - 300 hours LAB  
**Prerequisite:** None  
**Enrollment Limitation:** Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.  
**Advisory:** ENGRD 310 or ENGRD 300  
**Transferable:** CSU  
**General Education:** AA/AS Area III(b)  
**Catalog Date:** June 1, 2020

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Gerontology. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
The health education curriculum at Folsom Lake College has been developed with two goals in mind: to identify the public health education needs of local businesses, organizations, and individuals in the community; and to develop the innovative and informative courses that are necessary to meet the diverse health education needs of the community.

HEED 300 fulfills a portion of the general education graduation requirement for living skills and is transferable to four-year colleges and universities. HEED 351 was developed to give students the tools needed to develop personal wellness.

The health education program at Folsom Lake College is a diverse and constantly evolving program, designed to keep pace with an equally diverse and growing community.

Dean
Matt Wright

Department Chairs
Donny Ribaudo

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wrightm@flc.losrios.edu

Associate Degree for Transfer

A.S.-T. in Public Health Science

The Associate of Science in Public Health Science for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Public Health Science at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   A. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   B. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics</td>
<td>4</td>
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<tr>
<td>HEED 300</td>
<td>Health Science</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 300</td>
<td>General Principles</td>
<td>3</td>
</tr>
<tr>
<td>HEED 302</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>Biology of Organisms (4)</td>
<td>4 - 5</td>
</tr>
<tr>
<td>or BIOL 310</td>
<td>General Biology (4)</td>
<td></td>
</tr>
</tbody>
</table>
HEED 300 Health Science

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU, UC (UC credit limitation: HEED 300 and HEED 351 combined: maximum credit, one course)
General Education: AA/AS Area III(b), CSU Area E1
C-ID: C-ID PHS 100
Catalog Date: June 1, 2020

This course is designed to help students achieve a high level of health and prevent disease by assisting them to maximize both their personal lifestyles and their environments. This course will help students identify various factors influencing current and future levels of health. Additional information includes mental health, stress management, nutrition, weight control, fitness, sexuality, addictive substances, and disease.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- communicate their understanding of the holistic model of health and wellness.
- demonstrate their understanding of the basic principles of nutrition, dietary recommendations, and the basic principles of physical fitness.
- develop a plan based on current behavior theories that will allow them to change a personal maladapted behavior.
- compare and contrast the various methods of disease prevention as well as the determinants of selected major diseases.
- explain the impact of aging and the environment on personal health.
- demonstrate their understanding of the prevention of unintentional injuries and the stimulus and prevention of violence.
- compare and contrast the definitions of substance abuse and addiction.
- define stress and explain stress management strategies.
- explain the current state of healthcare in society and demonstrate the ability to interpret and evaluate credible health and medical research.
- communicate orally and in writing the scientific language of the discipline.
- define and explain the various concepts in human sexuality including; reproductive anatomy, contraception, reproductive options, sexually transmitted infections, sexual orientation, and relationships.

HEED 302 Introduction to Public Health

<table>
<thead>
<tr>
<th>Units</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Transferable</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>C-ID</td>
<td>C-ID PHS 101</td>
</tr>
<tr>
<td>Catalog Date</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health as well as the history of public health officials and agencies. The course will provide an overview of the functions of various health professions and institutions as well as an in-depth examination of the core disciplines within public health including the epidemiology of infectious and chronic disease; prevention and control of diseases in the community; an analysis of the social determinants of health; strategies for eliminating disease, illness, and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify different public health disciplines, professions, and organization and explain how each contributes to the field of public health.
- distinguish the difference between personal and public health, how western medicine differs from other global regions in the approach to disease prevention, and describe the organization, financing, and delivery of various medical based services in the United States.
- demonstrate the use of basic epidemiological methods including analyzing rates and defining terms such as cases, population at risk, risk factors, incidence, prevalence, morbidity, and mortality.
- outline strategies for prevention, detection, and control of chronic and infectious diseases and the process of community organizing, building, and health promotion programming.
- describe the interplay between health determinants such as environmental conditions, social, behavioral, and cultural factors, and biological considerations and explain the role each plays in determining local, national, and global health policy.
- analyze current public health issues and describe how they affect societal well-being among specific populations of sex, ethnicity, education, and socioeconomic status.
- identify, assess, and utilize credible information resources on community health current issues such as the internet, social media, media outlets, and libraries.
- explain the historical development of public health.

HEED 351 Personal Health and Wellness
This course focuses on a personalized approach to creating healthy habits for life. Students will assess their current level of health in the areas of physical, occupational, intellectual, emotional, spiritual, social, and environmental health and use appropriate behavior modification tools to enhance health levels in these areas. Particular emphasis will be placed on the positive synergistic relationship between physical activity and overall health and wellness levels. This course has a lab component that will require students to participate in physical activity.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the basic concepts of the holistic model of health and wellness.
- evaluate their current personal health status in relation to the holistic model of health and wellness and devise programs designed to improve and/or maintain that status.
- articulate the synergistic relevance of physical activity to elevated states of health and wellness.

HEED 495 Independent Studies in Health Education

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
History | Los Rios

The Folsom Lake College history curriculum offers a study of history that contributes to cultural literacy and develops critical thinking and other useful skills while helping students understand today and plan for tomorrow.

Dean            Carlos Lopez

Department Chairs        Richard Mower

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Associate Degrees for Transfer

A.A.-T. in History

The Associate in Arts in History for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in History at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

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

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

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

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

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 12 units from the following:</td>
<td>12</td>
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</tr>
<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
<td></td>
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<tr>
<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
<td></td>
</tr>
<tr>
<td>HIST 310</td>
<td>History of the United States (3)</td>
<td></td>
</tr>
<tr>
<td>HIST 311</td>
<td>History of the United States (3)</td>
<td></td>
</tr>
<tr>
<td>A minimum of 6 units from the following:</td>
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<tr>
<td>List A: Choose one course from this list.</td>
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<tr>
<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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</tr>
<tr>
<td>HIST 331</td>
<td>Women in American History (3)</td>
<td></td>
</tr>
<tr>
<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
<td></td>
</tr>
<tr>
<td>HIST 368</td>
<td>History of France (3)</td>
<td></td>
</tr>
</tbody>
</table>

**List B**: Choose one course from this list. HIST 331 or HIST 344 may be used in List B if not used to fulfill List A.

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
<td></td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
<td></td>
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<tr>
<td>ARTH 312</td>
<td>Women in Art (3)</td>
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<tr>
<td>ARTH 324</td>
<td>Art of the Americas (3)</td>
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<tr>
<td>ARTH 328</td>
<td>Survey of African Art (3)</td>
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<tr>
<td>ARTH 330</td>
<td>Survey of African-American Art (3)</td>
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<tr>
<td>ARTH 332</td>
<td>Asian Art (3)</td>
<td></td>
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<tr>
<td>ARTH 333</td>
<td>Introduction to Islamic Art (3)</td>
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<tr>
<td>DANCE 380</td>
<td>World Dance History (3)</td>
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<tr>
<td>ENGLT 330</td>
<td>African American Literature (3)</td>
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<tr>
<td>ENGLT 360</td>
<td>Women in Literature (3)</td>
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<td>FREN 401</td>
<td>Elementary French (4)</td>
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<td>FREN 402</td>
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<td>FREN 411</td>
<td>Intermediate French (4)</td>
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<td>FREN 412</td>
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<td>HUM 320</td>
<td>Asian Humanities (3)</td>
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<td>HUM 325</td>
<td>Arts and Humanities of the Islamic World (3)</td>
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<td>HUM 332</td>
<td>American Humanities (3)</td>
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<tr>
<td>HUM 370</td>
<td>Women and the Creative Imagination (3)</td>
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<tr>
<td>MUFHL 330</td>
<td>World Music (3)</td>
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<tr>
<td>PHIL 352</td>
<td>Introduction to World Religions (3)</td>
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<tr>
<td>PSYC 360</td>
<td>Psychology of Women (3)</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<tr>
<td>SPAN 401</td>
<td>Elementary Spanish (4)</td>
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<tr>
<td>SPAN 402</td>
<td>Elementary Spanish (4)</td>
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<tr>
<td>SPAN 411</td>
<td>Intermediate Spanish (4)</td>
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<tr>
<td>SPAN 412</td>
<td>Intermediate Spanish (4)</td>
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<tr>
<td><strong>Total Units:</strong></td>
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</table>

The Associate in Arts in History for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**
Upon completion of this program, the student will be able to:

- demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.
- compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.
- explain historical developments incorporating perspectives of race, class, gender, and ethnicity.
- explain major historical social, cultural, economic, technological, and scientific developments, their causes and effects, and their historical significance.
- describe local and global historical political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance.

Career Information

Given the general analytic skills developed in a history curriculum, career opportunities are diverse. While undergraduate study in history is an excellent preparation for law school and other professional schools, history majors have successful careers in health professions, local, state, and federal government, business, science, and information technology. People with advanced degrees in history typically seek employment as teachers and professors.

Associate Degrees

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Select</td>
<td>courses from at least 3 different disciplines.</td>
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</tr>
<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
<td></td>
</tr>
<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
<td></td>
</tr>
<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
<td></td>
</tr>
<tr>
<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
<td></td>
</tr>
<tr>
<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
<td></td>
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<tr>
<td>ANTH 323</td>
<td>Introduction to Archaeology (3)</td>
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<tr>
<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
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<tr>
<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<tr>
<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<tr>
<td>COURSE CODE</td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
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<tr>
<td>BUS 345</td>
<td>Law and Society (3)</td>
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<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<tr>
<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<td>ECON 320</td>
<td>Concepts in Personal Finance (3)</td>
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<tr>
<td>ECE 312</td>
<td>Child Development (3)</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<tr>
<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<tr>
<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes (3)</td>
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<tr>
<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<tr>
<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<tr>
<td>HIST 310</td>
<td>History of the United States (3)</td>
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<tr>
<td>HIST 311</td>
<td>History of the United States (3)</td>
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<tr>
<td>HIST 314</td>
<td>Recent United States History (3)</td>
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<tr>
<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<tr>
<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>HIST 368</td>
<td>History of France (3)</td>
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<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
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<td>NUTRI 310</td>
<td>Cultural Foods of the World (3)</td>
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<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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<td>POLS 302</td>
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<td>POLS 310</td>
<td>Introduction to International Relations (3)</td>
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<td>POLS 320</td>
<td>Introduction to Political Theory (3)</td>
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<td>PSYC 300</td>
<td>General Principles (3)</td>
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<td>PSYC 312</td>
<td>Biological Psychology (4)</td>
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<td>PSYC 320</td>
<td>Social Psychology (3)</td>
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<td>PSYC 335</td>
<td>Research Methods in Psychology (3)</td>
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<td>Abnormal Behavior (3)</td>
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<td>PSYC 356</td>
<td>Human Sexuality (3)</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>PSYC 372</td>
<td>Child Development (3)</td>
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<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<td>SOC 301</td>
<td>Social Problems (3)</td>
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<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
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<td><strong>Total Units:</strong></td>
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</tbody>
</table>

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

Certificate of Achievement

Heritage Interpretation Certificate

Heritage Interpretation involves conveying meaningful information about historical, cultural, and natural events or sites to a broad audience. One may have encountered interpretive prose in historical site markers, displays at parks or museums, and written park visitor guides. Park rangers, docents, and tour guides use oral and written interpretation skills. More recently, interpretive skills have been expanding into social media. Students completing this proposed certificate of recognition will be prepared to take an exam to be a Certified Interpretive Guide (C.I.G) from the National Association for Interpretation. Courses in this certificate may also be applied towards associate degree and/or transfer requirements.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>ANTH 300</td>
<td>Biological Anthropology (3)</td>
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<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>or ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>BIOL 307</td>
<td>Biology of Organisms (4)</td>
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<td>or BIOL 323</td>
<td>Plants and People (4)</td>
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<td>or BIOL 350</td>
<td>Environmental Biology (3)</td>
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<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<td>or HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<tr>
<td>ANTH 392</td>
<td>Principles of Heritage Interpretation (3)</td>
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<td>or HIST 392</td>
<td>Principles of Heritage Interpretation (3)</td>
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<td><strong>A minimum of 2 units from the following:</strong></td>
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<td>ANTH 498</td>
<td>Work Experience in Anthropology (1 - 4)</td>
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<tr>
<td>BIOL 380</td>
<td>Natural History Field Studies: Coastal Ecosystems (1)</td>
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</tbody>
</table>
### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- pass the Certified Interpretive Guide exam offered by the National Association for Interpretation.
- interpret information about a historical, cultural, or natural event or site to a diverse audience.
- justify the importance of preserving historical, cultural, and natural resources.

### Career Information

Students completing this certificate along with additional coursework may be prepared to seek jobs as an interpretive guide or Interpretive Specialist at parks, museums, historical sites, and cultural centers; K-12 educator; river guide; or in the hospitality industry. This certificate may also fulfill some of the transfer requirements for a bachelor’s degree in Public History, Cultural Resources Management, or Natural Resources Management.

### History (HIST)

#### HIST 307 History of World Civilizations to 1500

| Units: 3 |
| Hours: 54 hours LEC |
| Prerequisite: ENGWR 101 with a grade of "C" or better; or placement into ENGWR 300. |
| Transferable: CSU; UC |
| General Education: AA/AS Area V(b); AA/AS Area I; CSU Area C2; CSU Area D; IGETC Area 3B; IGETC Area 4 |
| C-ID: C-ID HIST 150 |
| Catalog Date: June 1, 2020 |

This course is a survey of the development of world civilizations from antiquity to 1500 CE, with particular emphasis on the dynamic interaction and comparison of peoples and cultures. The focus is on the roles played by social, political, economic, cultural and religious forces in shaping the major world civilizations and the legacy of these civilizations within the world today.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.
- compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.
- explain the development of world civilizations incorporating perspectives of race, class, gender, and ethnicity.
- explain major social, political, economic, technological, and scientific developments, their causes and effects, and their historical significance to 1500 CE.
analyze the ways human groups have interacted through trade, warfare, migration, and biological exchange and how these developments have been affected by and have in turn affected the natural environment.

compare broad patterns of cultural change and exchange within complex societies and across regions, including cultural developments such as religion, philosophy, art, music, literature, and architecture.

HIST 308 History of World Civilizations, 1500 to Present

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of “C” or better; or placement into ENGWR 300.
Transferable: CSU, UC
General Education: AA/AS Area V(b); AA/AS Area Vf; CSU Area C2; CSU Area D; IGETC Area 3B; IGETC Area 4
C-ID: C-ID HIST 160
Catalog Date: June 1, 2020

This course is a survey of the development of the major civilizations of the world from the 16th century to the present, with particular emphasis on the dynamic interaction of peoples and cultures. The focus is on the role played by social, political, economic, cultural and religious forces in shaping the major world civilizations and the legacy of these civilizations within the world today.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.
- compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.
- explain the development of world civilizations incorporating perspectives of race, class, gender, and ethnicity.
- explain major social, political, economic, technological, and scientific developments, their causes and effects, and their historical significance from 1500 to the present.
- analyze the ways human groups have interacted through trade, warfare, migration, and biological exchange and how these developments have been affected by and have in turn affected the natural environment.
- compare broad patterns of cultural change and exchange within complex societies and across regions, including cultural developments such as religion, philosophy, art, music, literature, and architecture.

HIST 310 History of the United States

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of “C” or better; or eligibility for ENGWR 300 via the assessment process.
Transferable: CSU, UC
General Education: AA/AS Area V(a); AA/AS Area V(b); AA/AS Area Vf; CSU Area C; CSU Area D; CSU Area F1; CSU Area F2; IGETC Area 4
C-ID: C-ID HIST 130
Catalog Date: June 1, 2020

This course portrays the growth of the history of America from the pre-Columbian period to 1877 focusing on its institutions and ideals, examining the decisions and developments that shaped our national heritage. The U.S. Constitution and the establishment of American government institutions are also covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.
- compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.
- explain the development U.S. History incorporating perspectives of race, class, gender, and ethnicity.
- explain the major American social, cultural, economic, technological, and scientific developments, their causes and effects, and their historical significance.
● describe America’s growth in a global context, and analyze the major political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance.

● explain the philosophical reasoning, the federal concept, and the democratic ideology in the development of the Constitution.

HIST 311 History of the United States

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of “C” or better; or eligibility for ENGWR 300 via the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area V(a); AA/AS Area V(b); AA/AS Area I; CSU Area D; CSU Area F1; CSU Area F3; IGETC Area 4
C-ID: C-ID HIST 140
Catalog Date: June 1, 2020

This course portrays America’s development from the period of Reconstruction following the Civil War in 1865 to the present, examining the significant ideals, decisions, forces, institutions, individuals, events, and processes that affected continuity and change during this time. Coverage also includes California state and local government.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

● demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.

● compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.

● explain the development of U.S. History incorporating perspectives of race, class, gender, and ethnicity.

● explain the major American social, cultural, economic, technological, and scientific developments, their causes and effects, and their historical significance.

● describe America’s growth in a global context, and analyze the major political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance.

● describe the role of California state and local government and its impact on the nation as a whole.

HIST 312 History of the United States (to 1865)

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of “C” or better; or eligibility for ENGWR via the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area V(a); AA/AS Area V(b); CSU Area D; CSU Area F1; CSU Area F2; IGETC Area 4
Catalog Date: June 1, 2020

This course portrays the growth of the history of America from the pre-Columbian period to 1865 focusing on its institutions and ideals, examining the decisions and developments that shaped our national heritage. The U.S. Constitution and the establishment of American government institutions are also covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

● demonstrate information literacy skills necessary to conduct basic research of historical documents, publications, and references.

● compose historical writing assignments reflecting written expression competency at the college composition level.

● critically analyze the chronology of events that make up our country’s past to understand change and/or continuity and cause and/or effect in history.

● embody historical empathy by judging the past on its own terms and use that knowledge to understand contemporary issues.

● demonstrate an understanding of U.S. history through multiple analytical categories such as race, class, gender, and ethnicity.

● demonstrate an understanding of the philosophical reasoning, the federal concept, and the democratic ideology in the development of the Constitution.
HIST 314 Recent United States History

This course reviews those events that constitute our country’s history from 1945 to the present, ensuing against the background of a “world setting.” While the emphasis tends to be on political developments, the course also covers broad economic, social, and cultural patterns. It includes coverage of California state and local government.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop and acquire information literacy competency skills necessary to conduct basic research of historical documents, publications, and references.
- compose historical writing assignments reflecting written expression competency at the college composition level.
- critically analyze the chronology of events that make up our country’s past to understand change and/or continuity and cause and/or effect in history.
- embody historical empathy by judging the past on its own terms and use that knowledge to understand contemporary issues.
- demonstrate an understanding of U.S. history through multiple analytical categories such as race, class, gender, ethnicity, and growth in a global context.
- demonstrate an understanding of the impact of California on the nation as a whole.

HIST 319 American Environmental History

This course examines the past interactions between human society and the natural world in what is now the United States. Issues to be discussed include Native American resource management, the ecological effects of the arrival of Europeans in the “New World,” resource exploitation in the industrial era, cultural constructions of nature, and the preservation, conservation, and environmental movements. In the context of the historical influence of nature upon human society and the impact of human society upon nature, the course covers broad political, social, and cultural patterns and conflicts. In the same context, it also includes multicultural interpretations of the California and Sierra Nevada foothill experience which may entail field trips.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the information literacy skills necessary to conduct basic historical research and compose historical writing assignments at the college composition level;
- explain how political, economic, social, and cultural factors have shaped human interactions with and management of the North American environment;
- analyze cultural encounters and conflicts between distinct societies with an emphasis on colonization (including the demographic impacts of disease) and westward expansion, as well as divergent and competing economic ideologies, land-use, and maritime practices;
- identify key authors who helped reshape American attitudes towards the natural world and analyze how these works employed philosophical, scientific, gendered, racial, political, economic, and/or demographic approaches in their interpretations and arguments;
- explain and analyze the environmental impacts of historically significant commodities and industrialization, along with the origins of campaigns or movements to ameliorate those impacts: for conservation, preservation, public health, and environmental justice—with special emphasis on the work of women and non-white activists to protect the most vulnerable people and wildlife from an increasingly toxic environment;
- explain and evaluate the emergence of a stronger environmental consciousness beginning in the late twentieth century (with such developments as Earth Day, Ecofeminism, Wilderness and Wildlife Protection Acts and other state and federal environmental regulations);
demonstrate an understanding of and an ability to analyze historical trends (such as climate change) which hold implications for the future.

HIST 331 Women in American History

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of "C" or better, or placement into ENGWR 300.
Transferable: CSU; UC
General Education: AA/AS Area V(a); AA/AS Area V(b); AA/AS Area I; AA/AS Area VI; CSU Area D; CSU Area F1; IGETC Area 4
Catalog Date: June 1, 2020

This course offers a survey of U.S. women's history, including the origin and development of the nation’s political, social, economic, and intellectual institutions, from pre-contact indigenous societies to the modern era. The diverse roles and contributions of European American, Native American, African American, Mexican American, and Asian American women are emphasized throughout the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- develop skills in historical analysis, synthesis, and interpretation as well as a comprehension of literacy competency skills necessary to conduct basic research of historical documents, publications, and references.
- compose historical writing assignments demonstrating written expression competency at the college composition level.
- analyze and explain the contributions and significance of various groups of women to America’s political, economic and social systems, evaluating how women’s perspective and experience fits into the overall narrative of U.S. history.
- analyze events or controversies in U.S. Women’s History from several historical perspectives including race, ethnicity, or social class.
- define racism and sexism, and use these definitions to analyze the social, political, and economic status of women throughout U.S. history.

HIST 344 Survey of California History: A Multicultural Perspective

Units: 3
Hours: 54 hours LEC
Prerequisite: ENGWR 101 with a grade of "C" or better, or placement into ENGWR 300.
Transferable: CSU; UC
General Education: AA/AS Area V(b); AA/AS Area I; AA/AS Area VI; CSU Area C2; CSU Area D; IGETC Area 3B; IGETC Area 4
Catalog Date: June 1, 2020

This course is a survey of the history of California with an emphasis on the evolution of the state as a multicultural society, beginning with Native Californian cultures and continuing to the present. Above all, the course evaluates the historical experiences and dynamic interaction of Hispanic, Asian, African American, European American, and other cultural groups. Field trips to local sites of historical significance may be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.
- compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.
- assess the political, economic, social, and cultural evolution of California from the settlement of the first humans to the present, evaluating the historical origins and experiences of California's multicultural society.
- compare and contrast selected ethnic and cultural groups (including, but not limited to Native American, African-American, Latin-American, and Asian-American populations), evaluating intercultural contact (including intercultural families) and intercultural conflict with special emphasis placed on the importance of race, ethnicity and gender.
- critically assess the role that ethnocentrism has played in California history, especially since the nineteenth century.
This course surveys the cultural, political, and economic history of France from Roman Gaul to the present. It examines the origin and development of French artistic, political, economic, and intellectual institutions, their influence on French society and culture, and France’s role in Europe and the wider world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to conduct basic research of historical documents and publications, interpret primary and secondary sources, and utilize academic citations and formatting.
- demonstrate the ability to compose arguments, which evaluate evidence from historical sources and synthesize this evidence in support of a thesis statement and argumentative claims, reflecting writing competency at the college composition level.
- demonstrate an understanding of French history incorporating perspectives of race, class, gender, and ethnicity.
- explain the major French economic, technological, and scientific developments and their historical significance.
- demonstrate an understanding of France’s growth in a global context, and analyze the major political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance.
- describe the different styles of architecture and artistic movements in France.

HIST 392 Principles of Heritage Interpretation

This interdisciplinary course covers the basics of interpreting historical, cultural, and natural resources to the general public. Interpretation is a communication process that forges emotional and intellectual connections between the interests of the audience and the inherent meanings of the resource. Topics include developing an interpretive program using a thematic approach and learning program delivery techniques. Completion of this course will qualify students to apply for professional certification through the National Association for Interpretation as a Certified Interpretive Guide (CIG). This course is recommended for students interested in history, biology, anthropology, recreation, education, and communication. Not open to students who have received credit for Biology 392 or Anthropology 392. This course requires field trips.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define heritage interpretation.
- demonstrate knowledge of the history, principles, and philosophy of interpretation as it is practiced in natural resource settings (parks and forests) and a variety of other settings (museums, nature centers, zoos, arboretums, planetariums, aquariums, botanical gardens, historic sites, etc.).
- compose interpretive themes, goals, and objectives.
- research, outline and develop an interpretive presentation.

HIST 495 Independent Studies in History

This course allows students to pursue independent research or study in a specific area of history. The student will work closely with a faculty member to develop a plan of study that meets the student's needs and interests. The course is designed to provide an opportunity for the student to pursue advanced study in a specialized area of history. The student will complete a research project or a series of independent studies that culminate in a written report or presentation. This course is not intended to replace any required coursework in the student's major, but rather to provide an opportunity for advanced study in an area of personal interest. The student will be required to submit a proposal for approval by the instructor and the department chair before beginning the work. The course requires the student to work independently and to take responsibility for their own learning.
HIST 498 Work Experience in History

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of History. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Human/Career Development | Los Rios

The Folsom Lake College human/career development curriculum is designed to assist students with recognizing their full potential through developing self-awareness, educational management, and lifelong independent career planning skills. Instruction includes obtaining skills necessary to succeed in college and make positive and productive work/life decisions.

Dean
Dr. Molly Senecal

Department Chairs
Juan Flores

(916) 608-6688
senecam@flc.losrios.edu

Human/Career Development (HCD)

HCD 123 Study Strategies and Techniques

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Prerequisite: None.
Catalog Date: June 1, 2020

This open-entry, open-exit laboratory course is designed to provide a supportive lab environment for students with learning challenges who want to improve their academic skills and learn specific study skills and strategies. In order to pass this pass/no pass course, students enrolled in the course for one unit will need to attend 54 hours. Those enrolled for one-half unit will need to attend 27 hours to pass. Students will work on homework and test preparation for their other classes. In doing so, depending on their needs, students will have an opportunity to develop and improve techniques for textbook reading, note taking, test taking, memory improvement, test preparation, critical thinking and organizational skills in written expression. In addition, they will be able to discover their own learning styles and choose individually tailored, appropriate combinations of study strategies and techniques. This course is open to all students but is designed and particularly helpful for students with learning challenges and a variety of disabilities. The course will feature short (approximately 15 minute) study strategies presentations on the topics above. The instructor will supply materials related to these presentations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- complete assignments for other classes.
- identify and use study strategies for improving test preparation, memorization, test taking, focusing, editing of papers, organizational skills, argumentation techniques, test anxiety reduction, research techniques, citation techniques, and interpretation of prompts.
- advocate for himself or herself and use DSPS program services and accommodations.

HCD 310 College Success

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC (UC credit limitation: 310, HCD 315, HCD 318 and INDIS 313 combined: maximum credit, 3 units.)
General Education: AA/AS Area III(b), CSU Area E1
Catalog Date: June 1, 2020

This comprehensive course is designed to assist students in obtaining the skills and knowledge necessary to reach their educational objectives. Topics include: motivation and discipline, memory development, time management, communication skills, career planning, transfer options, study skills, and personal issues commonly reported by college students. The course is recommended for new students and others who can benefit.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply personal skills for college success including, but not limited to note-taking, test taking strategies, memory techniques, time management, physical and psychological wellness that coincides with individual learning styles.
- demonstrate an understanding of the value, purpose and requirements for higher education, matriculation, and transfer.
- recognize values, interests, personality and aptitudes with the goal of major selection and career choice.

HCD 315 First Year Seminar

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None  
Transferable: CSU; UC (UC credit limitation: 310, HCD 315, HCD 318 and INDIS 313 combined: maximum credit, 3 units.)  
General Education: AA/AS Area III(b); CSU Area E1  
Catalog Date: June 1, 2020

This course is designed for students in their first year of college and provides the opportunity to develop and enhance essential skills needed in order to meet the challenges of higher education. Topics include personal responsibility, motivation, self-management, emotional intelligence, interdependence, resiliency, critical and independent thinking, and information literacy.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an awareness of skills needed to promote success in college and life.
- identify potential barriers to academic success and develop strategies to address them.
- identify personal strengths and areas of development that can enhance one’s college experience.
- demonstrate strategies for developing and enhancing physical and psychological well being that can lead to success in college and life.

HCD 318 Transfer: Making It Happen

Units: 2  
Hours: 36 hours LEC  
Prerequisite: None  
Advisory: ENGRD 110 and ENGWR 101  
Transferable: CSU; UC (UC credit limitation: 310, HCD 315, HCD 318 and INDIS 313 combined: maximum credit 3 units.)  
General Education: AA/AS Area III(b)  
Catalog Date: June 1, 2020

This course provides a comprehensive study of the university transfer process as it relates to community college students. Topics include an overview of higher education options, transfer admission requirements, college research, major selection, transfer resources, student support services, and the college application process. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the value, purpose and requirements for higher education, matriculation, and transfer.
- recognize individual values and interests with the goal of major selection and career choice.
- define and identify opportunities for student involvement to include participation in student organizations, support services, internships, and other activities that supplement the undergraduate experience.

HCD 330 Life and Career Planning

Units: 1  
Hours: 18 hours LEC  
Prerequisite: None.
This course is a comprehensive approach to life and career planning based on extensive measurement of aptitude, interests, personality type, values, and skills. Personal and career goals will be formulated using career research and decision making strategies. Course topics will include changing career trends and job search techniques. Supplementary items include the Myers-Briggs Type Indicator and Strong Interest Inventory.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- interpret and appraise their aptitudes, interests, and personality characteristics.
- formulate an academic/occupation plan employing all information gathered.
- identify their values and skills and their relationship to the world of work.
- describe the goal-setting process and apply it to their own life and career planning.

### HCD 345 21st Century Workplace Skills

**Units:** 1  
**Hours:** 18 hours LEC  
**Prerequisite:** None.  
**Transferable:** CSU  
**General Education:** AA/AS Area II(b)  
**Catalog Date:** June 1, 2020

This course is designed to help students develop the non-cognitive or 'soft' skills needed to succeed in today's changing workplace. Course topics will include the changing global economy, the rise of entrepreneurialism, how to be a competitive job seeker, and the top ten soft skills which include adaptability, analysis/solution mindset, collaboration, communication, digital fluency, entrepreneurial mindset, empathy, resilience, self-awareness, and social/diversity awareness.

Supplementary items may include career/personality assessments that require a fee.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe changes in the global economy and the modern workforce.
- identify and describe the 21st Century Skills needed to succeed in today's workforce.
- evaluate career goals and the skills needed to navigate today's job market.
- describe the concept of self-awareness, their work personality, strengths, and areas to improve.

### HCD 375 Service Learning Volunteer Fieldwork

**Units:** 1 - 3  
**Hours:** 54 - 162 hours LAB  
**Prerequisite:** None.  
**Transferable:** CSU  
**General Education:** AA/AS Area II(b)  
**Catalog Date:** June 1, 2020

This course is intended as an opportunity for students to contribute to their community by volunteering with agencies and organizations that provide services to others. Students will learn life and career skills in the process of performing fieldwork off campus, and will have an opportunity to apply academic knowledge and skills gained in college while assisting others in their community. This course is created as a "Pass/No Pass" class only.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- apply academic knowledge and classroom skills in the community, and gain greater expertise in vocational and academic areas of interest.
- develop future goals and career plans and engage in life planning activities as a result of gaining practical service learning experience in the community.
- identify and develop a greater understanding of personal interests, skills and abilities, thus allowing the student to contribute to the larger community.
- utilize individual skills, in service to others, through involvement with human service and social service organizations.

**HCD 495 Independent Studies in Human Career Development**

- **Units:** 1 - 3
- **Hours:** 54 - 162 hours LAB
- **Prerequisite:** None.
- **Transferable:** CSU
- **Catalog Date:** June 1, 2020
The humanities curriculum at Folsom Lake College offers students the opportunity to develop a breadth of interdisciplinary knowledge, enhance their appreciation of the arts, and sharpen their critical thinking skills. Students who major in this program will gain a well-rounded world view that will prepare them for success at the university level, in the workplace, and in the community.

Dean
Carlos Lopez

Department Chairs
Rebecca DeVille

(916) 361-6330
lopezc@flc.losrios.edu

Associate Degree

A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Arts and Humanities. These courses emphasize the study of cultural, literary, and humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities). Students will learn to value aesthetic understanding and incorporate these concepts when constructing value judgments (Possible majors at a four-year institution include, but are not limited to: Art, English, Foreign Language, Humanities, Linguistics, Music, Philosophy, and Theatre Arts).

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<td>Children’s Theatre Rehearsal and Performance II (1 - 3)</td>
<td></td>
</tr>
<tr>
<td>TAP 362</td>
<td>Children’s Theatre Rehearsal and Performance III (1 - 3)</td>
<td></td>
</tr>
<tr>
<td>TAP 363</td>
<td>Children’s Theatre Rehearsal and Performance IV (1 - 3)</td>
<td></td>
</tr>
<tr>
<td>TAP 370</td>
<td>Children’s Theatre Technical Production I (1 - 3)</td>
<td></td>
</tr>
<tr>
<td>TAP 371</td>
<td>Children’s Theatre Technical Production II (1 - 3)</td>
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</tr>
<tr>
<td>TAP 372</td>
<td>Children’s Theatre Technical Production III (1 - 3)</td>
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<tr>
<td>TAP 373</td>
<td>Children’s Theatre Technical Production IV (1 - 3)</td>
<td></td>
</tr>
<tr>
<td>TAP 380</td>
<td>Repertory/Touring Rehearsal and Performance I (1 - 3)</td>
<td></td>
</tr>
<tr>
<td>TAP 381</td>
<td>Repertory/Touring Rehearsal and Performance II (1 - 3)</td>
<td></td>
</tr>
<tr>
<td>TAP 382</td>
<td>Repertory/Touring Rehearsal and Performance III (1 - 3)</td>
<td></td>
</tr>
<tr>
<td>TAP 383</td>
<td>Repertory/Touring Rehearsal and Performance IV (1 - 3)</td>
<td></td>
</tr>
</tbody>
</table>
The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities).

Humanities (HUM)

HUM 300 Classical Humanities

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

The course focuses upon Western culture in its attempt to interpret human experience and identity. The course examines basic human values as exemplified in the arts, philosophy, and history. Emphasis is on the Greeks, the Romans, and the Judeo-Christian traditions up to the end of the Middle Ages. Humanities students at FLC may be required to attend a cultural event during the semester at their own expense. In addition, students may be asked to purchase a student response system as part of their course materials.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine major philosophical and literary works from the early Greek era up to the end of the Middle Ages.
- evaluate the relationship between historical events and figures and trace the evolution of culture from the early Greek era up to the end of the Middle Ages.
- investigate the role of religion in society from the early Greek era up to the end of the Middle Ages.
- analyze various artistic styles and movements from the early Greek era up to the end of the Middle Ages.

HUM 310 Modern Humanities

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course focuses upon Western culture in its attempt to interpret human experience and identity. The course examines basic human values as exemplified in the arts, philosophy, and history. Emphasis is on the Renaissance, the Baroque period, and the Modern age. Humanities students at FLC may be required to attend a cultural event during the semester at their own expense. In addition, students may be asked to purchase a student response system as part of their course materials.
HUM 320 Asian Humanities

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course examines basic human values as exemplified in the art, literature, music, philosophy, and history of the Far East from ancient times to the present. Emphasis is placed upon the relationship of the humanities to the historical developments, geographical features, and cultural contexts of India, China, and Japan. This course fulfills Folsom Lake College’s Ethnic/Multicultural Studies requirement for the Associates Degree. Students may be required to visit a museum or attend a live performance of the arts (music, theater, or dance) during the semester at their own expense. Other materials (e.g. i-clicker) may be required by the instructor.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine major artistic, philosophical, and literary works and movements of India, China, and Japan from ancient times to the present.
- evaluate the relationship between historical events and the evolution of culture in India, China, and Japan from ancient times to the present.
- investigate the role of religion and its impact on society in Indian, Chinese, and Japanese society from ancient times to the present.
- analyze past and present connections between Indian, Chinese, and Japanese culture, philosophy, religion, and art.

HUM 325 Arts and Humanities of the Islamic World

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course examines the arts and humanities shaped by Islamic thoughts and beliefs from the 7th century to contemporary times in the Islamic regions. It includes information on the history, religion, philosophy, visual arts, and literature. It additionally covers music and later art forms such as film. This course emphasizes Arab, Persian, African, and Asian contributions in the Islamic lands and in Diaspora. Attending pertinent cultural events, at students’ expense may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss the historical background against which Islam emerged as well as assess the historical developments critical to the politicization of Islam from the seventh century to present time.
- identify the elements of faith and religious traditions manifested in practice and in the various forms of the arts, and develop an understanding for the apparent contradictions between theory and practice.
- evaluate the integration of ideas from pre-Islamic civilizations into Islamic cultures and Muslims’ contributions to other cultures and the new ideas introduced following the emergence of Islam.
- analyze colonial concerns and examine the significant political and reformatory movements of the nineteenth and the twentieth century in
HUM 332 American Humanities

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course examines ideas and values about the American experience by analyzing the literature, art, music, philosophy and history from the beginning of the twentieth-century to the present. The course draws upon the arts of African American, Native American, Asian American, Anglo and Latino cultures as avenues for understanding issues of race, ethnicity, class, and gender as they intersect with mainstream American values. Humanities students at FLC may be required to attend a cultural event during the semester at their own expense. In addition, students may be asked to purchase a student response system as part of their course materials.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze major philosophical, artistic and literary works in the United States from the beginning of the twentieth-century to the present.
- investigate the role of cultural and religious diversity in the United States from the beginning of the twentieth-century to the present.
- evaluate key events and historical figures in United States from the beginning of the twentieth-century to the present.
- examine the cultural contributions of diverse American populations including African American, Native American, Asian American, Anglo, and Latino cultures.

HUM 370 Women and the Creative Imagination

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course examines the creative powers of women throughout the history of art from antiquity to the present. The course offers an interdisciplinary perspective on the contributions of women artists as evidenced in literature and the visual and performing arts. Using gender as the primary lens of analysis, this course seeks to uncover the broader contexts of female experience by probing the relationship women artists had to the historical periods in which they lived and worked. Students at FLC may be required to attend a cultural event at their own expense.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the historical role of women in art within the context of their culture.
- discuss the religious, historical, cultural, economic and technological factors that impacted the lives of women artists.
- analyze significant art forms produced by women.
- compare and contrast the artworks created by women artists.

HUM 495 Independent Studies in Humanities

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020
The imaging program at Folsom Lake College prepares students for the American Registry of Radiologic Technologists' (ARRT) certifications in computed tomography (CT), magnetic resonance imaging (MRI) and vascular interventional radiography (VIR). The role of the CT, MRI, or VIR technologist is to perform the technical aspect of routine and complex procedures in the field of radiology that are involved in the detection, diagnosis, and treatment of diseases.

Students will have an opportunity to participate in lectures, simulation training, as well as actual clinical site rotations that are consistent with recommended curriculum material established by the American Registry of Radiologic Technologists.

Upon successful completion of the program, participants will be able to operate CT, MRI, or VIR equipment and perform technical aspects of procedures consistent with protocols in a proficient manner.

Note: To qualify for this course of study, students must already be certified as a radiologic technologist with the State of California.

Dean
Vicky Maryatt

Department Chairs
Jason Pedro

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maryatv@flc.losrios.edu

Certificates of Achievement

Computed Tomography Certificate

For certified Radiologic Technologists, there are a number of advanced forms of imaging that may be pursued. This program is designed for Computed Tomography, commonly called ‘CT.’ Successful completion of the program should indicate successful preparation for the American Registry of Radiologic Technologist’s CT certification. Students must apply and be accepted into the program. Liability insurance must be purchased by the student as well as the HIPAA training during the program orientation.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMAGE 320</td>
<td>Computed Tomography I</td>
<td>1.5</td>
</tr>
<tr>
<td>IMAGE 321</td>
<td>Computed Tomography II</td>
<td>3</td>
</tr>
<tr>
<td>IMAGE 330</td>
<td>Computed Tomography Lab I</td>
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<tr>
<td>IMAGE 331</td>
<td>Computed Tomography Lab II</td>
<td>7</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>12</td>
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</tbody>
</table>

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Complete the application process for enrollment in the CT program.
- Fulfill all requirements set forth by the Advanced Imaging Modalities Student Guidelines including but not limited to background clearance, physical examination, immunization clearance and drug screening.
- Evidence of current certification as a radiologic technologist in the state of California.
Students must purchase liability insurance and HIPAA training.

Enrollment Process

Eligible students are selected for the program according to the following steps:

- Please contact the chair of Allied Health at Folsom Lake College for information regarding the application process to the Computed Tomography program. (530)-642-5639

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- provide a complete portfolio of technically proficient CT repetitions to satisfy the ARRT clinical experience requirements.
- exhibit professional and committed delivery of excellent health care.
- use a CT scanner properly while demonstrating proper safety procedures before, during, and after a scan.
- successfully take the ARRT exam in Computed Tomography.

Magnetic Resonance Imaging Certificate

For certified Radiologic Technologists, there are a number of advanced forms of imaging that may be pursued. This certificate is designed for Magnetic Resonance Imaging, commonly called "MRI." This program will prepare the student for the American Registry of Radiologic Technologist’s MRI certification. Students must apply and be accepted into the program. Liability insurance must be purchased by the student as well as the HIPAA training during the program orientation.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMAGE 340</td>
<td>Magnetic Resonance Imaging I</td>
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</tr>
<tr>
<td>IMAGE 341</td>
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<tr>
<td>IMAGE 350</td>
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<tr>
<td>IMAGE 351</td>
<td>Magnetic Resonance Imaging Lab II</td>
<td>7</td>
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<tr>
<td>Total Units:</td>
<td></td>
<td>12</td>
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</tbody>
</table>

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Complete the application process for enrollment in the MRI program.
- Fulfill all requirements outlined in the Advanced Imaging Modalities Student Guidelines including but not limited to background clearance, physical examination, immunization clearance and drug screening.
- Evidence of current certification as a radiologic technologist in the state of California.
- Students must purchase liability insurance and HIPAA training.

Enrollment Process

Eligible students are selected for the program according to the following steps:

- Please contact the chair of Allied Health at Folsom Lake College for information regarding the application process to the Computed Tomography program. (530)-642-5639
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- provide a complete portfolio of technically proficient MRI repetitions to satisfy the ARRT clinical experience requirements.
- demonstrate competence in the seven mandatory general patient care activities, eight MRI safety requirements, and seven quality control tests.
- exhibit professional and committed delivery of excellent health care.
- pass the ARRT exam in Magnetic Resonance Imaging.

Vascular-Interventional Radiography Certificate

For certified Radiologic Technologists, there are a number of advanced forms of imaging that may be pursued. This program is designed for Vascular-Interventional Radiography, or "IR." Successful completion of the program should indicate successful preparation for the American Registry of Radiologic Technologist's (ARRT) IR certification. Students must apply and be accepted into the program. Liability insurance must be purchased by the student as well as the HIPAA training during the program orientation.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMAGE 360</td>
<td>Vascular-Interventional Radiography I</td>
<td>1.5</td>
</tr>
<tr>
<td>IMAGE 361</td>
<td>Vascular-Interventional Radiography II</td>
<td>3</td>
</tr>
<tr>
<td>IMAGE 370</td>
<td>Vascular-Interventional Radiography Lab I</td>
<td>0.5</td>
</tr>
<tr>
<td>IMAGE 371</td>
<td>Vascular-Interventional Radiography Lab II</td>
<td>7</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Complete the application process for enrollment in the MRI program.
- Fulfill all requirements set forth by the Advanced Imaging Modalities Student Guidelines including but not limited to background clearance, physical examination, immunization clearance and drug screening.
- Evidence of current certification as a radiologic technologist in the state of California.
- Students must purchase liability insurance and HIPAA training.

Enrollment Process

Eligible students are selected for the program according to the following steps:

- Please contact the chair of Allied Health at Folsom Lake College for information regarding the application process to the Vascular-Interventional Radiography program. (530)-642-5639

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- provide a complete portfolio of technically proficient IR repetitions to satisfy the ARRT clinical experience requirements.
- demonstrate competence in the minimum of 10 procedures as described in the student handbook following the ARRT standards.
- exhibit professional and committed delivery of excellent health care.
Imaging (IMAGE)

IMAGE 320 Computed Tomography I

This is the introductory course to the Computed Tomography Program. Content will include an overview of the entire program, hardware and system operation, some study into the history and appearance of CT images, safety, and overview of cross sectional anatomy, and an overview of the requirements for the CT Certification Exam.

Upon completion of this course, the student will be able to:

- identify the key content and the historical progression of the Computed Tomography program.
- demonstrate cross-sectional anatomy knowledge necessary to execute technically proficient scans.
- enumerate the safety concerns and basic protocols of the CT technologist in order to enter a live scanning environment.
- demonstrate the communication protocols for successful patient interaction prior to and following the CT scan.

IMAGE 321 Computed Tomography II

This lecture course will emphasize review of actual Computed Tomography (CT) case studies that have been rendered identity neutral. Reading scans as well as continued training in safety and protocols for the American Registry of Radiologic Technologists (ARRT) technologist will be emphasized. Additionally, there will be an overview of the ARRT standards and requirements for the CT certification exam. This course will be taken in conjunction with IMAGE 331.

Upon completion of this course, the student will be able to:

- clearly demonstrate the knowledge of the key operating components of the Computed Tomography scanner and their purpose in the scanning process.
- demonstrate patient handling and safety protocols in the Computed Tomography scanning environment.
- identify the primary intravenous procedures and contrast agents.
- list the common Computed Tomography artifacts and their typical causes.

IMAGE 330 Computed Tomography Lab I

Students will take IMAGE 320 (lecture) and IMAGE 330 (lab) simultaneously.
The ARRT Computed Tomography Technologist simulation training is a technique for practicing and learning all aspects of performing ARRT CT procedures. Students will use actual CT equipment on dummies that simulate human physiology in order to become proficient enough to enter the live CT environment. This course will be taken in conjunction with IMAGE 320.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate basic operations of CT equipment to a satisfactory level.
- explain the standard protocols and safety procedures for before, during, and after a CT scan.
- list some of the key factors involved with performing a CT scan: patient handling and safety, CT image formation and processing, CT image quality, CT artifacts, and intravenous procedures.

IMAGE 331 Computed Tomography Lab II

<table>
<thead>
<tr>
<th>Units:</th>
<th>7</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>378 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>IMAGE 320 and 330 with grades of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>* Acceptance into the CT program.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This lab course will take place in an actual CT scanning environment off campus. Students will build their portfolio of a minimum of 125 scan repetitions covering at least 25 of the 59 possible procedures. This course may be taken in conjunction with IMAGE 321.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- complete a portfolio of CT scans sufficient to meet ARRT repetition requirements and demonstrate technical proficiency to meet ARRT standards.
- demonstrate professionalism and observance of safety regulations in all interactions with patients and staff.
- demonstrate proper scanning techniques so as to avoid most common artifacts.

IMAGE 340 Magnetic Resonance Imaging I

<table>
<thead>
<tr>
<th>Units:</th>
<th>1.5</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>Acceptance into the Magnetic Resonance Imaging program.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course will introduce the student to the key aspects of Magnetic Resonance Imaging (MRI). The fundamental components of the scanner, safety concerns, and basic concepts of the imaging process and cross-sectional anatomy will be introduced. Students will also be provided with basic protocols of an MR scan as well as given information regarding the common types of scans.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the key hardware components of the MR scanner.
- state the key safety concerns as well as safety protocols that must be followed before, during, and after an MR scan.
- list key advanced techniques that will be practiced in the clinical setting.
- list the considerations for scans done on a variety of different regions of the anatomy including head, extremities, thorax, abdomen, and spine.
This lecture course will emphasize review of MR instrumentation, principles, pulse sequences, image acquisition, imaging parameters, MRI safety, and review of actual MRI scans. Training in safety and protocols for the ARRT technologist will be also be emphasized. Additionally, there will be an overview of the ARRT standards and requirements for the MRI certification exam.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate knowledge of the key operating components of the Magnetic Resonance scanner and their purpose in the scanning process.
- explain the basic principles which govern magnetic resonance imaging.
- identify the primary intravenous procedures and contrast agents.
- list the common MRI artifacts and their typical causes.

**IMAGE 350 Magnetic Resonance Imaging Lab I**

- **Units:** 0.5
- **Hours:** 27 hours LAB
- **Prerequisite:** None
- **Enrollment Limitation:** Acceptance into the Magnetic Resonance Imaging program.
- **Transferable:** CSU
- **Catalog Date:** June 1, 2020

The ARRT Magnetic Resonance Technologist simulation training is a technique for practicing and learning all aspects of performing ARRT Magnetic Resonance Imaging procedures. Students will use actual MRI equipment in order to become proficient enough to enter the live MRI environment.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate basic operations of MRI equipment to a satisfactory level.
- explain the standard protocols and safety procedures for before, during, and after an MRI scan.
- list some of the key factors involved with performing a MRI scan: patient handling and safety, MRI image formation and processing, MRI image quality, MRI artifacts, and intravenous procedures.

**IMAGE 351 Magnetic Resonance Imaging Lab II**

- **Units:** 7
- **Hours:** 378 hours LAB
- **Prerequisite:** IMAGE 340 and 350 with grades of "C" or better
- **Enrollment Limitation:** Acceptance into the Magnetic Resonance Imaging program.
- **Transferable:** CSU
- **Catalog Date:** June 1, 2020

This laboratory course is the primary clinical experience for the MRI program. The clinical experience requirements are established by the American Registry of Radiologic Technologists (ARRT). As part of the educational program, students must build their portfolio to a minimum of 125 scan repetitions covering at least 25 of the 53 possible procedures. Required procedures are detailed in the ARRT MRI post-primary certification manual.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
complete a portfolio of MRI scans sufficient to meet ARRT repetition requirements and demonstrate technical proficiency to meet ARRT standards.

demonstrate professionalism and observance of safety regulations in all interactions with patients and staff.

demonstrate proper scanning techniques so as to avoid most common artifacts.

IMAGE 360 Vascular-Interventional Radiography I

Units: 1.5
Hours: 27 hours LEC
Prerequisite: None.
Corequisite: Students will take IMAGE 360 (lecture) and IMAGE 370 (lab) together.
Enrollment Limitation: *Acceptance into the Vascular-Interventional Radiography program.
Transferable: CSU
Catalog Date: June 1, 2020

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the safety protocols before during and after a Vascular-Interventional Radiography scan.
- demonstrate knowledge of the basic equipment and instrumentation related to Vascular-Interventional Radiography.

IMAGE 361 Vascular-Interventional Radiography II

Units: 3
Hours: 54 hours LEC
Prerequisite: IMAGE 360 and 370 with grades of "C" or better
Corequisite: Students will take IMAGE 361 (lecture) and IMAGE 371 (clinical lab experience) at the same time.
Enrollment Limitation: *Acceptance into the Vascular-Interventional Radiography program.
Transferable: CSU
Catalog Date: June 1, 2020

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- clearly demonstrate the knowledge of the key equipment and instrumentation of vascular-interventional radiography and their purpose in the scanning process.
- demonstrate patient handling and safety protocols in the IR scanning environment.
- list the common IR procedures and can discuss the indications, contraindications, and complications that may arise from these procedures.

IMAGE 370 Vascular-Interventional Radiography Lab I

Units: 0.5
Hours: 27 hours LAB
Prerequisite: None.
Corequisite: Students will take IMAGE 360 (lecture) and IMAGE 370 (lab) at the same time.
Enrollment Limitation: *Acceptance into the Vascular-Interventional Radiography program.
Transferable: CSU
Catalog Date: June 1, 2020
The American Registry of Radiologic Technologists (ARRT) Vascular-Interventional Radiography (IR) simulation training is a technique for learning and practicing all aspects of performing ARRT Vascular-Interventional Radiography procedures. Students will use actual IR equipment on phantom dummies that simulate human physiology in order to become proficient enough to enter the live IR environment. This course will be taken in conjunction with IMAGE 360.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate basic operations of IR equipment to a satisfactory level.
- explain the standard protocols and safety procedures for before, during, and after an IR scan.
- list some of the key factors involved with performing an IR scan: patient safety, IR image formation and processing, IR image quality, IR artifacts, and intravenous procedures.

IMAGE 371 Vascular-Interventional Radiography Lab II

Units: 7
Hours: 378 hours LAB
Prerequisite: IMAGE 370 with a grade of "C" or better
Corequisite: Students will take IMAGE 361 (lecture) and IMAGE 371 (clinical lab experience) at the same time.
Enrollment Limitation: *Acceptance into the Vascular-Interventional Radiography program.
Transferable: CSU
Catalog Date: June 1, 2020

This lab course is the primary clinical experience for the vascular-interventional radiography program. The clinical experience requirements are established by the American Registry of Radiologic Technologists (ARRT) in their Rules and Regulations. As part of the educational program, candidates must demonstrate competence in the clinical activities identified below. They must be signed off in all General Patient Care Procedures, IR Safety Requirements, Quality Control tests, the minimum of 10 procedures with a total of 200 repetitions across the procedures. These will be detailed in the student handbook for the IR program.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proficiency in a minimum of ten of the 61 possible procedures on the list of ARRT requirements.
- demonstrate a total of 200 total repetitions across all the procedures chosen.
- appropriately prepare supplies and maintain equipment.
- demonstrate appropriate evaluation of requisition and patient, patient preparation and administration of medications as required.
- demonstrate appropriate patient monitoring during procedures.
- demonstrate appropriate follow-up patient care.
- demonstrate appropriate image processing, including evaluation of images to ensure they demonstrate correct anatomy, radiographic techniques and identification/labeling.
Interdisciplinary Studies | Los Rios

This Folsom Lake College major is intended for students who want a general background in the areas of arts and humanities, communication and English, social and behavioral sciences, or math and science at the community college level. Several options are offered in specific interest areas, but all are intended to give the student an interdisciplinary foundation for further study or an overview of the area chosen. Students who wish to transfer to a four-year college should consult with a counselor.

Dean
Carlos Lopez

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Associate Degrees for Transfer

A.A.-T. in Law, Public Policy, and Society

The Associate in Arts for Transfer Degree in Law, Public Policy, and Society provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Law, Public Policy, and Society at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
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<td>Introduction to Ethics</td>
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<td>Introduction to Government: United States</td>
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<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<td>ADMJ 320</td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
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<tr>
<td>BUS 345</td>
<td>Law and Society (3)</td>
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A minimum of 3 units from the following:

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<tr>
<td>COMM 301</td>
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<td>COMM 311</td>
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<td>Select two courses from two of the areas listed below. Courses must not have been used to satisfy any of the requirements listed above.</td>
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**Administration of Justice**

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<tr>
<td>ADMJ 300</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<td>Legal Aspects of Evidence (3)</td>
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**Business**

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**Economics**

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**Political Science**

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<td>Comparative Politics (3)</td>
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<td>Introduction to International Relations (3)</td>
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**Public Policy**

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<td>MGMT 315</td>
<td>Government Relations and Policy Development (3)</td>
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<td>SOC 301</td>
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**Diversity**
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<td>Cultural Anthropology (3)</td>
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<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>Human Geography: Exploring Earth's Cultural Landscapes (3)</td>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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**College Success**

| HCD 310     | College Success (3)                            |       |

**Internship/Field Work**

*Select three units from the following:*

| ACCT 498    | Work Experience in Accounting (1 - 4)         |       |
| ADMJ 498    | Work Experience in Administration of Justice (1 - 4) |       |
| ANTH 498    | Work Experience in Anthropology (1 - 4)       |       |
| BIOL 498    | Work Experience in Biology (1 - 4)            |       |
| BUS 498     | Work Experience in Business (1 - 4)           |       |
| BUSTEC 498  | Work Experience in Business Technology (1 - 4) |       |
| CHEM 498    | Work Experience in Chemistry (1 - 4)          |       |
| CISC 498    | Work Experience in Computer Information Science - Core (1 - 4) |       |
| COMM 498    | Work Experience in Communication and Media Studies (1 - 4) |       |
| DANCE 498   | Work Experience in Dance (1 - 4)              |       |
| ECE 498     | Work Experience in Early Childhood Education (1 - 4) |       |
| ENVT 498    | Work Experience in Environmental Technology (1 - 4) |       |
| GERON 498   | Work Experience in Gerontology (1 - 4)        |       |
| KINES 498   | Work Experience in Physical Education (1 - 4) |       |
| MGMT 498    | Work Experience in Management (1 - 4)         |       |
| MKT 498     | Work Experience in Marketing (1 - 4)          |       |
| MUSM 498    | Work Experience in Music Specializations (1 - 4) |       |
| NUTRI 498   | Work Experience in Nutrition (1 - 4)          |       |
| PHOTO 498   | Work Experience in Photography (1 - 4)        |       |
| SOC 498     | Work Experience in Sociology (1 - 4)          |       |
| SWHS 498    | Work Experience in Human Services (1 - 4)     |       |
| TA 498      | Work Experience in Theatre Arts (1 - 4)       |       |
| WEXP 498    | Work Experience in (Subject) (1 - 4)          |       |

Total Units: 30
COMM 311 may be taken only once to complete program requirements.

The Associate in Arts in Law, Public Policy, and Society for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- communicate complex ideas clearly and persuasively in written and oral forms.
- demonstrate knowledge and understanding of public policy.
- evaluate arguments using evidence-based reasoning.
- demonstrate high-level critical thinking and analytical skills.

Career Information

This program is designed as a CSU transfer program for students seeking careers in law, public policy, and government.

Associate Degrees

A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Arts and Humanities. These courses emphasize the study of cultural, literary, and humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities). Students will learn to value aesthetic understanding and incorporate these concepts when constructing value judgments (Possible majors at a four-year institution include, but are not limited to: Art, English, Foreign Language, Humanities, Linguistics, Music, Philosophy, and Theatre Arts).

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<td>ART 304</td>
<td>Figure Drawing I (3)</td>
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<td>ART 305</td>
<td>Figure Drawing II (3)</td>
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<td>ART 308</td>
<td>Perspective Drawing (3)</td>
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<td>ART 310</td>
<td>Pen and Ink Drawing (3)</td>
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<td>Design: Fundamentals (3)</td>
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<td>Design: Color Theory (3)</td>
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<td>ART 327</td>
<td>Painting I (3)</td>
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<td>Painting II (3)</td>
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<td>ART 332</td>
<td>Oil Painting (3)</td>
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<td>ART 361</td>
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<td>ART 372</td>
<td>Sculpture (3)</td>
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<td>ART 383</td>
<td>Metal Design: Emphasis In Fabrication (3)</td>
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<td>ART 386</td>
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<td>ART 387</td>
<td>Intermediate Metal Design: Emphasis in Forming (3)</td>
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<td>ART 390</td>
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<td>ART 430</td>
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<td>Art Survey: Ancient to 14th Century (3)</td>
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<td>Modern Humanities (3)</td>
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The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities).

A.A. in Interdisciplinary Studies: Communication and English

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Communication and English. These courses emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the 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, and reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analysis and critical evaluation. Students will also learn to reason inductively and deductively in order to make important decisions regarding life and society at large. (Possible majors at a four-year institution include, but are not limited to: English, communication and philosophy.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<td>You must select courses from three different disciplines.</td>
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<td>COMM 301</td>
<td>Introduction to Public Speaking (3)</td>
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<td>COMM 311</td>
<td>Argumentation and Debate (3)</td>
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<td>COMM 315</td>
<td>Persuasion (3)</td>
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<td>COMM 331</td>
<td>Group Discussion (3)</td>
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<td>Logic and Critical Reasoning (3)</td>
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<td>PHIL 325</td>
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</table>
The Interdisciplinary Studies: Communication and English Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze critically, argue persuasively, and communicate clearly (Communication and English).

A.A. in Interdisciplinary Studies: Math and Science

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Math and Science. These courses emphasize the natural sciences which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world’s civilizations. Possible majors at a four-year institution include, but are not limited to: mathematics, biology, chemistry, and physical science.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

A minimum of 18 units from the following:

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PHYS 350 | General Physics (4) | 
PHYS 360 | General Physics (4) | 
PHYS 411 | Mechanics of Solids and Fluids (4) | 
PHYS 421 | Electricity and Magnetism (4) | 
PHYS 431 | Heat, Waves, Light and Modern Physics (4) | 
PS 302 | Introduction to Physical Science (4) | 
PSYC 312 | Biological Psychology (4) | 
PSYC 330 | Introductory Statistics for the Behavioral Sciences (3) | 
STAT 300 | Introduction to Probability and Statistics (4) | 

Total Units: 18

The Interdisciplinary Studies: Math and Science Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

#### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- reason quantitatively and empirically (Math and Science).

#### A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

#### Degree Requirements

| COURSE CODE | COURSE TITLE | UNITS |
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A minimum of 18 units from the following: | | 18 |
ADMJ 300 | Introduction to Administration of Justice (3) | 
ADMJ 302 | Community Relations: Multicultural Issues (3) | 
ADMJ 320 | Concepts of Criminal Law (3) | 
ANTH 310 | Cultural Anthropology (3) | 
ANTH 319 | Visual Anthropology: Introduction to Ethnographic Film (3) | 
ANTH 320 | Introduction to Archaeology and World Prehistory (3) | 
ANTH 323 | Introduction to Archaeology (3) |
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<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<td>COMM 351</td>
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<td>COMM 363</td>
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<td>ECON 302</td>
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<td>ECE 312</td>
<td>Child Development (3)</td>
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<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<td>Human Geography: Exploring Earth’s Cultural Landscapes (3)</td>
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<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>History of the United States (3)</td>
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<tr>
<td>HIST 311</td>
<td>History of the United States (3)</td>
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<td>HIST 314</td>
<td>Recent United States History (3)</td>
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<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>HIST 368</td>
<td>History of France (3)</td>
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<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
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<td>NUTRI 310</td>
<td>Cultural Foods of the World (3)</td>
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<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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<tr>
<td>POLS 302</td>
<td>Comparative Politics (3)</td>
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<td>POLS 310</td>
<td>Introduction to International Relations (3)</td>
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<td>POLS 320</td>
<td>Introduction to Political Theory (3)</td>
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<td>PSYC 300</td>
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<td>PSYC 320</td>
<td>Social Psychology (3)</td>
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<td>PSYC 340</td>
<td>Abnormal Behavior (3)</td>
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<td>PSYC 356</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>PSYC 372</td>
<td>Child Development (3)</td>
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<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<tr>
<td>SOC 301</td>
<td>Social Problems (3)</td>
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<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<td>Cross Cultural Psychology (3)</td>
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</table>

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

A.A. in Interdisciplinary Studies: Pre-Law

The Pre-Law Degree Program introduces the student to the field of legal studies along with its relationship with and influence over closely related areas in business and the social sciences. The Pre-Law Degree Program emphasizes not only the nature of law and legal institutions, but the impact these have on government, politics, economics, business, social groups and institutions, and society as a whole. The Pre-Law major leads to an A.A. degree and consists of many of the courses required to transfer into a related major at a four year college. This program provides students with general knowledge of the legal process, legal philosophy, legal reasoning, and legal institutions. This is not a paralegal or a paraprofessional major but will prepare students for careers within the legal profession.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
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<th>COURSE TITLE</th>
<th>UNITS</th>
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<td>A minimum of 12 units from the following:</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<td>Principles of Microeconomics (3)</td>
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<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<tr>
<td>SOC 301</td>
<td>Social Problems (3)</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<td>A minimum of 3 units from the following:</td>
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<td>Cultural Anthropology (3)</td>
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<tr>
<td>BUS 345</td>
<td>Law and Society (3)</td>
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<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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<td>POLS 302</td>
<td>Comparative Politics (3)</td>
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<td>POLS 310</td>
<td>Introduction to International Relations (3)</td>
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<td>POLS 320</td>
<td>Introduction to Political Theory (3)</td>
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<tr>
<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present</td>
<td>3</td>
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<tr>
<td>HIST 310</td>
<td>History of the United States (3)</td>
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<tr>
<td>HIST 311</td>
<td>History of the United States (3)</td>
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<tr>
<td>PHIL 300</td>
<td>Introduction to Philosophy (3)</td>
<td></td>
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<tr>
<td>PHIL 310</td>
<td>Introduction to Ethics (3)</td>
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<tr>
<td>PHIL 320</td>
<td>Logic and Critical Reasoning (3)</td>
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<td>PHIL 325</td>
<td>Symbolic Logic (3)</td>
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<tr>
<td>PHIL 328</td>
<td>Critical Reasoning and Composition (3)</td>
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</table>

A minimum of 3 units from the following:

HIST 308 History of World Civilizations, 1500 to Present (3)
HIST 310 History of the United States (3)
HIST 311 History of the United States (3)

A minimum of 6 units from the following:

PHIL 300 Introduction to Philosophy (3)
PHIL 310 Introduction to Ethics (3)
PHIL 320 Logic and Critical Reasoning (3)
PHIL 325 Symbolic Logic (3)
PHIL 328 Critical Reasoning and Composition (3)

Total Units: 24

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1 Students transferring to UC Davis should take SOC 300, SOC 301, SOC 321 and STAT 300. Students interested in transferring to UC Berkeley should take ECON 302, ECON 304, STAT 300 and SOC 300.

2 Students interested in transferring to UC Berkeley should take POLS 301 or POLS 302.

The Interdisciplinary Studies: Pre-Law Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- recognize the impact that law and legal institutions have on political, economic, and social institutions.
- differentiate various theoretical perspectives on the law and functions law serves in society.
- develop written and verbal communication skills with particular emphasis on the development of effective and persuasive oral and written arguments in the legal arena.
- evaluate arguments using evidence-based reasoning.

**Career Information**

This degree is primarily a general studies degree emphasizing history, political science, sociology, and writing. It is intended to prepare students for successful transfer to a bachelor’s program in one of these fields with the ultimate of entering a graduate program in law.

**A.S. in Interdisciplinary Studies: STEM for Transfer**

This degree outlines the general requirements for students wishing to transfer to a four-year college or university in a STEM (Science, Technology, Engineering or Mathematics) major. Students should work closely with their counselor to determine the specific coursework required at their chosen transfer institution.

**Catalog Date:** June 1, 2020

**Degree Requirements**
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>CHEM 400</td>
<td>General Chemistry I</td>
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<td>CHEM 401</td>
<td>General Chemistry II</td>
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<tr>
<td>MATH 400</td>
<td>Calculus I</td>
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<tr>
<td>MATH 401</td>
<td>Calculus II</td>
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<td>Calculus III</td>
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<td>MATH 410</td>
<td>Introduction to Linear Algebra</td>
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<td>MATH 420</td>
<td>Differential Equations</td>
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<td>PHYS 360</td>
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<tr>
<td>PHYS 411</td>
<td>Mechanics of Solids and Fluids (4)</td>
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<tr>
<td>PHYS 421</td>
<td>Electricity and Magnetism (4)</td>
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<tr>
<td>PHYS 431</td>
<td>Heat, Waves, Light and Modern Physics (4)</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<td>BIOL 400</td>
<td>Principles of Biology (5)</td>
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<td>BIOL 410</td>
<td>Principles of Botany (5)</td>
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<td>BIOL 420</td>
<td>Principles of Zoology (5)</td>
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<td>CHEM 410</td>
<td>Quantitative Analysis (5)</td>
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<td>CHEM 420</td>
<td>Organic Chemistry I (5)</td>
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<tr>
<td>CHEM 421</td>
<td>Organic Chemistry II (5)</td>
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<td>CISP 310</td>
<td>Assembly Language Programming for Microcomputers (4)</td>
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<td>CISP 360</td>
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<td>CISP 400</td>
<td>Object Oriented Programming with C++ (4)</td>
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<td>CISP 401</td>
<td>Object Oriented Programming with Java (4)</td>
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<td>CISP 430</td>
<td>Data Structures (4)</td>
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<td>ENGR 312</td>
<td>Engineering Graphics (3)</td>
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1STAT 300 can only be used in this section if not already used in the previous section.

The Interdisciplinary Studies: STEM for Transfer Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- analyze and solve chemical problems.
- test the validity of a hypothesis using the scientific method.
- solve problems using the application of physics and mathematics up through calculus.
- develop efficient algorithms for the solution of structured programming problems.

Certificate of Achievement

Heritage Interpretation Certificate

Heritage Interpretation involves conveying meaningful information about historical, cultural, and natural events or sites to a broad audience. One may have encountered interpretive prose in historical site markers, displays at parks or museums, and written park visitor guides. Park rangers, docents, and tour guides use oral and written interpretation skills. More recently, interpretive skills have been expanding into social media. Students completing this proposed certificate of recognition will be prepared to take an exam to be a Certified Interpretive Guide (C.I.G) from the National Association for Interpretation. Courses in this certificate may also be applied towards associate degree and/or transfer requirements.

Catalog Date: June 1, 2020

Certificate Requirements

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<tr>
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<td>ANTH 300</td>
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<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>or ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>BIOL 307</td>
<td>Biology of Organisms (4)</td>
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<td>or BIOL 323</td>
<td>Plants and People (4)</td>
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<tr>
<td>or BIOL 350</td>
<td>Environmental Biology (3)</td>
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<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<td>or HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>ANTH 392</td>
<td>Principles of Heritage Interpretation (3)</td>
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<td>or HIST 392</td>
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<td>BIOL 380</td>
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<td>BIOL 382</td>
<td>Natural History Field Studies: Desert Ecosystems (1)</td>
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<td>BIOL 384</td>
<td>Natural History Field Study of Forest Ecosystems (1 - 4)</td>
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<td>BIOL 386</td>
<td>Natural History Field Studies: Marine Ecosystems (1)</td>
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<td>Natural History Field Studies: River Ecosystems (1)</td>
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<td>BIOL 389</td>
<td>Natural History Field Studies: Wetland Ecosystems (1)</td>
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<td>BIOL 390</td>
<td>Natural History Field Study (0.5 - 4)</td>
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<td>Work Experience in History (1 - 4)</td>
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<td>Work Experience in (Subject) (1 - 4)</td>
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</table>

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- pass the Certified Interpretive Guide exam offered by the National Association for Interpretation.
- interpret information about a historical, cultural, or natural event or site to a diverse audience.
- justify the importance of preserving historical, cultural, and natural resources.

Career Information

Students completing this certificate along with additional coursework may be prepared to seek jobs as an interpretive guide or Interpretive Specialist at parks, museums, historical sites, and cultural centers; K-12 educator; river guide; or in the hospitality industry. This certificate may also fulfill some of the transfer requirements for a bachelor’s degree in Public History, Cultural Resources Management, or Natural Resources Management.

Interdisciplinary Studies (INDIS)

INDIS 313 Freshman Seminar

This course treats success holistically by exploring the interpersonal, intrapersonal, and the "soft" skills needed to be successful in today’s world. Students will examine their own educational and/or career goals, and learn how to make strategic decisions about their own learning. Students will evaluate their daily activities, choices, and behaviors while observing their impact on their ability to create habits that contribute to their success. The psychological, sociological and physiological impacts will also be addressed. Students will be required to complete either: 1) eight hours of volunteer service or 2) participate in eight hours of campus life or 3) eight hours of additional classwork reflective of the pathway in which the course is offered.

Upon completion of this program, the student will be able to:

- define the principles of deep and lasting learning, the CORE (Collect, Organize, Rehearse, Evaluate) learning system, the physiological impact of stress on the body, and evaluate one’s self-esteem and core beliefs.
- identify life goals and define steps needed to be successful in school, work, and life.
- analyze one’s own behaviors, beliefs, and choices that impact success.
- incorporate wise choices and behaviors to improve one’s own success in school, work, and life.
- engage in practical, hands-on learning experiences for the pathway by participating in extracurricular activities or volunteer work as assigned by the instructor and evaluating that experience.

INDIS 314 Study Skills for Science Disciplines

This course offers individualized instructional modules designed to improve study strategies appropriate for various science classes and allied health programs. A partial list of skills may include the following: principles of learning and retention, active reading and listening, note taking, annotating, discipline-based vocabulary, paraphrasing, test preparation, test taking, and problem solving. This course is offered in a flexible TBA format of 27 laboratory hours in order to accommodate the student’s schedule. Registration is open through the tenth week of the semester. This course is graded on a pass/no pass basis.

Upon completion of this course, the student will be able to:

- pass the Certified Interpretive Guide exam offered by the National Association for Interpretation.
- interpret information about a historical, cultural, or natural event or site to a diverse audience.
- justify the importance of preserving historical, cultural, and natural resources.
Upon completion of this course, the student will be able to:

- assess personal academic strengths and weaknesses.
- use active learning strategies to engage with classroom lectures and texts.
- utilize effective techniques to prepare for course examinations.

INDIS 315 Study Skills for Science Disciplines II

Units: 0.5
Hours: 27 hours LAB
Prerequisite: None.
Corequisite: Current enrollment in a science course.
Transferable: CSU
Catalog Date: June 1, 2020

This course offers individualized instructional modules designed to acquire or improve study strategies for science, allied health, or nutrition courses. Strategies build on prior skills learned in earlier study skills courses, and they include the intensive study cycle, advanced concept mapping, stress management, mastering science vocabulary, improving on note-taking and listening, visual learning, and advanced problem solving. Registration is open through the eighth week of the semester. This course, which is graded Pass/No Pass, is offered in a flexible TBA format of 27 laboratory hours to accommodate the student’s schedule.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply new study techniques to improve learning in higher-level science courses.
- incorporate specific strategies learned to successfully complete assignments and projects in science courses.
- appraise her/his studying behavior, and appropriately adjust it to different academic disciplines and especially the subdisciplines of science.

INDIS 360 Sustainability: Your Future on Planet Earth

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGRWR 300
Transferable: CSU
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

In this course, faculty from a variety of disciplines will introduce the fundamental aspects of sustainability including an examination of the critical relationship between people and their environment. The course emphasizes a holistic approach as students examine the interconnection between nature and society and how it relates to the food we eat, the goods we buy, the things we build, the oceans we harvest, and the energy we consume. Using an interactive approach, students also explore solutions to today’s unprecedented environmental challenges within cultural, economic, educational and political contexts. Faculty from Biology, Early Childhood Education, English, Geography, Nutrition, and/or Sociology will team teach this course. Field trips may be required. This course is not open to those who have taken Sustainability: Earth’s Future previously.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- distinguish fact from opinion about the current health of the planet based on socio-cultural and environmental indicators.
- understand the processes and apply the principles of ecology to the analysis of sustainability issues.
- analyze and predict, using inductive and/or deductive reasoning, the effects of consumer actions, government policies and worldwide practices on sustainability and the needs of society.
- evaluate the effects of human values, ethics and religious beliefs on achieving the goals of sustainability.
- construct arguments focused on sustainability issues which demonstrate inductive and/or deductive reasoning using information from multiple disciplines.
INDIS 495 Independent Studies in Interdisciplinary Studies

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course involves a student working individually on a topic of study and research beyond the scope of regularly offered courses. Upon approval of the proposed topic, the student will work and keep in contact with the advisory faculty to successfully complete the study topic. Students may take this course up to four times without duplication of the topics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the understanding of concepts, processes and techniques involved with the topic of study.
- discriminate and analyze the major concerns of the topic of study.
Journalism | Los Rios

Folsom Lake College’s journalism curriculum is designed to introduce students to the writing, reporting, and critical thinking skills required for jobs in the news media or for transfer to a journalism program at a four-year institution.

Dean
Francis Fletcher

Department Chairs
Paula Haug

(916) 608-6752

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Journalism (JOUR)

JOUR 310 Mass Media and Society

The class will offer a survey of the mass media: history, philosophy, structure and trends, as well as theories, which help to explain effects and the importance of media as a social institution. The course will explore economics, technology, law, ethics, and social issues, including cultural and ethnic diversity. This course is the same as COMM 351; only one of these courses may be taken for credit.

Upon completion of this course, the student will be able to:

- describe the purposes, functions, and scope of mass media in society today.
- recognize the influence and role of technology in affecting mass media content and the impact it has on society.
- develop critical thinking skills to analyze media’s influence.
- explain the principles and laws of freedom of speech and press.
- identify the major mass media.
- understand the development/history of the mass media in the United States.
- demonstrate a general understanding of legal responsibilities of the mass media, including areas of libel, privacy, pornography, copyright and freedom of information.
- understand global media trends.

JOUR 340 Writing for Publication

<table>
<thead>
<tr>
<th>Units</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite</td>
<td>ENGWR 300 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
Writing nonfiction for publication with emphasis on developing writing style. The course covers writing for specific audiences, writing magazine and feature articles, researching and interviewing and developing an effective prose style. Students will learn how to write reviews, profiles, personal narratives and longer articles and how to sell them. This course is the same as ENGWR 330, and only one may be taken for credit. See “Cross-Listed Courses” in the catalog.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write and think more critically.
- conduct interviews and research.
- develop their writing style.
- develop their writing for varied audiences.
- write major forms of essays—critical reviews, process analysis, opinion, expository.
- critique good writing.
- employ figurative language, precision, conciseness, unity and color in writing.
- prepare and market articles.

JOUR 495 Independent Studies in Journalism

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
Kinesiology | Los Rios

The Folsom Lake College kinesiology curriculum offers a wide variety of courses to accommodate varying fitness levels, interests, and abilities, including: cardiovascular training, strength training, martial arts, mind/body courses like yoga and tai chi, individual sport activities such as archery and tennis, intercollegiate athletics, and lecture courses for aspiring fitness professionals and transfer students.

Students will not only learn how to perform activities with proper technique, but they will learn principles of exercise science and biomechanics which can then be applied to their training. Students should carefully read the course description to determine if it will meet their needs. Many of the courses transfer to both the CSU and UC systems and meet requirements for the degree and certificate programs. However, some four-year colleges and universities limit the number of units they will accept toward the bachelor’s degree. Students are advised to see a counselor for assistance in selecting the courses best aligned with their transfer institution.

Dean          Matt Wright
Department Chairs  Donny Ribaudo
                     Matt Torrez

(916) 608-6686
wrightm@flc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Kinesiology

The Associate in Arts in Kinesiology for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Kinesiology at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>KINES 300</td>
<td>Introduction to Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology</td>
<td>5</td>
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<tr>
<td></td>
<td>A minimum of 6 units from the following:</td>
<td>6</td>
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<tr>
<td>CHEM 400</td>
<td>General Chemistry I (5)</td>
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<tr>
<td>or CHEM 305</td>
<td>Introduction to Chemistry (5)</td>
<td></td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>PHYS 350</td>
<td>General Physics (4)</td>
<td></td>
</tr>
<tr>
<td>PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences (3)</td>
<td></td>
</tr>
<tr>
<td>or STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
<td></td>
</tr>
</tbody>
</table>

A minimum of 3 units from the following:

Select three courses, each from a different category listed below.

**Combatives:**
- FITNS 410   Karate I (1)
- FITNS 411   Karate II (1)
- FITNS 414   Tai Chi (1)

**Dance:**
- DANCE 310   Jazz Dance I (1)
- DANCE 312   Jazz Dance II (1)
- DANCE 320   Ballet I (1)
- DANCE 321   Ballet II (1)
- DANCE 330   Modern Dance I (1)
- DANCE 332   Modern Dance II (1)
- DANCE 351   Urban Hip Hop I (1)
- DANCE 352   Urban Hip Hop II (1)

**Fitness:**
- FITNS 304   Cardio Circuit (1)
- FITNS 306   Aerobics: Cardio-Kickboxing (1)
- FITNS 307   Aerobic Mix (1)
- FITNS 324   Mat Pilates (1)
- FITNS 331   Boot Camp Fitness (1)
- FITNS 352   Power Sculpting (1)
- FITNS 380   Circuit Weight Training (1)
- FITNS 381   Weight Training (1)
- FITNS 387   Weight Training for Speed, Agility, Quickness: Advanced (1)
- FITNS 388   Weight Training for Speed, Agility, Quickness: Advanced II (1)
- FITNS 392   Yoga (1)
- FITNS 395   Stretch (1)

**Individual Sports:**
- PACT 300   Archery I (1)
- PACT 310   Badminton I (1)
- PACT 311   Badminton II (1)
- PACT 390   Tennis I (1)
- PACT 391   Tennis II (1)

**Team Sports:**
<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TMACT 302</td>
<td>Soccer - Outdoor (1)</td>
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</tr>
<tr>
<td>TMACT 303</td>
<td>Outdoor Soccer II (1)</td>
<td></td>
</tr>
<tr>
<td>TMACT 305</td>
<td>Futsal I (1)</td>
<td></td>
</tr>
<tr>
<td>TMACT 306</td>
<td>Futsal II (1)</td>
<td></td>
</tr>
<tr>
<td>TMACT 320</td>
<td>Basketball (1)</td>
<td></td>
</tr>
<tr>
<td>TMACT 321</td>
<td>Basketball II (1)</td>
<td></td>
</tr>
<tr>
<td>TMACT 330</td>
<td>Volleyball (1)</td>
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</tr>
<tr>
<td>TMACT 331</td>
<td>Volleyball II (1)</td>
<td></td>
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<tr>
<td>Total Units</td>
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<td>22</td>
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</tbody>
</table>

The Associate in Arts in Kinesiology for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- utilize the theories of biomechanics and exercise physiology and apply them to sport and fitness pedagogy.
- discuss how sociological, psychological, historical, and philosophical factors influence the field of kinesiology and sport.
- evaluate the unique and overlapping roles of each body system in promoting homeostasis and how such body systems adapt to the demands of activity and sport.
- evaluate anatomical and physiological information and apply findings to decision making.
- assess and measure improvements in fitness levels through a comprehensive analysis of aerobic capacity, body composition, muscular endurance, and flexibility.
- define and understand how to properly execute fitness and sport training techniques.
- FOR STUDENTS CHOOSING THE STAT 300 OPTION: use the concepts of descriptive statistics to display and analyze univariate and bivariate data.
- FOR STUDENTS CHOOSING THE CHEM 305 OR CHEM 400 OPTIONS: apply the basic terminology and nomenclature of elements and compounds relevant to the human body and metabolism.
- FOR STUDENTS CHOOSING THE PHYS 350 OPTION: solve conceptual problems in classical mechanics, fluids, mechanical waves, and thermodynamics.

### Career Information

The Kinesiology A.A. for Transfer can provide students with the foundational knowledge necessary for transfer to a 4-year Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) degree program. Career opportunities for students who have earned B.S. or B.A. degrees in Kinesiology include but are not limited to: exercise physiologist, physical therapy aide, health consultant, personal trainer, recreation director, referee, group fitness instructor, health club manager, athletic coach, activities director, K-12 physical educator, public health educator, swimming pool manager, cardiac rehabilitation technician, or corporate fitness director. Some careers may require additional training.

### A.S.-T. in Public Health Science

The Associate of Science in Public Health Science for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Public Health Science at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics</td>
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<tr>
<td>HEED 300</td>
<td>Health Science</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 300</td>
<td>General Principles</td>
<td>3</td>
</tr>
<tr>
<td>HEED 302</td>
<td>Introduction to Public Health</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>Biology of Organisms (4)</td>
<td>4 - 5</td>
</tr>
<tr>
<td>or BIOL 310</td>
<td>General Biology (4)</td>
<td></td>
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<tr>
<td>or BIOL 400</td>
<td>Principles of Biology (5)</td>
<td></td>
</tr>
<tr>
<td>CHEM 400</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>NUTRI 300</td>
<td>Nutrition (3)</td>
<td></td>
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<tr>
<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
<td></td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
<td></td>
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<tr>
<td>PSYC 356</td>
<td>Human Sexuality (3)</td>
<td></td>
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<tr>
<td>Total Units:</td>
<td>35 - 36</td>
<td></td>
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</table>

The Associate in Science in Public Health Science for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply the foundations of public health including historical philosophy, core values, organizational structure, and ethics to local, regional, national, and global societies.
- understand and apply the concepts of epidemiology and evidence based data collection methods and analysis.
- identify, compare, and contrast the factors that contribute to public health disparities.
- define and differentiate between health populations and apply basic approaches that allow for identification of primary health related areas of concern for those populations.
- apply concepts used in community organizing and project planning.

Career Information

The Public Health Science A.S. for Transfer can provide students with the foundational knowledge necessary for transfer to a 4-year Bachelor of Science (BS) or Bachelor of Arts (BA) degree program. Career opportunities for students who have earned BS or BA degrees in Public Health include but are not limited to: epidemiologist, community health worker, environmental scientist, health educator, health services manager, medical services
Fitness (FITNS)

FITNS 304 Cardio Circuit

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course will introduce the student to a cardio circuit form of training, combining both cardio and weight training equipment in a circuit format. Students will utilize treadmills, indoor rowing ergonometer, bikes, ellipticals, and weight training machines. Students will proceed in timed intervals to train all the major muscle groups and the cardiovascular system. Flexibility and core training will also be included in workouts. Students must bring their own towel and water bottle each day to train.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- safely operate cardio and strength training equipment, with proper exercise form and demonstrate a working knowledge of circuit training methods.
- identify all major muscle groups of the body, and define the components of fitness.
- assess personal fitness levels and set goals for improvement by designing a fitness plan that promotes life-long health and fitness.
- measure improvements in cardiovascular efficiency, muscular strength and endurance, flexibility, and body composition.

FITNS 306 Aerobics: Cardio-Kickboxing

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
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</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

Cardio-Kickboxing is a cardiovascular workout utilizing kicks, punches, calisthenics and rope jumping to elevate heart rate and strengthen all major muscle groups. Students will learn to apply these self defense techniques on Wavemasters and focus mitts to improve accuracy and provide resistance for the muscles. Specific strengthening and stretching exercises will also be included in this class. Students will need to supply themselves with either hand wraps or kickboxing gloves.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess and measure improvement in fitness levels through a comprehensive analysis of aerobic capacity, body composition, muscular endurance, and flexibility.
- monitor exercise intensity utilizing a personalized target heart rate zone, rating of perceived exertion (RPE), and the talk test.
- define and properly execute basic kickboxing skills without equipment.
- identify, properly utilize and describe the purpose of various types of kickboxing equipment.

FITNS 307 Aerobic Mix

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)</td>
</tr>
</tbody>
</table>

Some careers may require additional training.

manager, health specialties teacher, healthcare social worker, mental health and substance abuse social worker, mental health counselor, and natural sciences manager. Some careers may require additional training.
This course is designed to help the student develop a balanced physical fitness profile and gain a firm understanding of physical fitness concepts. Class components will emphasize a variety of aerobic activities, calisthenics, resistance exercises, and flexibility. Students will need athletic footwear with good cushioning to participate in this course. Other requirements include comfortable athletic attire that will allow the student to move freely.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- measure an improvement in aerobic capacity, body composition, muscular endurance, and flexibility through participation in a pre-training and post-training fitness assessment.
- calculate a personalized target heart rate zone and self monitor exercise intensity via pulse monitoring, the talk test or rate of perceived exertion (RPE).
- define and properly execute methods for modification of aerobic exercise skills.
- implement methods learned for altering body composition through proper nutrition and exercise.

### FITNS 324 Mat Pilates

| Units:   | 1     |
| Hours:   | 54 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.) |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

Mat Pilates is a systematic method of mindful and precise conditioning exercises designed to develop core strength, flexibility, and bodily awareness. Through regular practice of the theoretical, philosophical and applied principles of the Pilates method, students can expect to enjoy improved posture, strength, control, balance, flexibility, and concentration. Students will be required to purchase a mat.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform Pilates matwork sequences with proper physical execution, controlled breathwork technique, and understand methods for modifying exercises to adjust intensity levels.
- demonstrate applied and cognitive understanding of Pilates Method theory.
- exhibit increased muscular awareness, core strength, and range of motion.
- design a personalized home exercise practice.

### FITNS 326 Mat Pilates II

| Units:   | 1     |
| Hours:   | 54 hours LAB |
| Prerequisite: | FITNS 324 (Mat Pilates) with a grade of "C" or better. Students will be allowed enrollment in this course by completing a pre-test, which includes satisfactory demonstration of 1st level Pilates exercises. |
| Transferable: | CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.) |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

Mat Pilates II is a 2nd level course developed for the intermediate-level Pilates student. The course will include the basic foundation of mat exercises with the addition of intermediate and advanced level exercises. Routines will include resistance methods of training with focus on development of stronger core muscles. Students will be required to purchase a mat.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- perform intermediate level Pilates matwork sequences with proper physical execution, controlled breathwork technique, and utilizing resistance equipment to adjust intensity levels.
- exhibit increased muscular awareness, core strength, and range of motion.
demonstrate applied and cognitive understanding of anatomical constructs with Pilates Method theory.

design a personalized home exercise practice.

FITNS 331 Boot Camp Fitness

Units: 1
Hours: 54 hours LAB
Prerequisite: None
Transferable: CSU; UC (UC credit limitation: credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to be a physically intense and challenging fitness course. Training exercises used during this class will include jogging, interval training, hill running training, obstacle courses, and performing a variety of calisthenics designed to enhance muscular strength and endurance. In addition, students will be challenged to understand and apply fitness training principles to their training sessions. The students will train individually, with a partner or in a team setting.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- create an individual fitness profile determined by pre and post fitness assessments.
- appraise improvements in aerobic capacity, body composition, muscular strength, muscular endurance, and flexibility.
- calculate a heart rate training zone by using the Karvonen method.
- apply target heart rate and perceived exertion to evaluate the effectiveness of workout sessions.

FITNS 348 High-Intensity Interval Training

Units: 1
Hours: 54 hours LAB
Prerequisite: None
Transferable: CSU
General Education: AA/AS Area III(a); CSU Area E2 (effective Fall 2020)
Catalog Date: June 1, 2020

This course is designed to use high intensity interval training (HIIT) methods to create a physically intense total body workout. Workouts will include periods of aerobic and anaerobic exercise strategies incorporating running, obstacle courses, and a variety of calisthenics. This course will enhance muscular strength and endurance, cardiovascular fitness, flexibility, and body composition. In addition, students will be challenged to understand and apply fitness training principles to their training sessions. The students may train individually, with a partner, or in a team setting. Students are required to wear appropriate footwear and workout clothes.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess personal fitness levels using standard fitness testing, set goals for improvement for HIIT, and measure results.
- identify and apply various exercises used in motion as related to interval training as an individual, with a partner, and/or with a group.
- design, implement, and evaluate a HIIT program for personal use.
- apply safety techniques, proper biomechanics and training etiquette to interval training.

FITNS 352 Power Sculpting

Units: 1
Hours: 54 hours LAB
Prerequisite: None
Transferable: CSU; UC (UC credit limitation: credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020
Power Sculpting is a group training course designed to enhance muscular fitness, balance, and improve body composition through the use of resistance equipment, core training, calisthenics, and flexibility exercises.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proper technique in executing power sculpting exercises.
- measure improvement in muscular fitness and body composition.
- identify major muscle groups involved in power sculpting exercises and stretches.
- design a balanced and comprehensive home exercise power sculpting manual to emphasize muscular strength or endurance.

**FITNS 380 Circuit Weight Training**

| Units: | 1 |
| Hours: | 54 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.) |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

Circuit Weight Training will introduce the student to a fitness program of progressive resistive exercises designed to promote improvement in muscular strength and endurance, cardiovascular endurance, and flexibility, as well as decrease in body fat percentage. The student will move in a prescribed circuit (alternating timed lifting with active recovery) utilizing machines, free weights, cardiovascular activities, and flexibility training.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- assess personal fitness levels and set goals for improvement.
- apply proper and safe techniques while operating resistance training equipment.
- identify major muscle groups and describe exercises to strengthen the major muscle groups.
- measure improvements in muscular endurance, cardiovascular endurance, core strength and body composition.

**FITNS 381 Weight Training**

| Units: | 1 |
| Hours: | 54 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.) |
| General Education: | AA/AS Area III(a); CSU Area E2 |
| Catalog Date: | June 1, 2020 |

This class is designed to develop muscular fitness through progressive resistance training. Students will set up a personalized weight training program based on fitness assessments and personal goals. Proper lifting technique, safety and program design will be emphasized.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- establish a pre/post training fitness profile through fitness assessments, define individual goals, and develop a personalized weight training program based on these results.
- properly execute weight training lifts and understand the kinesiology of each exercise.
- explain principles and concepts of progressive resistance training.
- establish a regular exercise routine through consistent participation.
FITNS 387 Weight Training for Speed, Agility, Quickness: Advanced

This course provides students with opportunities to improve speed, quickness, and agility through advanced performance training techniques. Students will be required to wear appropriate workout attire and workout shoes. This course may be taken one time for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss the importance of flexibility and range of motion to decrease injury and improve performance.
- examine and demonstrate advanced strength and conditioning techniques to improve speed, agility, and quickness.
- evaluate and demonstrate stabilization, balance, and core exercises to improve performance.
- explain and execute the basic concepts of weight training for speed, agility, and quickness.

FITNS 388 Weight Training for Speed, Agility, Quickness: Advanced II

This course will provide students who have participated in FITNS 387 the opportunity to continue learning advanced training techniques designed to improve performance in the areas of speed, agility, and quickness.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the advanced concepts of periodization.
- demonstrate a high level of proficiency in the execution of exercises meant to improve speed, agility, and quickness.
- demonstrate a high level of proficiency in the execution of exercises meant to improve balance and core stability.

FITNS 390 Basic Yoga

Basic Yoga is designed to enhance fitness levels, increase physical coordination, improve posture, and improve flexibility for all fitness levels. Basic Yoga is a complete fitness program that utilizes poses (asanas) and breathing (pranayama) to achieve both physical health improvements as well as decrease stress throughout the practice of yoga and meditation.

Students will need to purchase a Yoga mat.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- safely and effectively execute the Sun Salutation and Moon Salutation.
- skillfully demonstrate and compare the benefits of 12 yoga postures.
evaluate the benefits of yoga for fitness and wellness.

relate the origins of yoga and review its culture, history, and philosophy.

FITNS 392 Yoga

Units: 1
Hours: 54 hours LAB
Prerequisite: None
Transferable: CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

Yoga is an East Indian method of mind/body exercise designed to stretch, strengthen, and enhance muscle tone through the practice of asanas (poses) and pranayama (breathing exercises). Yoga practice plus meditation helps decrease stress and increase energy levels while improving focus, concentration, and self-realization. Students will be required to purchase a yoga mat.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- safely and effectively execute asanas (poses).
- identify breath control practices for heating the body, calming the mind, balancing the emotions, soothing the nerves, and relaxing the body.
- describe meditation methods to improve concentration and focus.
- express a solid understanding of yogic principles, practices, history and philosophy.

FITNS 395 Stretch

Units: 1
Hours: 54 hours LAB
Prerequisite: None
Transferable: CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units)
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

This course in stretching will emphasize flexibility training for increased health and well-being through selected exercises designed to increase range of motion in the primary muscle groups and joints of the body. It is designed to improve flexibility, reduce stress and tension, improve coordination, increase range of motion, and prevent injuries. Students who participate in this class will gain a better understanding of how a comprehensive stretching routine will prepare for further vigorous activity such as sports, dance, martial arts, or work-related movements. Students will be required to purchase their own full round, thirty six inch foam roller for the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the primary muscles engaged during a stretching routine.
- practice correct alignment and mechanical application of various stretches.
- describe stretching principles used as a warm-up and cool-down activity.
- design a personalized stretching routine.

FITNS 400 Body Fitness (Walking or Jogging)

Units: 1
Hours: 54 hours LAB
Prerequisite: None
Transferable: CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units)
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

This course promotes physical well-being through physical activity, including but not limited to walking and jogging, to increase cardiovascular
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- practice proper biomechanics techniques for walking and jogging for lifelong health and fitness.
- calculate resting and training heart rates.
- demonstrate measurable improvement in cardiovascular fitness.
- create a personal fitness program for individual needs.

FITNS 410 Karate I

Units: 1
Hours: 54 hours LAB
Course Family: Martial Arts - Empty Hand (http://flc.losrios.edu/course-families#id_100016)
Prerequisite: None
Transferable: CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units. )
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This class in karate introduces students to beginning skills and movements in stances, blocking, punching, striking, kicking, kata (forms), and self-defense techniques. The course includes all aspects of karate-specific physical conditioning as well as instruction in the history and traditions, philosophy, etiquette, manners, courtesy, and language of the martial arts. Students will be required to purchase a karate uniform.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate beginning level skill requirements in stances, blocks, strikes and kicking.
- demonstrate beginning level katas (choreographic forms).
- demonstrate beginning level self-defense techniques (bunkai) with a partner.
- research and critique historical and philosophical topics on karate.
- articulate Japanese language basic martial arts terminology and numerical counting.
- exhibit the manners, discipline and safe practice protocol of the martial arts practice.

FITNS 411 Karate II

Units: 1
Hours: 54 hours LAB
Course Family: Martial Arts - Empty Hand (http://flc.losrios.edu/course-families#id_100016)
Prerequisite: FITNS 410 with a grade of "C" or better
Transferable: CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units. )
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This karate course shall allow students to advance to an intermediate rank (gokyu) in this Japanese martial arts form. Students will learn stances, blocks, punches, strikes, kicks, combination techniques, katas, self-defense techniques, demeanor and presentation skills appropriate to this rank. This course shall include all aspects of karate-specific physical conditioning, as well as instruction in the history, traditions, philosophy, etiquette, manners, courtesy, and language of the martial arts. Students will be required to purchase a karate uniform.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate intermediate level technique and skills (kihon) in combination with required stances, blocking, striking, and kicking.
- demonstrate principles of efficient and maximized body movements and core dynamics.
- demonstrate intermediate level Shoring Katas: Kushanku Dai, Potsai Dai, and Naihanchi.
- demonstrate intermediate level self-defense techniques with partner.
- demonstrate sanbon kumite (three step sparring).
- demonstrate falls and throws with a partner.
- critique historical and philosophical topics on the martial arts.
- articulate in Japanese language karate and martial arts terminology.
- exhibit the manners, discipline and courtesies of a martial artist.
- students will attain Gokyu degree (purple belt) certificate through a ranking examination.

FITNS 413 Okinawan Kobudo I

Units: 1
Hours: 54 hours LAB
Course Family: None.
Prerequisite: None.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

Okinawan Kobudo I is an introduction to the study of the ancient method of self-defense with weapons, commonly known to be the bo staff, sai, tonfa, kama, nunchaku, tanto, tanbo, jo staff, and boat oar. This course will focus on katas (forms) and techniques particular to the sai and bo. This martial arts class will not only introduce students to the use of these historically agricultural tools as weapons, but will also provide the student with the historical, philosophical, and cultural aspects of this ancient art of weaponry. Students will also be instructed in the manners, courtesies, discipline, and protocol of the martial arts. Students will be required to purchase a kobudo uniform.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- Demonstrate the basic techniques (kobudo) of sai and long bo staff.
- Demonstrate principles of efficient and maximized body movements and dynamics.
- Demonstrate kata (choreographic form) proficiency for sai and long bo Staff.
- Perform bunkai techniques (partner combat techniques) with sai and long bo staff.
- Exhibit the manners, discipline, courtesies and safety precautions of the martial artist.
- Articulate in the Japanese language martial arts terminology.
- Discuss and articulate historical and philosophical concepts of the martial art.

FITNS 414 Tai Chi

Units: 1
Hours: 54 hours LAB
Prerequisite: None.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course explores Tai Chi, Qi Gong and the Tai Chi sword. Tai Chi is an ancient Chinese martial art that emphasizes moving meditation, relaxation, and methods of self-cultivation. Tai Chi is an art of psycho-kinesthetic awareness, mental focus and visualization techniques. Qi Gong is an internal Chinese art that furthers efficient use of physical and psychological energy and breathing techniques that promote a relaxation response, calmness, health, vigor and stress management. Students will practice choreographic forms of Tai Chi, Qi Gong and Tai Chi sword as demonstrated by the instructor.

This course surveys Taoism, Confucianism and Buddhism philosophical concepts applicable to fluidity of movement, balance, mental concentration, self cultivation and martial arts strategy.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- safely and effectively perform Tai Chi forms and attain proficiency of movements to continue individual Tai Chi practice.
- apply Qi Gong techniques for the maintenance of health and vigor.
- apply stress reduction and relaxation techniques to everyday life situations.
- attain improved sense of kinesthetic awareness and balance in everyday activity.
- attain an understanding of the Taoist, Confucian, and Buddhist philosophy.
- employ Tai Chi as a martial art and method of self-development.

FITNS 415 Karate III

Units: 1
Hours: 54 hours LAB
Course Family: Martial Arts - Empty Hand
Prerequisite: FITNS 411 with a grade of "C" or better
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

The course shall introduce students to Yonkyu (upper intermediate) level skills, stances, blocking, punching, striking, kicking, kata (forms) and self-defense techniques in Karate. This course shall include all aspects of karate-specific physical conditioning as well as instruction in the history, traditions, philosophy, etiquette, manners, courtesy, and language of the martial arts. Students will be required to purchase a karate uniform.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate advanced level technique and skills (kihon) in combination with required stances, blocking, striking, and kicking.
- demonstrate principles of efficient and maximized body movements and core dynamics.
- demonstrate advanced level Shorin katas: Itosu Lohai, Wandu and Seiunchin.
- demonstrate advanced self-defense, sparring (kumite) techniques and judo throws with a partner.
- critique historical and philosophical topics on karate and the martial arts.
- articulate in the Japanese language karate and martial arts terminology.
- exhibit the manners, discipline and courtesies of the martial arts.

FITNS 418 Okinawan Kobudo II

Units: 1
Hours: 54 hours LAB
Course Family: Martial Arts - Weapons
Prerequisite: FITNS 413 with a grade of "C" or better
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

Okinawan Kobudo II is the study of the ancient method of self-defense with weapons, commonly known to be the bo staff, sai, tonfa, kama, nunchaku, tanto, tanbo, jo staff, and boat oar. This course will focus on katas (forms) and techniques particular to the tonfa and kama. This martial arts class will teach students to use these historically agricultural tools as weapons and will provide the student with the historical, philosophical, and cultural aspects of this ancient art of weaponry. Students will also be instructed in the manners, courtesies, discipline, and protocol of the martial arts. Students will be required to purchase a kobudo uniform.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- Demonstrate the basic techniques (kobudo) of tonfa and kama.
- Demonstrate principles of efficient and maximized body movements and dynamics.
- Demonstrate kata (choreographic form) proficiency for tonfa and kama.
- Perform bunkai techniques (partner combat techniques) with tonfa and kama.
- Exhibit the manners, discipline, courtesies and safety precautions of the martial artist.
- Articulate martial arts terminology in Japanese.
- Discuss and articulate historical and philosophical concepts the martial art.

FITNS 419 Okinawan Kobudo III

Units: 1
Hours: 54 hours LAB
Course Family: Martial Arts - Weapons
Prerequisite: FITNS 418 with a grade of "C" or better
Transferable: CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

Okinawan Kobudo III is the study of the ancient method of self-defense with weapons, commonly known to be the bo staff, sai, tonfa, kama, nunchaku, tanto, tanbo, and boat oar. This course will focus on katas (forms) and techniques particular to the tanbo and nunchaku. This martial arts class will not only introduce students to the use of these historically agricultural tools as weapons, but will also provide the student with the historical, philosophical, and cultural aspects of this ancient art of weaponry. Students will also be instructed in the manners, courtesies, discipline, and protocol of the martial arts. Students will be required to purchase a kobudo uniform.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the basic weapon techniques (kihon) of tanbo and nunchaku.
- demonstrate principles of efficient and maximized body movements and dynamics.
- exhibit the manners, discipline, courtesies and safety precautions of the martial artist.
- demonstrate kata (choreographic form) proficiency for tanbo and nunchaku.
- perform various combinations of bunkai (combat technique) with a partner utilizing all kobudo weapons learned: tanbo, nunchaku, sai, long bo staff, tonfa and kama.
- demonstrate methods and principles of Chinese energy exercise (Qi Gong) for the practice of preventive medicine in health maintenance, optimal psycho/physical conditioning and extended agility in aging.
- exhibit principles of meditation utilizing kobudo kata (choreographic form) as meditation in motion (kinesic imagery).
- exhibit principles of seated and standing meditation utilizing Eight Silk Brocades Qi Gong (Chinese yoga movements).
- discuss and articulate philosophical concepts of the martial art and its historical relationship to Chinese medicine.

FITNS 495 Independent Studies in Fitness

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
General Education: CSU Area E2
Catalog Date: June 1, 2020

Kinesiology (KINES)

KINES 300 Introduction to Kinesiology

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101 or ESLW 320
Transferable: CSU; UC
General Education: AA/AS Area III(b); CSU Area E1
C-ID: C-ID KIN 100
This introductory course presents an interdisciplinary approach to the study of human movement. An overview of the importance of the sub-disciplines in kinesiology, including sport history, philosophy, pedagogy, sociology, and psychology will be discussed. The student will be introduced to career opportunities in the areas of teaching, coaching, athletic training, fitness, sport management, research, health, and recreation. Students taking the online or hybrid versions of the course will need access to a computer, the internet, and word processing software. This course was formerly known as PET 300. This course is not open to those that have received credit for PET 300.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify the basic concepts of kinesiology that are fundamental to human movement.
- analyze the kinesiology sub-disciplines of sport history, philosophy, sociology, sport nutrition, and psychology.
- analyze the kinesiology sub-disciplines of motor learning/control, motor development, biomechanics, and exercise physiology.
- discuss and understand how to prepare for a variety of career opportunities in kinesiology and its sub-disciplines.

**KINES 416 Psychology of Sport**

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area III(b)</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course will explore current and historical concepts, theories, and techniques of sport and fitness psychology and the role these concepts play in the achievement of optimal performance in sports and in life.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- define sports psychology, explain the history of sport psychology, and explain the relevance of multiculturalism in sport and exercise.
- explain how sport and exercise impact the mental processes that create consciousness, behavior, emotion, and intelligence.
- evaluate and explain the impact of sport and exercise on society and self.
- identify how the use of sport and exercise concepts, theories, and techniques can improve the physiological well-being of self and society.
- apply the appropriate tools and techniques to build self-confidence and self-image to enhance goal achievement in sport and exercise.

**KINES 417 Fitness Injury Prevention and Management**

<table>
<thead>
<tr>
<th>Same As:</th>
<th>DANCE 382</th>
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<tbody>
<tr>
<td>Units:</td>
<td>2</td>
</tr>
<tr>
<td>Hours:</td>
<td>36 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area III(b)</td>
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<tr>
<td>Catalog Date:</td>
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</table>

This course is an introduction to injury identification, prevention and management. Nutrition for optimal performance in athletics and dance will also be discussed. Students may be required to provide minor first aid supplies such as elastic wrap or athletic tape. This course does not discuss extreme trauma injuries. Not open to students who have completed DANCE 382.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- develop a strength and flexibility plan for avoiding and preventing common injuries in fitness activities.
- demonstrate knowledge of the musculoskeletal system, body mechanics, and fitness injury terminology.
- identify and treat the most common acute, chronic, and environmentally induced fitness injuries.
assess fitness participants' health and discuss fitness concerns for special populations.

KINES 498 Work Experience in Physical Education

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Physical Education. Course content will include understanding the application of education to the workforce; completing required forms which document the student's progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.

Personal Activity (PACT)

PACT 300 Archery I

This course in target archery shall emphasize basic skill development and practice in the various shooting techniques of the recurve bow and arrow. Topics will include safety and range procedures, correct shooting form, scoring, use of the mechanical sight, and methods for developing the physical and mental strategies necessary for improved shooting performance. The student shall gain an appreciation for the sport of archery as a lifetime leisure pursuit. Students will be required to purchase arm guards and fingers tabs.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and practice all range and safety procedures involved with target archery.
- identify all the specific parts of the bow and arrow and their accessories with regard to improving shooting accuracy and/or safety.
- demonstrate correct shooting form (stance, alignment, pre-draw, draw, anchor, bow hand, aiming, release, follow-through) in target archery at various distances.
- demonstrate correct use of a mechanical sight by identifying shooting errors and employing appropriate sight adjustments to improve accuracy.
- correctly record numerical scores in various rounds of competitive target archery and demonstrate a working knowledge of archery vocabulary.
- utilize mental skills (concentration on aiming, relaxation during the shot, confidence, and imagery) to improve performance and personal success.

**PACT 310 Badminton I**

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
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<tr>
<td>Course Family:</td>
<td>Badminton (<a href="http://flc.losrios.edu/course-families#id_100021">link</a>)</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
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</table>

This course provides a review of basic fundamentals, techniques and rules. The emphasis is on skills and techniques such as play strategies for singles and doubles and shot selection for various play situations.

Students are required to wear proper footwear for athletic activity as well as appropriate work-out attire.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- play the game of badminton and apply rules, strategies, and techniques for singles and doubles play.
- define the common terminology used in badminton.
- understand the benefits of physical activity to lifelong health and well being.

**PACT 311 Badminton II**

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Course Family:</td>
<td>Badminton (<a href="http://flc.losrios.edu/course-families#id_100021">link</a>)</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>PACT 310 (Badminton I) with a grade of &quot;C&quot; or better, OR by instructor consent.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)</td>
</tr>
<tr>
<td>General Education:</td>
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<tr>
<td>Catalog Date:</td>
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</table>

This course provides instruction in intermediate skills, techniques, and rules of badminton. It emphasizes skill and technique development beyond that of a beginning player, as well as intermediate strategies for singles and doubles.

Students are required to wear appropriate athletic attire, including non-marking athletic shoes.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- describe the benefits of badminton as a lifetime fitness activity.
- effectively execute serves, drop shots, smashes, and backhand shots consistent with an intermediate-level badminton player.
- describe rules and intermediate-level strategies of the game.
- evaluate the importance of sportsmanship in competitive situations.
- execute intermediate-level playing strategies by playing to personal strengths, while taking advantage of an opponent’s weaknesses.

**PACT 390 Tennis I**

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<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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</table>
Tennis covers skills, rules, etiquette, and strategies of the game. Beginning tennis develops efficiency of basic skills such as ground strokes, serving, volleying, elementary strategies, and game rules. Intermediate tennis develops refinement of playing skills and strategies. Tennis stimulates enjoyable, cooperative, and competitive modes of behavior and promotes awareness of physical activity for lifelong health and fitness. Students will need to bring a tennis racket and tennis balls to class.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate skill proficiency executing the forehand and backhand, serving, and volleying techniques.
- assess situations and apply the appropriate rules and etiquette of tennis.
- assess game situations and apply strategy concepts.
- express an understanding of tennis terminology, equipment, court markings and dimensions.

PACT 391 Tennis II

This course reviews and builds upon basic fundamentals, techniques, rules, and social courtesies of tennis. Intermediate level players are encouraged to take this course. A can of tennis balls, a racket, water bottle, and suitable tennis attire are required to be purchased by students.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the knowledge and skills required in level II tennis to competently demonstrate improved tennis ability.
- assemble a variety of conditioning drills and techniques associated with improving the physical skills required in tennis.
- analyze and apply mental strategies to effectively compete at respective ability levels.
- relate to other players, instructors in a manner that is appropriate to tennis etiquette and respectful of all participants.

PACT 495 Independent Studies in Personal Activity

This lab course is an open-entry/open-exit course designed to assist student athletes in acquiring basic study skills and work habits to gain success in the classroom. In addition, the student-athlete will learn and apply time and stress management techniques, note taking techniques, and test taking
techniques. Students may enroll in this open-entry/open-exit course up to the eighth week of the semester. Students must complete 27 hours of work to earn 0.5 unit of credit per semester. This course is graded on a Pass/No Pass basis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply study skills techniques in reading, writing, note taking, and test taking to improve his/her ability and success in the classroom.
- identify support services offered by the college.
- utilize tutoring services for Math and English, when necessary.
- review Education Plan every semester with the Athletic Counselor and revise, if necessary, for either graduation or transfer.
- prioritize assignments and schedule daily and weekly to-do lists.

SPORT 91 Academic Study Skills for Student Athletes

Units: 0.5 - 1
Hours: 27 - 54 hours LAB
Prerequisite: None
Catalog Date: June 1, 2020

This lab course is being offered as an open-entry/open-exit course designed to assist student athletes in acquiring basic study skills and work habits to gain success in the classroom. Memory and visualization techniques, “muscle” reading, and learning styles will be included. Students may enroll in this open-entry/open-exit course up to the eighth week of the semester. Students must complete 27 hours of work to earn 0.5 unit of credit per semester. This course is graded on a Pass/No Pass basis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply memory and visualization techniques in reading, writing, note taking, and test taking to improve their ability and success in the classroom.
- identify the best learning styles for different subject areas.
- identify preferred personal learning style.
- assess his/her Student Education Plan.

SPORT 300 Baseball, Intercollegiate-Men

Units: 3
Hours: 175 hours LAB
Prerequisite: None
Enrollment Limitation: Prior to enrollment the student must demonstrate intercollegiate athletic skills as determined by a try-out conducted by the coaching staff.
Transferable: CSU, UC (UC credit limitation: any or all PE courses combined: maximum credit, 4 units)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is an advanced baseball team activity that provides competition with other community college teams. Fundamentals, rules, and individual and/or team strategies appropriate to intercollegiate athletics competition will be expected of the competitors. For practices students may be required to provide their own glove, cleats, a bat, and appropriate baseball attire. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply advanced baseball tactics/skills appropriate to intercollegiate level athletic competition.
- apply proper etiquette and sportsmanship during the athletic experience.
- acquire knowledge necessary to assess various contest situations and apply appropriate solutions.
- improve individual’s level of fitness.
SPORT 301 Off Season Conditioning for Baseball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None
Enrollment Limitation: It is advised that students taking this course have played two years of high school varsity baseball. A demonstration of collegiate level baseball skills may be required through a tryout administered by the instructor.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to optimize sports performance and reduce risk of injury for the off-season intercollegiate athlete in the sport of baseball. Course content will include: sport specific skill development, sport specific strength training, cardiovascular conditioning, agility work, plyometrics, speed training, and flexibility exercises. Students will need to provide appropriate baseball attire, cleats, a mitt, and a bat. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper form and techniques when executing various drills for baseball.
- understand and apply appropriate warm up and cool down procedures for injury prevention.
- demonstrate proper form in executing: strength training techniques, plyometrics, agility skills, and functional sport-specific drills.

SPORT 303 Pre-Season Conditioning for Baseball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None
Enrollment Limitation: Students must successfully complete a tryout held by the coaching staff.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to optimize sports performance and reduce risk of injury for the pre-season intercollegiate athlete in the sport of baseball. Course content includes sport-specific skill development, sport-specific strength training, cardiovascular conditioning, agility work, plyometrics, speed training, and flexibility exercises. Students will need to provide appropriate baseball attire, cleats, a mitt, and a bat. This course may be taken up to four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret and understand sign systems for offense and defense.
- demonstrate an intercollegiate baseball skill level at several defensive positions.
- demonstrate an intercollegiate baseball skill level when hitting a baseball.

SPORT 311 Basketball, Intercollegiate-Men, Fall

Units: 1.5
Hours: 88 hours LAB
Prerequisite: None
Enrollment Limitation: Prior to enrollment, the student must demonstrate intercollegiate athletic skills as determined by a try-out conducted by the coaching staff.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is an advanced course designed to provide specialized training for competition with other community college teams. Demonstration of fundamental and advanced skills, adherence to the rules and etiquette of basketball, and execution of team strategy will be expected of all students. This course will encompass the pre-season, tournament, and non-league portion of the season. Students will travel to away games. This course may be taken up to four times.
Upon completion of this course, the student will be able to:

- demonstrate proper etiquette and sportsmanship during the athletic experience.
- develop and demonstrate an understanding of basketball teamwork.
- assess various game situations and quickly apply appropriate solutions.
- apply advanced basketball tactics and skills appropriate to intercollegiate level athletic competition.

**SPORT 312 Basketball, Intercollegiate-Men, Spring**

Units: 1.5
Hours: 87 hours LAB
Prerequisite: SPORT 311 with a grade of "C" or better
Enrollment Limitation: Prior to enrollment, the student must demonstrate intercollegiate athletic skills as determined by a try-out conducted by the coaching staff.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is an advanced course designed to provide specialized training for competition with other community college teams. Demonstration of fundamental and advanced skills, adherence to the rules and etiquette of basketball, and execution of team strategy will be expected of all students. This course will encompass the pre-season, tournament, and non-league portion of the season. Student will be required to travel to away games. This course may be taken up to four times.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proper etiquette and sportsmanship during the athletic experience.
- develop and demonstrate an understanding of basketball teamwork.
- assess various game situations and quickly apply appropriate solutions.
- apply advanced basketball tactics and skills appropriate to intercollegiate level athletic competition.

**SPORT 313 Off Season Conditioning for Basketball**

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Students must obtain a physical, complete all necessary athletic training paperwork, and pass a tryout conducted by the coaching staff to remain in the course.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course is designed to optimize sports performance and reduce risk of injury for the off-season intercollegiate athlete in the sport of basketball. Topics include college-level basketball-specific skill development, sport specific strength training, agility work, plyometrics, speed training, and flexibility exercises. Students will need to provide themselves with basketball attire and appropriate basketball shoes. This course may be taken up to four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proper form and techniques when executing various drills for basketball.
- apply appropriate warm-up and cool-down procedures for injury prevention.
- demonstrate proper form in strength training techniques.
- demonstrate proper form in plyometrics.
- demonstrate proper form in agility skills.
SPORT 314 Pre-Season Conditioning for Basketball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: In order to take the SPORT 314 class, each student must: 1) be listed as a student athlete by the head coach on the official team roster; and 2) obtain medical clearance, including a physical performed by a licensed physician. The student should contact the instructor for process and required forms. Once enrolled, the student must demonstrate intercollegiate athletic level skills as determined by the coaching staff to remain enrolled in this course.
Transferable: CSU, UC (UC credit limitation: Any or all of these PE Activity courses combined: maximum credit, 4 units)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This kinesiology course involves a combination of skill development and strategy tactics with an emphasis on a fitness component for the sport of basketball. The course will also offer a mental training component for peak performance. Students will need to provide their own athletic attire and appropriate basketball shoes. This course is designed to prepare students for intercollegiate basketball competition and may be taken a maximum of 4 times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate improved anaerobic training in fitness tests and drills.
- execute offensive and defensive skills correctly.
- implement appropriate offensive and defensive strategies in game-like situations.
- demonstrate improvement in strength training exercises.
- execute speed, agility, and quickness drills correctly.

SPORT 316 Basketball, Intercollegiate-Women, Fall

Units: 1.5
Hours: 88 hours LAB
Prerequisite: None.
Enrollment Limitation: Prior to enrollment, the student must demonstrate intercollegiate athletic skills as determined by a try-out conducted by the coaching staff.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is an advanced course designed to provide specialized training for competition with other community college teams. Demonstration of fundamental and advanced skills, adherence to the rules and etiquette of basketball, and execution of team strategy will be expected of all students. This course will encompass the pre-season, tournament, and non-league portion of the season. Students will travel to away games and will need to provide appropriate basketball attire and shoes. This course may be taken up to four times.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper etiquette and sportsmanship during the athletic experience.
- develop and demonstrate an understanding of basketball teamwork.
- assess various game situations and quickly apply appropriate solutions.
- apply advanced basketball tactics and skills appropriate to intercollegiate level athletic competition.

SPORT 317 Basketball, Intercollegiate-Women, Spring

Units: 1.5
This is an advanced course designed to provide specialized training for competition with other community college teams. Demonstration of fundamental and advanced skills, adherence to the rules and etiquette of basketball, and execution of team strategy will be expected of all students. This course will encompass the regular season, tournament, and non-league portion of the season. Student will be required to travel to away games and will need to provide basketball appropriate clothing and shoes. This course may be taken up to four times.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proper etiquette and sportsmanship during the athletic experience.
- develop and demonstrate an understanding of basketball teamwork.
- assess various game situations and quickly apply appropriate solutions.
- apply advanced basketball tactics and skills appropriate to intercollegiate level athletic competition.

**SPORT 340 Golf, Intercollegiate-Men**

This course is an advanced golf team activity for male students that provides competition against other community college teams. Golf fundamentals, rules, individual and/or team strategies appropriate to intercollegiate athletic competition will be expected of the competitors. Student athletes may need to provide their own golf clubs. This course may be taken four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- effectively execute individual skill levels in golf shots including driving, long/mid/short iron play, sand, and putting.
- demonstrate proper etiquette and sportsmanship during practice and competition.
- assess and apply proper course management decisions during practice and competition.

**SPORT 341 Off Season Conditioning for Golf**

This course involves a combination of fundamental skills and strategy with an emphasis on a fitness component for the sport of golf. It offers a mental training component for peak performance. This course is designed to prepare students for intercollegiate golf competition. This course may be taken up to four times for credit. Requirements for this course includes golf clubs, golf shoes and green fees.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate the ability to walk the golf course carrying or pulling golf bag.
• choose the appropriate club for specific shots and distances.
• analyze personal swing and make appropriate corrections.
• develop strength, endurance and flexibility.
• apply appropriate course management skills when playing golf.

SPORT 350 Soccer, Intercollegiate-Men
Units: 3
Hours: 175 hours LAB
Prerequisite: None.
Enrollment Limitation: Prior to enrollment, the student must demonstrate intercollegiate athletic skills as determined by a tryout conducted by the coaching staff.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

This course is an advanced soccer team activity for male student athletes which provides an opportunity for competition against other community college teams. This course is designed to build student athletes' soccer fundamentals and skills, review rules, and teach individual and/or team strategies appropriate to intercollegiate athletics competition. Students will be required to purchase soccer cleats and shin guards. This course may be taken four times for credit.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

• execute soccer skills and appropriately apply those skills in intercollegiate competition.
• demonstrate an understanding of the tactical and psychological components of the game.
• demonstrate proper etiquette and sportsmanship during practice and competition.
• demonstrate the ability to evaluate various contest situations and apply appropriate solutions.

SPORT 351 Off-Season Conditioning for Men's Soccer
Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course. It is advised that athletes taking this course have participated at the varsity level in high school or competitive league.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

This course covers off-season training and conditioning skills and techniques specific for intercollegiate soccer. Topics include skill development, strength training, cardiovascular conditioning, and speed training. Students will need to provide appropriate soccer attire, soccer cleats, and shin guards. This course may be taken up to four times for credit.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

• demonstrate proper footwork techniques specific to soccer.
• demonstrate improved endurance and strength.
• demonstrate proper form and techniques when executing various drills for soccer.
• apply appropriate warm up and cool down procedures for injury prevention.
• demonstrate proper technique in agility training.

SPORT 352 Off-Season Conditioning for Women's Soccer
This course covers off-season training and conditioning skills and techniques specific for intercollegiate soccer. Topics include skill development, strength training, cardiovascular conditioning, and speed training. Students will need to provide themselves with appropriate soccer attire, soccer cleats, and shin guards. This course may be taken four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proper footwork techniques specific to soccer.
- demonstrate improved endurance and strength.
- demonstrate proper form and techniques when executing various drills for soccer.
- apply appropriate warm up and cool down procedures for injury prevention.
- demonstrate proper technique in agility training.

**SPORT 355 Soccer, Intercollegiate-Women**

This course is an advanced soccer team activity for female student athletes which provides an opportunity for competition against other community college teams. This course is designed to build student athletes’ soccer fundamentals and skills, review rules, and teach individual and/or team strategies appropriate to intercollegiate athletics competition. Students will be required to purchase soccer cleats and shin guards. This course may be taken four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- execute soccer skills and appropriately apply those skills in intercollegiate competition.
- demonstrate an understanding of the tactical and psychological components of the game.
- demonstrate proper etiquette and sportsmanship during practice and competition.
- demonstrate the ability to evaluate various contest situations and apply appropriate solutions.

**SPORT 357 Pre-Season Conditioning For Women's Soccer**

This course covers pre-season training and conditioning skills and techniques specific for intercollegiate soccer. Topics include skill development, strength training, cardiovascular conditioning, and speed training. Students will need to provide appropriate soccer attire, soccer cleats, and shin guards. This course may be taken four times for credit.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper footwork techniques specific to soccer.
- demonstrate improved endurance and strength.
- demonstrate proper form and techniques when executing various drills for soccer.
- apply appropriate warm up and cool down procedures for injury prevention.
- demonstrate proper technique in agility training.

SPORT 358 Pre-Season Conditioning for Men's Soccer

Units: 0.5 - 3
Hours: 27 - 162 LAB
Prerequisite: None
Enrollment Limitation: The student must demonstrate intercollegiate athletic soccer skills as determined by a try-out conducted by the coaching staff to remain in the course.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

This course covers pre-season training and conditioning skills and techniques specific for intercollegiate soccer. Topics include skill development, strength training, cardiovascular conditioning, and speed training. Students will need to provide appropriate soccer attire, soccer cleats, and shin guards. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper footwork techniques specific to soccer.
- demonstrate improved endurance and strength.
- demonstrate proper form and techniques when executing various drills for soccer.
- apply appropriate warm up and cool down procedures for injury prevention.
- demonstrate proper technique in agility training.

SPORT 365 Softball, Intercollegiate-Women

Units: 3
Hours: 175 LAB
Prerequisite: None
Enrollment Limitation: Prior to enrollment, the student must demonstrate intercollegiate athletic skills determined by a tryout conducted by the coaching staff.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

This is an advanced softball team activity that provides competition with other community college teams. Fundamentals, rules, and individual and/or team strategy appropriate to intercollegiate athletic competition will be expected of the competitors. For practices students may be required to provide their own glove, cleats, a bat, and appropriate softball attire. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a high degree of softball skills and apply them in a game situation.
- demonstrate specific offensive and defensive techniques in a game situation.
- demonstrate a high degree of cardiovascular efficiency, speed, coordination and strength.
● demonstrate knowledge of the rules of the game and apply them in a competitive situation.
● apply proper sportsmanship and decorum in a competitive situation.

SPORT 366 Off Season Conditioning for Softball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Students will need to demonstrate a collegiate skill level in softball as determined by the coaching staff to remain in the course.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area II(a), CSU Area E2
Catalog Date: June 1, 2020

This course involves sport specific training and conditioning skills and techniques. There is a concentration of basic concepts with emphasis on conditioning. This course is designed to prepare students for intercollegiate softball. Students will be required to provide their own bat, glove, cleats, and appropriate softball attire. This course may be taken up to four times.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

● define the basic terminology used in collegiate level softball.
● demonstrate cardiovascular endurance and muscular strength techniques needed in order to be competitive in the sport of softball.
● demonstrate proper form and technique when executing various drills for the sport of softball.

SPORT 368 Pre-Season Conditioning for Softball

Units: 0.5
Hours: 27 hours LAB
Prerequisite: None.
Enrollment Limitation: Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course. It is advised that athletes taking this course have participated at the varsity level in high school or competed on a summer travel ball team.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area II(a), CSU Area E2
Catalog Date: June 1, 2020

This course is designed to optimize sports performance and reduce the risk of injury for the pre-season intercollegiate athlete in the sport of softball. Course content includes softball fundamental skills development, strength training, cardiovascular conditioning, agility, plyometric, speed training, and flexibility exercises. Students will be required to provide their own bat, glove, cleats, and appropriate softball attire. This course may be taken up to four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

● demonstrate and increase proper muscular strength and endurance and cardiovascular endurance specific to the sport of softball.
● comprehend, analyze, and execute the basic fundamental skills in the sport of softball.
● combine the basic softball skills and distinguish which skills are most appropriate for specific softball game situations and apply the appropriate solutions.
● identify and develop ways to support, lead, and communicate with teammates in order to achieve a common goal.
● demonstrate proper etiquette and sportsmanship during practice and competition.

SPORT 380 Tennis, Intercollegiate-Men

Units: 3
Hours: 175 hours LAB
Prerequisite: None.
Enrollment Limitation: Prior to enrollment, the student must demonstrate intercollegiate athletic skills via a tryout conducted by the
This is an advanced tennis team activity for male students that provides competition with other community college teams. Knowledge of tennis fundamentals, rules, and individual and/or team strategies appropriate to intercollegiate athletic competition will be expected of competitors. This course may be taken four times for credit. Students may be required to provide their own tennis racquets.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proper etiquette and sportsmanship behaviors as a result of the intercollegiate tennis experience.
- develop and improve advanced skills required for both singles and doubles play including: forehand and backhand strokes, serving, volleying, and overheads.
- identify and apply the correct interpretation of rules and scoring in both singles and doubles play.
- assess and define the team concept by analyzing opponents and selecting appropriate tactics and strategies for both singles and doubles play.

**SPORT 385 Tennis, Intercollegiate-Women**

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<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>175 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
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<tr>
<td>Enrollment Limitation:</td>
<td>Prior to enrollment, the student must demonstrate intercollegiate athletic skills via a tryout conducted by the coaching staff.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This is an advanced tennis team activity for female students that provides competition with other community college teams. Knowledge of tennis fundamentals, rules, and individual and/or team strategies appropriate to intercollegiate athletic competition will be expected of competitors. This course may be taken four times for credit. Students may be required to provide their own tennis racquets.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate proper etiquette, sportsmanship, and psychological behaviors as a result of the intercollegiate tennis experience.
- develop and improve advanced skills required for both singles and doubles play including: forehand and backhand strokes, serving, volleying, and overheads.
- identify and apply the correct interpretation of rules and scoring in both singles and doubles play.
- assess and define the team concept by analyzing opponents and selecting appropriate tactics and strategies for both singles and doubles in intercollegiate tennis.

**SPORT 386 Off Season Conditioning for Tennis**

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5 - 3</th>
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</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>Enrollment in the course is subject to a tryout conducted by the instructor.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)</td>
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</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course prepares the intercollegiate tennis player for the competitive season and is intended to reduce the risk of injury. Course content includes collegiate level tennis specific skill development, aerobic conditioning, sport specific strength training, agility, plyometrics, speed training, and joint flexibility along with associated activities to prepare the athlete physically and mentally. Student will be required to provide their own racket and tennis appropriate attire. This course may be taken up to four times.

**Student Learning Outcomes**
Upon completion of this course, the student will be able to:

- demonstrate increased cardiovascular endurance, flexibility, and strength.
- perform and execute various baseline shots directed to specific targets on the court.
- explain and demonstrate tactics and strategies as they relate to both singles and doubles play.
- apply safety techniques and training along with tennis etiquette to workouts.

**SPORT 403 Pre-Season Conditioning for Volleyball**

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course. It is advised that athletes taking this course have participated at the varsity level in high school or competed on a summer travel team.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This course involves a combination of skill development and strategy tactics with an emphasis on a fitness component for volleyball. The course will also offer a mental training component for peak performance. This course is designed to prepare students for intercollegiate volleyball competition. Students will be required to provide appropriate volleyball attire, shoes, and kneepads. This course may be taken up to four times.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate improved anaerobic training in fitness tests and drills.
- execute offensive and defensive skills correctly.
- implement appropriate offensive and defensive strategies in game-like situations.
- demonstrate improvement in strength training exercises.
- execute speed, agility, and quickness drills correctly.

**SPORT 405 Volleyball, Intercollegiate-Women**

Units: 3
Hours: 175 hours LAB
Prerequisite: None.
Enrollment Limitation: Prior to enrollment, the student must be physically cleared through the Athletic Training Room with appropriate physical paperwork. The student must also be eligibility cleared through the Athletic Department with appropriate paperwork. The prospective athlete will demonstrate intercollegiate athletic skills determined by a tryout conducted by the coaching staff.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area III(a); CSU Area E2
Catalog Date: June 1, 2020

This is an advanced, competitive volleyball team activity that provides competition with other community college teams. Fundamentals, rules, and individual and/or team strategy appropriate to intercollegiate athletic competition will be expected of the competitors. Students will be required to provide their own volleyball appropriate attire, shoes, and kneepads. This course may be taken four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an understanding of individual and team volleyball skills, strategies, and tactics that are appropriate for intercollegiate athletic practice and competition.
- demonstrate an understanding of game etiquette and sportsmanship in a highly competitive intercollegiate environment.
- demonstrate an understanding of one's level of volleyball fitness practicing appropriate strength and conditioning exercises.
- demonstrate an understanding of volleyball teamwork and appreciation of the sport of volleyball.
SPORT 406 Off Season Conditioning for Volleyball

Units: 0.5 - 3
Hours: 27 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Once enrolled, the student must demonstrate intercollegiate athletic skills as determined by the coaching staff to remain enrolled in this course. It is advised that athletes taking this course have participated at the varsity level in high school or competed on a summer travel team.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

This course provides training and technical skill development specific to the sport of volleyball for off-season student-athletes. Topics include skill development, strength training, cardiovascular conditioning, agility work, plyometrics, speed training, and flexibility exercises. Students will be required to provide appropriate volleyball attire, shoes, and kneepads. This course may be taken up to four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate proper form and techniques when executing various drills for volleyball.
- apply appropriate warm up and cool down procedures for injury prevention.
- demonstrate proper form in strength, plyometric, and agility training techniques.
- demonstrate proper form in functional sport-specific drills.

SPORT 408 Intercollegiate Beach Volleyball

Units: 3
Hours: 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Prior to enrollment, the student must be physically cleared through the Athletic Training Room with appropriate physical paperwork. The student must also be eligibility cleared through the Athletic Department with appropriate paperwork. Prior to enrollment, the student must demonstrate intercollegiate athletic skills as determined by a tryout conducted by the coaching staff.
Transferable: CSU, UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units.)
General Education: AA/AS Area II(a); CSU Area E2
Catalog Date: June 1, 2020

This course is an advanced beach volleyball team activity for female student athletes which provides an opportunity for competition against other community college teams. This course is designed to build student athletes’ beach volleyball fundamentals and skills, review rules, and teach individual and/or team strategies appropriate to intercollegiate athletics competition. This course offers students the opportunity to train and develop necessary skills needed to compete in intercollegiate beach volleyball. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- exhibit the necessary skills, included but not limited to, passing, serving, setting and attacking necessary to compete in beach volleyball at the intercollegiate level.
- demonstrate an advanced understanding of competitive strategies and tactics used in the game of beach volleyball.
- demonstrate the ability to self evaluate both practice and match performance and apply the information to increase proficiency in advanced beach volleyball skills.
- increase in physical strength, endurance, and functional mobility.
- Student athletes will understand and apply CCCAA beach volleyball rules in competition as well as demonstrate proper etiquette and sportsmanship during practice and competition.

Team Activity (TMACT)
TMACT 302 Soccer - Outdoor

The purpose of this course is to provide students with the basic knowledge and skills needed to play outdoor soccer. This course emphasizes defense, offense, passing, ball control, heading, and shooting. It covers the skills, strategy, tactics, and rules that govern the play of outdoor soccer. Students will be required to purchase appropriate shoes for field turf and shin guards.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply and demonstrate basic soccer skills and techniques.
- apply and demonstrate basic soccer game tactics.
- develop physical skills that are required for success in the game of soccer.
- recognize and apply the sociological and psychological skills needed for success in a team sport environment.

TMACT 303 Outdoor Soccer II

This course emphasizes an intermediate level of technical skills, tactical knowledge, and rules, as well as defensive and offensive patterns of play. Students will need to provide themselves with appropriate soccer attire, cleats, and shin guards.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and demonstrate intermediate technical skills such as double cut, twist off, hook turn, pull-push, double scissors, double side step in dribble, and driven, lofted, chip, back heel, and head pass in passing.
- execute and demonstrate systematic and organized offensive patterns.
- execute and demonstrate organized zone defense systems.
- apply standard training concepts to improve physical fitness levels adequate for the performance of intermediate soccer skills.
- understand rules of the game based on the currently accepted NCAA or CCCAA rule books.

TMACT 305 Futsal I

This is an introductory course designed to review and practice the fundamental skills relative to the game of Futsal. Students will learn the basic rules of Futsal, which is a derivative of soccer and played with five-player teams on a basketball court, with no walls and a low bouncing ball.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- apply, analyze, and demonstrate basic futsal skills and techniques.
- apply and demonstrate basic futsal game tactics.
- develop physical skills that are required for success in the game of futsal.
- recognize and apply the sociological and psychological skills needed for success in a team sport environment.

**TMACT 306 Futsal II**

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>TMACT 305 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units. )</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course covers the intermediate-level player knowledge and skills needed to play futsal, with an emphasis in defending, attacking tactics and technical ability. It also covers the skills, strategy, and rules that govern the play of futsal.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate personal technical skills in futsal.
- apply intermediate technical and tactical game strategies for futsal.
- employ offensive as well as defensive systems and formations for futsal.
- explain and employ futsal rules.

**TMACT 320 Basketball**

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Course Family:</td>
<td>Basketball (<a href="http://flc.losrios.edu/course-families#id_100024">http://flc.losrios.edu/course-families#id_100024</a>)</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (UC credit limitation: Any or all PE Activity courses combined: maximum credit, 4 units. )</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area III(a); CSU Area E2</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This is a beginning basketball course. Instruction, demonstration, and participation will provide the student with ample knowledge of beginning level basketball. This course will cover the individual fundamental skills of basketball, including: shooting, passing, ball-handling, individual defense, and rebounding. Rules, tactics, and etiquette of the game will be introduced.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate beginning level individual basketball-related skills including shooting, passing, ball-handling, rebounding, and defensive techniques.
- adapt to changing game situations within an informal basketball game.
- demonstrate proper etiquette and sportsmanship during drills and during competition.
- demonstrate an understanding of the rules and regulations of the game of basketball.

**TMACT 321 Basketball II**

<table>
<thead>
<tr>
<th>Units:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LAB</td>
</tr>
<tr>
<td>Course Family:</td>
<td>Basketball (<a href="http://flc.losrios.edu/course-families#id_100024">http://flc.losrios.edu/course-families#id_100024</a>)</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>TMACT 320 with a grade of &quot;C&quot; or better</td>
</tr>
</tbody>
</table>
This is an intermediate basketball course. Instruction, demonstration, and participation will provide the student with an understanding of intermediate level basketball. This course will cover intermediate level skills and tactics of basketball.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate intermediate level individual basketball-related skills including shooting, passing, ball-handling, rebounding, and defensive techniques.
- apply individual skills with similarly skilled intermediate basketball players in an informal team environment.
- demonstrate knowledge of intermediate level team offense and team defense.
- demonstrate proper sportsmanship during drills and competition.

TMACT 330 Volleyball

Units: 1  
Hours: 54 hours LAB  
Course Family: Volleyball (http://flc.losrios.edu/course-families#id_100025)  
Prerequisite: None  
Transferrable: CSU, UC (The UC campuses will accept up to 4 units of physical education activity courses)  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

This is a beginning volleyball class. Lecture, demonstration and participation will provide the student with sufficient knowledge for continued participation in volleyball. The fundamentals of passing, setting, serving, attacking, blocking, digging, rules of play and simple strategies will be covered.

Appropriate athletic attire, volleyball shoes or indoor gym shoes, kneepads, and instructor generated handouts.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply basic knowledge and learned skills to enjoy the sport of volleyball.
- explain the relationship between volleyball and wellness.
- identify the importance of team work.
- identify the basic offensive and defensive team tactics.

TMACT 331 Volleyball II

Units: 1  
Hours: 54 hours LAB  
Course Family: Volleyball (http://flc.losrios.edu/course-families#id_100025)  
Prerequisite: TMACT 330 with a grade of "C" or better  
Transferrable: CSU, UC (The UC campuses will accept up to 4 units of physical education activity courses)  
General Education: AA/AS Area III(a); CSU Area E2  
Catalog Date: June 1, 2020

This is an intermediate volleyball class. Lecture, demonstration and participation will provide the student with sufficient knowledge for continued participation in volleyball. This class will focus on refining basic skills, introducing more complicated techniques and teaching more advanced strategies.

Appropriate athletic attire, cross-training shoes or running shoes and kneepads are required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply basic and intermediate level knowledge and learned skills to enjoy the sport of volleyball.
- identify the offensive and defensive systems.
- design and implement a basic game plan in match competition.
- identify the importance of teamwork.
- explain the relationship between volleyball and wellness.
Learning, Tutoring, and Academic Technology
| Los Rios

Folsom Lake College’s learning, tutoring, and academic technology courses are designed to help students become more effective at solving academic problems across the disciplines. All courses are grounded in practice. Students receive coaching on problem solving and advanced study skills while working on their assigned coursework. These courses feature extensive opportunities for peer-to-peer interaction. Many students find that this collaborative format motivates them to academic success.

Dean
Greg McCormac

Department Chairs
Sam Raskin

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mccormg@flc.losrios.edu

Learning, Tutoring, and Academic Technology (LTAT)

LTAT 310 Introduction to Individual Peer Tutoring

| Units: | 1 |
| Hours: | 18 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| General Education: | AA/AS Area II(b) |
| Catalog Date: | June 1, 2020 |

This course is designed to familiarize the student with the role of the tutor and methods of effective tutoring. This course emphasizes evidence-based, collaborative, interactive approaches to learning in a group setting.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate and encourage interactive approaches to learning.
- appraise and describe effective study skills and strategies for the courses being tutored.
- analyze and explain how cultural diversity influences tutoring.
- assess personal performance in order to improve as a tutor.

LTAT 1000 Supervised Tutoring

| Units: | 0 |
| Prerequisite: | None. |
| Enrollment Limitation: | Student must be enrolled in a college credit course and be referred to tutoring by an instructor or counselor. |
| Catalog Date: | June 1, 2020 |

This course offers individualized and/or group tutoring that is designed to assist students to increase their success in college courses. Content will vary depending upon the adjunct course. Attention will be given to discipline specific study skills and utilization of campus resources.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
- demonstrate a positive attitude towards tutoring.
- apply study skills necessary for success in a particular discipline.
- utilize available campus resources as needed.
- demonstrate a positive attitude toward continued learning in one or more subject areas.
The Folsom Lake College library curriculum teaches vital research skills that enable students to achieve success in their college classes, careers, and day-to-day lives. Students will gain "research survival skills" to cope with the information-rich environment in which we live. They will develop the ability to access information from a broad range of resources and to evaluate this information and its sources. Course study will include information from print, online subscription databases, and the internet.

FLC Librarians also offer non-credit library instruction sessions demonstrating the use of library resources and the internet. Please stop by the reference desk to pick up a helpful handout, obtain individual assistance, or for more information.

Dean
Greg McCormac

Department Chairs
Lorilie Pitts

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mccormg@flc.losrios.edu

LIBR 318 Library Research and Information Literacy

This course will help students acquire the information competency skills necessary to conduct academic, professional and personal research. It provides a step-by-step guide to the research process that is applicable to course work, professional work and life-long learning. It emphasizes developing effective search strategies, selecting information tools, locating and retrieving information sources, analyzing and critically evaluating information and organizing and using information in an ethical manner.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define the nature and extent of information needed to complete a research task.
- access needed information effectively and efficiently.
- evaluate information sources for target audience/reader, information depth and accuracy, credibility, authority, point of view or bias, and physical accessibility.
- use information ethically and legally.
Management | Los Rios

Folsom Lake College’s broad-based management curriculum offers introductory and specialized courses ranging from studies of standard corporate organization to analyzing the small business. Managers help organizations achieve their objectives through effective planning, organizing, directing, and controlling. The management program attempts to develop an understanding of the importance and diversity of its related fields.

This program prepares students for entry into a company management training program and upgrades the skills of those already working in industry, allowing them to advance to supervisory positions. Students planning vocations in personnel services or analyst positions in state or federal government service should also consider this degree program.

Dean
Carlos Lopez

Department Chairs
C.D. Vickrey

(916) 361-6330
lopezc@flc.losrios.edu

Associate Degree

A.A. in Public Management/Civil Service

This program is designed for students interested in careers in state, county, or municipal governments and community-based nonprofit organizations. The curriculum focuses on various competency areas for those wishing either to upgrade their managerial skills or enhance their existing abilities. This program prepares students for careers in civil service. The courses in the program are transferable to the CSU system.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 340</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>COMM 301</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 315</td>
<td>Government Relations and Policy Development</td>
<td>3</td>
</tr>
<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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</tr>
<tr>
<td>MGMT 372</td>
<td>Human Relations and Organizational Behavior (3)</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 311</td>
<td>Managerial Accounting (4)</td>
<td></td>
</tr>
<tr>
<td>or PRJMG 300</td>
<td>Introduction to Project Management (3)</td>
<td></td>
</tr>
<tr>
<td>MGMT 310</td>
<td>Introduction to Public Management</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

The Public Management/Civil Service Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general...
education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- provide a comprehensive introduction of the theoretical and practical field of public management.
- develop an understanding of the role of the public manager as it relates to organizational relations, leadership, ethics, fiscal management and policy-making.
- develop an understanding of the political, intergovernmental, and external environments in which public managers operate.
- enhance the students’ academic writing skills for public sector employment.
- prepare students with the skills and knowledge to work in the public and nonprofit sectors.

Career Information

Program career opportunities include entry level public and non-profit agency careers including Public or Civil Service Program Analyst, Public or Civil Service Program Specialist, Public or Civil Service Program Officer, Non-Profit Agency Worker, Auditor, and Non-Profit Agency Assistant Director.

Certificate of Achievement

Public Management/Civil Service Certificate

This program is designed for students interested in careers in state, county, or municipal governments and community based non-profit organizations. The curriculum focuses on various competency areas for those wishing either to upgrade their managerial skills or enhance their existing abilities. This program prepares students entering Civil Service careers.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 301</td>
<td>Financial Accounting (4)</td>
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</tr>
<tr>
<td>BUS 300</td>
<td>Introduction to Business (3)</td>
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</tr>
<tr>
<td>or BUS 310</td>
<td>Business Communications (3)</td>
<td></td>
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<tr>
<td>MGMT 310</td>
<td>Introduction to Public Management (3)</td>
<td>3</td>
</tr>
<tr>
<td>or MGMT 362</td>
<td>Techniques of Management (3)</td>
<td></td>
</tr>
<tr>
<td>MGMT 315</td>
<td>Government Relations and Policy Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
<td>3</td>
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<tr>
<td>MGMT 498</td>
<td>Work Experience in Management (1 - 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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</tr>
<tr>
<td>ACCT 311</td>
<td>Managerial Accounting (4)</td>
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</tr>
<tr>
<td>MGMT 372</td>
<td>Human Relations and Organizational Behavior (3)</td>
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<tr>
<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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<tr>
<td>PRJMGT 300</td>
<td>Introduction to Project Management (3)</td>
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<tr>
<td>Total Units</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:
Management (MGMT)

MGMT 230 Introduction to Purchasing Contracts

This course introduces students to purchasing contract theory and practice. Topics include: Uniform Commercial Code; contractual business and legal risk mitigation; contract development for goods and services purchases; scope of work and specification development; and contract breach.

Upon completion of this course, the student will be able to:

- explain the basics of purchasing contract theory (offer, acceptance, & consideration) and the utilization of contracts to mitigate business and legal risk.
- describe the importance of proper specifications and scope of work definition in contract development.
- analyze how the terms and conditions negotiated in a contract reflect components of total cost.

Career Information

Program career opportunities include entry level public and non-profit agency careers including Public or Civil Service Program Analyst, Public or Civil Service Program Specialist, Public or Civil Service Program Officer, Non-Profit Agency Worker, Auditor, and Non-Profit Agency Assistant Director.

Management (MGMT)

MGMT 231 Negotiation Planning

This course introduces students to the concept of "total cost," and teaches the skills to perform cost analysis in support of supplier selection and effective supplier negotiations. Students will also participate in mock negotiations using the techniques learned in this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the concept of "total cost," and differentiate between acquisition cost and total cost.
- differentiate between data-based and behavioral-based negotiation techniques and how they are used.
- express the necessary post-negotiation steps to ensure effective documentation of the outcome of supplier negotiations.

Program career opportunities include entry level public and non-profit agency careers including Public or Civil Service Program Analyst, Public or Civil Service Program Specialist, Public or Civil Service Program Officer, Non-Profit Agency Worker, Auditor, and Non-Profit Agency Assistant Director.

Career Information

Program career opportunities include entry level public and non-profit agency careers including Public or Civil Service Program Analyst, Public or Civil Service Program Specialist, Public or Civil Service Program Officer, Non-Profit Agency Worker, Auditor, and Non-Profit Agency Assistant Director.

MGMT 233 Purchasing Organization Management

This course introduces students to purchasing organization management. Topics include: identifying various types of public and Civil Service agencies; their administrative structures, lines of authority, roles and accountability.

- define the various levels, roles and concepts, and functions of public management and Civil Service.
- describe the political, intergovernmental and environmental, and ethical impacts facing public managers.
- distinguish the various federal, state and local fiscal planning cycles and their implications for policy making and program evaluation.
- review the development and management of government budgets, including budget formats, budget cycles, budget processes, operating budgets, analysis of revenue and expenditures, related expenditure controls, and cash management and accounting.

Career Information

Program career opportunities include entry level public and non-profit agency careers including Public or Civil Service Program Analyst, Public or Civil Service Program Specialist, Public or Civil Service Program Officer, Non-Profit Agency Worker, Auditor, and Non-Profit Agency Assistant Director.

Management (MGMT)

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This course introduces students to purchasing contract theory and practice. Topics include: Uniform Commercial Code; contractual business and legal risk mitigation; contract development for goods and services purchases; scope of work and specification development; and contract breach.

Upon completion of this course, the student will be able to:

- explain the basics of purchasing contract theory (offer, acceptance, & consideration) and the utilization of contracts to mitigate business and legal risk.
- describe the importance of proper specifications and scope of work definition in contract development.
- analyze how the terms and conditions negotiated in a contract reflect components of total cost.

Career Information

Program career opportunities include entry level public and non-profit agency careers including Public or Civil Service Program Analyst, Public or Civil Service Program Specialist, Public or Civil Service Program Officer, Non-Profit Agency Worker, Auditor, and Non-Profit Agency Assistant Director.

Management (MGMT)

MGMT 231 Negotiation Planning

This course introduces students to the concept of "total cost," and teaches the skills to perform cost analysis in support of supplier selection and effective supplier negotiations. Students will also participate in mock negotiations using the techniques learned in this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the concept of "total cost," and differentiate between acquisition cost and total cost.
- differentiate between data-based and behavioral-based negotiation techniques and how they are used.
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Program career opportunities include entry level public and non-profit agency careers including Public or Civil Service Program Analyst, Public or Civil Service Program Specialist, Public or Civil Service Program Officer, Non-Profit Agency Worker, Auditor, and Non-Profit Agency Assistant Director.

Management (MGMT)

MGMT 233 Purchasing Organization Management

This course introduces students to purchasing organization management. Topics include: identifying various types of public and Civil Service agencies; their administrative structures, lines of authority, roles and accountability.

- define the various levels, roles and concepts, and functions of public management and Civil Service.
- describe the political, intergovernmental and environmental, and ethical impacts facing public managers.
- distinguish the various federal, state and local fiscal planning cycles and their implications for policy making and program evaluation.
- review the development and management of government budgets, including budget formats, budget cycles, budget processes, operating budgets, analysis of revenue and expenditures, related expenditure controls, and cash management and accounting.

Career Information

Program career opportunities include entry level public and non-profit agency careers including Public or Civil Service Program Analyst, Public or Civil Service Program Specialist, Public or Civil Service Program Officer, Non-Profit Agency Worker, Auditor, and Non-Profit Agency Assistant Director.
This course is focused on the management of a global or regional purchasing operation within a corporation. Concepts covered include organizational structure, hiring, success metrics, tactical and strategic purchasing focus areas, community and environmental obligations, purchasing code of ethics, purchasing policies and procedures, and eCommerce tools and applications.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- summarize the purpose and role of the purchasing organization and its obligation to the company.
- explain the importance of purchasing success metrics and their role in assessing effective operations.
- express how purchasing policies and procedures are used to manage risk and improve results.
- articulate the role and importance of green purchasing initiatives.

**MGMT 310 Introduction to Public Management**

This course provides an introduction to the field of public management. It introduces students to the fundamental components of public management including public organizational relations and roles, leadership, ethics, fiscal management and policy making. It also addresses the political, intergovernmental, and external environments in which public managers function.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- define the various levels, roles and concepts of public management and develop an understanding of how government works.
- demonstrate the ability to assess public government issues and evaluate ethical dilemmas in public management.
- describe the political, intergovernmental and environmental impacts facing public managers.
- distinguish the various federal, state and local fiscal planning cycles and their implications for policy making and program evaluation.
- research how the key stakeholders of the political process impact the allocation of resources at the management level.

**MGMT 315 Government Relations and Policy Development**

This course provides a practical overview of the public policy process and its implication for government decision-making. It explores a number of concepts associated with policy analysis and aims to provide students with practical hands-on skills that can be used in a variety of policy settings. Topics covered in this course will include policy writing and research, political lobbying, the legislative process, stakeholder consensus building, and ethics in policy making.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- define the functions of public organizations and the interrelations between federal, state, and local agencies.
- identify the various types of public agencies: their administrative structures, lines of authority, roles and accountability.
- research the basic components of strategic planning at the public level including developing mission, core values, and vision statements.

- organize and execute a comprehensive policy analysis including an executive summary, policy background and summary, policy alternatives and cost effectiveness feasibility analysis.

- investigate and define the role of various public organizations and stakeholders in the policy development process, including the legislative process at the state and federal levels.

- demonstrate the ability to review, research, and develop policy documents which include the use of graphic tools.

**MGMT 360 Management Communication**

<table>
<thead>
<tr>
<th>Units:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Advisory:</td>
<td>MGMT 362</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area I(b)</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course provides skill training in utilizing communication opportunities in organizations that includes the study of the communication process, the analysis of the barriers to effective oral and written communication, and the development of guidelines to improve interpersonal relations within an organization through the effective methods of oral and written communications.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify those factors that block the communication process.

- evaluate the importance of effective communications in a multicultural organization, overall organizational performance, efficiency and effectiveness.

- create team productivity through effective communication techniques.

**MGMT 362 Techniques of Management**

<table>
<thead>
<tr>
<th>Units:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is designed for entrepreneurs and other managers as well as those entering mid-management positions. It focuses on primary management functions of planning, organizing, controlling, and leading. Related skills such as time management, cost control, performance evaluation, motivation, communication techniques, and the social responsibility of managers are also emphasized. The course provides a clear understanding of management and leadership tasks as well as skill development in essential management activities.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate the environmental factors that affect the workplace.

- create an effective management tool to better understand leadership, management and business planning while utilizing critical thinking skills.

- analyze the impact of continuous improvement in the modern workplace.

**MGMT 372 Human Relations and Organizational Behavior**

<table>
<thead>
<tr>
<th>Units:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
This course emphasizes the psychology of human relations management. It covers human interaction principles that build confidence, competence, leadership and management plans and positive attitudes in work organizations. Topics include the basis for human behavior, perception, communication, motivation, performance improvement, group behavior, negotiation, ethics and social responsibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply the theories of human behavior at work and in group dynamics.
- assess interpersonal and interpersonal skills in effective human interaction, negotiation and leadership within the workplace.
- analyze major approaches to understanding people and their behavior at work.
- determine the key ingredients that motivate people.

MGMT 495 Independent Studies in Management

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

Please see the current catalog.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- none as they are to be determined by the instructor and approved by the curriculum development chairperson.

MGMT 498 Work Experience in Management

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None.
Enrollment Limitation: Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.
Advisory: ENGWR 101 or ESLW 320
Transferable: CSU
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Management. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Marketing | Los Rios

Marketing is a dynamic area of study that provides immediate job and career opportunities after taking one course or the completion of a degree. The skills learned are easily converted into well-paying careers by many students and are essential for international and domestic business and for companies both large and small.

Dean
Carlos Lopez

Department Chairs
C.D. Vickrey

(916) 361-6330
lopezc@flc.losrios.edu

Marketing (MKT)

MKT 295 Independent Studies in Marketing

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Catalog Date: | June 1, 2020 |

This course provides 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. The course includes analysis of the elements of the marketing environment such as government regulation, environmental protection, competition, and consumer behavior.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and apply the basic principles of marketing.
- recognize the function of marketing and be able to adapt and develop the understanding of how environmental forces impact marketing planning.
- describe and develop a marketing strategy and plan.

MKT 300 Principles of Marketing

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

MKT 310 Selling Professionally

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Advisory: | ENGWR 101 |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |
This course examines the elements of successful professional selling. This course emphasizes the development of a business personality and its application to the approach, direction, and closing of a sale. Different types of selling experience such as direct, industrial, wholesale, and retail are covered. This class is recommended for those entering any field of business careers.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recognize and demonstrate the qualifications and characteristics necessary for effective selling.
- analyze differences in techniques used in direct, industrial, wholesale and retail sales.
- demonstrate the steps of selling, including approach, needs assessment, presentation, and closing of the sale.
- prepare and demonstrate a sales presentation.

MKT 330 Internet Marketing

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course is designed to provide both the novice and skilled business person with a working knowledge of how to use Internet marketing. Students will be introduced on how to devise strategies that build customer relations through technological and social media strategies. Students will have a good understanding of how these technologies can be used to support business success.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify Internet marketing strategies used to market and promote a business.
- create effective Internet marketing strategies that enhance the business relationship with present and future customers.
- demonstrate the ability to solve complex decisions involving e-commerce practice within the evolving business environment.
- assess long-term plans for the development of marketing approaches using the Internet and technology.

MKT 495 Independent Studies in Marketing

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

MKT 498 Work Experience in Marketing

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None.
Enrollment Limitation: Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.
Advisory: ENGWR 101 or ESLW 320
Transferable: CSU
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Marketing. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Folsom Lake College’s mathematics program provides students with the ability to think logically and abstractly and develop the problem-solving and computational skills necessary for success in any field of study. Mathematics is a multifaceted subject of great beauty and application. The study of mathematics explores some of the deepest puzzles that have ever been encountered and equips the student with a universal language used to study quantities and relationships in all fields.

Dean
Greg McCormac

Department Chairs
Kevin Pipkin

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mccormg@flc.losrios.edu

Associate Degrees for Transfer

A.S.-T. in Mathematics

The Associate in Science in Mathematics for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Mathematics at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   1. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   2. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

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

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 400</td>
<td>Calculus I</td>
<td>5</td>
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<tr>
<td>MATH 401</td>
<td>Calculus II</td>
<td>5</td>
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<tr>
<td>MATH 402</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MATH 410</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 420</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

The Associate in Science in Mathematics for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- explain and apply basic concepts of single variate calculus including various forms of derivatives and integrals, their interconnections, and their uses in analyzing and solving real-world problems.
- explain and apply basic concepts of multivariate calculus, linear algebra, or differential equation techniques, their interconnections, and their uses in analyzing and solving real-world problems.
- write logical proofs of basic theorems.
- use appropriate applications to demonstrate mathematical problem solving.

Career Information

Mathematicians work as statisticians, analysts, computer programmers, actuaries, researchers, planners, and educators. The requirements of this degree may also fill the needs of students entering into engineering, the sciences, and economics.

Associate Degrees

A.A. in Interdisciplinary Studies: Math and Science

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable course work that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Math and Science. These courses emphasize the natural sciences which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world’s civilizations. Possible majors at a four-year institution include, but are not limited to: mathematics, biology, chemistry, and physical science.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>A minimum of 18 units from the following:</td>
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<tr>
<td>ANTH 300</td>
<td>Biological Anthropology (3)</td>
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<tr>
<td>ANTH 301</td>
<td>Biological Anthropology Laboratory (1)</td>
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<tr>
<td>ANTH 303</td>
<td>Introduction to Forensic Anthropology (3)</td>
<td></td>
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<tr>
<td>ASTR 300</td>
<td>Introduction to Astronomy (3)</td>
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<tr>
<td>ASTR 400</td>
<td>Astronomy Laboratory (1)</td>
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<tr>
<td>BIOL 300</td>
<td>The Foundations of Biology (3)</td>
<td></td>
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<tr>
<td>BIOL 307</td>
<td>Biology of Organisms (4)</td>
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<tr>
<td>BIOL 310</td>
<td>General Biology (4)</td>
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<tr>
<td>BIOL 323</td>
<td>Plants and People (4)</td>
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<tr>
<td>BIOL 350</td>
<td>Environmental Biology (3)</td>
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<tr>
<td>COURSE CODE</td>
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<tr>
<td>BIOL 400</td>
<td>Principles of Biology (5)</td>
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<td>BIOL 410</td>
<td>Principles of Botany (5)</td>
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<tr>
<td>BIOL 420</td>
<td>Principles of Zoology (5)</td>
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<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology (5)</td>
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<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology (5)</td>
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<tr>
<td>BIOL 440</td>
<td>General Microbiology (4)</td>
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<td>General Microbiology and Public Health (5)</td>
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<td>CHEM 305</td>
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<td>CHEM 306</td>
<td>Introduction to Organic and Biological Chemistry (5)</td>
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<tr>
<td>CHEM 400</td>
<td>General Chemistry I (5)</td>
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<tr>
<td>CHEM 401</td>
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<td>CHEM 410</td>
<td>Quantitative Analysis (5)</td>
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<td>CHEM 420</td>
<td>Organic Chemistry I (5)</td>
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<td>CHEM 421</td>
<td>Organic Chemistry II (5)</td>
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<tr>
<td>GEOG 300</td>
<td>Physical Geography: Exploring Earth's Environmental Systems (3)</td>
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<td>GEOG 301</td>
<td>Physical Geography Laboratory (1)</td>
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<td>GEOG 306</td>
<td>Weather and Climate (3)</td>
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<td>GEOL 300</td>
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<tr>
<td>GEOL 305</td>
<td>Earth Science (3)</td>
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<td>GEOL 306</td>
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<td>GEOL 310</td>
<td>Historical Geology (3)</td>
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<td>GEOL 330</td>
<td>Introduction to Oceanography (3)</td>
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<td>GEOL 345</td>
<td>Geology of California (3)</td>
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<td>MATH 300</td>
<td>Introduction to Mathematical Ideas (3)</td>
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<tr>
<td>MATH 310</td>
<td>Mathematical Discovery (3)</td>
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<tr>
<td>MATH 335</td>
<td>Trigonometry with College Algebra (5)</td>
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<tr>
<td>MATH 341</td>
<td>Calculus for Business and Economics (4)</td>
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<tr>
<td>MATH 343</td>
<td>Modern Business Mathematics (4)</td>
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<tr>
<td>MATH 355</td>
<td>Calculus for Biology and Medicine I (4)</td>
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<td>MATH 356</td>
<td>Calculus for Biology and Medicine II (4)</td>
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<tr>
<td>MATH 370</td>
<td>Pre-Calculus Mathematics (5)</td>
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<td>MATH 400</td>
<td>Calculus I (5)</td>
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<td>Introduction to Linear Algebra (3)</td>
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<td>MATH 420</td>
<td>Differential Equations (4)</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
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<tr>
<td>NUTRI 300</td>
<td>Nutrition</td>
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<tr>
<td>NUTRI 340</td>
<td>Nutrition and Metabolism</td>
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<tr>
<td>PHYS 310</td>
<td>Conceptual Physics</td>
<td>(3)</td>
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<tr>
<td>PHYS 311</td>
<td>Basic Physics</td>
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<td>PHYS 350</td>
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<td>PHYS 360</td>
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<td>PHYS 411</td>
<td>Mechanics of Solids and Fluids</td>
<td>(4)</td>
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<td>PHYS 421</td>
<td>Electricity and Magnetism</td>
<td>(4)</td>
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<tr>
<td>PHYS 431</td>
<td>Heat, Waves, Light and Modern Physics</td>
<td>(4)</td>
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<tr>
<td>PS 302</td>
<td>Introduction to Physical Science</td>
<td>(4)</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>Biological Psychology</td>
<td>(4)</td>
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<tr>
<td>PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences</td>
<td>(3)</td>
</tr>
<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics</td>
<td>(4)</td>
</tr>
</tbody>
</table>

Total Units: 18

The Interdisciplinary Studies: Math and Science Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- reason quantitatively and empirically (Math and Science).

A.S. in Mathematics

This degree is designed to allow students to meet common lower division requirements for a major in mathematics at many four-year transfer institutions. Required courses for this degree may also fulfill lower division requirements for four-year degrees in computer science and engineering.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Calculus II</td>
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<td>MATH 402</td>
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<td>5</td>
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<td>MATH 420</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 410</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 4 units from the following:

CISP 360 | Introduction to Structured Programming (4)
CISP 370 | Beginning Visual Basic (4)
STAT 300 | Introduction to Probability and Statistics (4)

Total Units: 26
The Mathematics Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- identify, formulate, and solve applied problems (using calculus and linear algebra) in verbal, numeric, graphical, and symbolic form related to science, economics, or business.
- recognize and construct valid arguments using deductive and inductive reasoning skills.
- define and utilize terminology of mathematics with emphasis in calculus, linear algebra, and either statistics, logic or problem solving.
- calculate derivatives and integrals using a variety of defined rules and strategies of calculus, algebraic properties and trigonometric identities.

Certificate of Achievement

STEM Math Certificate

The STEM Math Certificate provides students with an option to receive college affirmation of math related work done on a pathway related to science, technology, engineering, or mathematics. Students majoring in STEM related fields often transfer without the need for an associates degree even though many lower division preparation courses were taken. A common thread throughout these majors is a high level of proficiency in mathematics.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<td></td>
<td>A minimum of 16 units from the following:</td>
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<tr>
<td>MATH 335</td>
<td>Trigonometry with College Algebra (5)</td>
<td></td>
</tr>
<tr>
<td>MATH 341</td>
<td>Calculus for Business and Economics (4)</td>
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<tr>
<td>MATH 355</td>
<td>Calculus for Biology and Medicine I (4)</td>
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<tr>
<td>MATH 420</td>
<td>Differential Equations (4)</td>
<td></td>
</tr>
<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
<td></td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- use appropriate applications to demonstrate mathematical problem solving.
- use trigonometric concepts to solve a variety of triangle related real-world applications.
- explain and apply basic concepts of single variate calculus including various forms of derivatives and integrals, their interconnections, and their uses in analyzing and solving real-world problems.
**Career Information**

A strong Math foundation is required for nearly every STEM major plus a number of other majors that may not be traditionally listed as STEM. The courses within this certificate provide strong foundations for many majors and open many potential career doors. Visit the Career Center to find out more about jobs related to the following majors and career options. Sciences: Biology, Chemistry, Physics, and other majors require 2 or 3 semesters of calculus and sometimes additional courses. Technology: Computer Science and Computer Programming majors require Calculus and some higher courses in mathematics. Engineering: Mechanical, Civil, Electrical engineers, to name a few, all require Calculus, Linear Algebra, and Differential Equations. Mathematics: Mathematicians work as statisticians, analysts, computer programmers, actuaries, researchers, planners, and educators. Economics and Industrial Engineering majors require Calculus and some higher level courses and sometimes Statistics as well.

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**Mathematics (MATH)**

**MATH 10 Developing Confidence in Math**

<table>
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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
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<tr>
<td>Corequisite:</td>
<td>MATH 20, 30, 100, 110, or 120</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course helps students become more effective learners of mathematics. Topics addressed are how to overcome math anxiety and build confidence in math, study and note taking skills, time management, and test preparation.

Students must be enrolled in Math 20, 30, 100, 110 or 120 to take this course or have the permission of the instructor.

This course is graded on a Pass/No Pass basis.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze causes of math anxiety.
- examine myths about learning mathematics and recognize experiences in math which have influenced personal attitudes toward math.
- create a study plan for mathematics tests and courses.
- apply learning and test-taking strategies to increase success in mathematics.

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**MATH 20 Arithmetic**

<table>
<thead>
<tr>
<th>Units:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course provides group and individual instruction in the fundamentals of arithmetic with an emphasis on written and mental computational skills. In order to enhance mental computational skills, calculators will not be allowed. Topics include operations with whole numbers, fractions, decimals, signed numbers, percents, ratios, proportions, problem solving, and applications involving measurement and geometry.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compute with accuracy problems involving the basic operations of arithmetic (addition, subtraction, multiplication, division, exponents, order of operations) on whole numbers, fractions, and decimals.
- convert numeric information into any of the three forms: fraction, percent, decimal.
- solve computation problems involving ratios, proportions, and percents.
- solve applied problems involving whole numbers, fractions, decimals, proportions, measurement, and percents.
- convert measurement units between English and Metric using multiplication, division, and unit fractions.
MATH 30 Pre-Algebra Mathematics

Units: 5
Hours: 90 hours LEC
Prerequisite: MATH 20 with a grade of "C" or better, or placement through the assessment process.
Catalog Date: June 1, 2020

This course in prealgebra mathematics emphasizes the fundamental operations on integers and decimals as well as in geometric figures, measurement, and algebra with an emphasis on written and mental computational skills. Topics include: fractions; decimals; signed numbers; properties of exponents; scientific notation; evaluation of expressions and formulas; linear equations; algebraic manipulations on polynomials; and the rectangular coordinate system.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- simplify expressions with rational coefficients.
- solve linear equations in one variable involving rational numbers.
- manually solve applied problems using rational numbers, variable expressions, scientific notation, equations, geometric formulas, measurement conversions, proportions, and percent.
- graph linear equations in two variables.

MATH 100 Elementary Algebra

Units: 5
Hours: 90 hours LEC
Prerequisite: MATH 30 with a grade of "C" or better, or placement through the assessment process.
Catalog Date: June 1, 2020

This course includes the fundamental concepts and operations of algebra with problem solving skills emphasized throughout. Topics include: properties of real numbers, linear equations and inequalities, integer exponents, polynomials, factoring polynomials, rational expressions and equations, radical expressions and equations, systems of linear equations and inequalities, the rectangular coordinate system, graphs and equations of lines, and solving quadratic equations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- solve equations involving linear, quadratic, rational and radical expressions.
- manually evaluate, simplify and expand polynomial, exponential, and rational expressions.
- completely factor polynomial expressions.
- graph solution sets of linear equations and linear inequalities in two variables.
- solve application problems using beginning context-appropriate models.

MATH 110 Elementary Geometry

Units: 5
Hours: 90 hours LEC
Prerequisite: MATH 100 with a grade of "C" or better, or placement through the assessment process.
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020

This course covers aspects of elementary geometry. Topics include terms and definitions, properties of parallel lines and parallelograms, congruent and similar triangles, properties of triangles, right triangles, and basic trigonometry. Later topics include properties of circles, construction of loci, areas, and volumes. The course also emphasizes problem solving strategies, elementary logic, and reading and writing proofs. Students may be required to purchase a compass, straight edge or ruler, and a protractor.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- compute lengths, areas, and volumes of geometric objects.
- apply algebraic skills to geometric problems.
- solve mathematical and logical problems which require geometric skills.
- prove geometric theorems using both direct and indirect proof structures.
- construct geometric loci using straightedge and compass.
- utilize the appropriate trigonometric ratios to find angles and sides of right triangles.

### MATH 120 Intermediate Algebra

**Units:** 5  
**Hours:** 90 hours LEC  
**Prerequisite:** MATH 100 with a grade of "C" or better, or placement through the assessment process.  
**General Education:** AA/AS Area II(b)  
**Catalog Date:** June 1, 2020

This course reviews and extends the concepts of elementary algebra with problem solving skills emphasized throughout. Topics which are reviewed and extended include: linear and quadratic equations, factoring polynomials, rational expressions, exponents, radicals, equations of lines, and systems of equations. New topics include: larger systems of equations, absolute value equations and inequalities, rational exponents, translations and reflections of key function graphs, function notation and function operations, exponential and logarithmic functions, graphs of quadratic and simple polynomial functions, quadratic inequalities, non-linear systems of equations, and an introduction to conic sections.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- solve equations involving polynomial, rational, absolute value, radical, exponential, or logarithmic expressions.
- graph and recognize graphs that have undergone simple transformations (translations, reflections, and some scale factors) for linear, quadratic, exponential, logarithmic, simple rational, and simple polynomial functions.
- demonstrate the ability to appropriately use function notation, terminology, and operations.
- solve application problems using intermediate context-appropriate models.

### MATH 125 Intermediate Algebra for Statistics and Liberal Arts

**Units:** 4  
**Hours:** 72 hours LEC  
**Prerequisite:** MATH 100 with a grade of "C" or better, or placement through the assessment process.  
**General Education:** AA/AS Area II(b)  
**Catalog Date:** June 1, 2020

This course meets the prerequisite to STAT 300, Math 310, Math 300, and PSYC 330 and is intended for Liberal Arts Majors. The course topics include equations and functions that are linear, quadratic, radical, rational, exponential, and logarithmic. This course will feature discovery activities that utilize technology to help deal with applications to real data sets and problems which are current and relevant.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and solve linear, radical, quadratic, rational, exponential, and logarithmic equations.
- identify and create graphs of linear, radical, quadratic, exponential, and logarithmic functions.
- construct and compare functions with their inverses.
- associate equations and information from tables or charts with their corresponding graphs.
- organize information into any/all of its four forms: words, data tables, graphs, and algebraic equations.
- accurately solve absolute value inequalities and systems of linear equations and use systems of equations to solve applied problems.
- design an accurately scaled and labeled scatterplot of data, use a best fit line to examine linear trends, interpret the meaning of slope as a
MATH 295 Independent Studies in Mathematics

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Catalog Date: June 1, 2020

MATH 300 Introduction to Mathematical Ideas

Units: 3
Hours: 54 hours LEC
Prerequisite: MATH 120 with a grade of "C" or better, or placement through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area II(b); CSU Area B4; IGETC Area 2 (effective Fall 2020)
Catalog Date: June 1, 2020

This course is intended for liberal arts students but may be of interest to others as well. Several specific topics will be covered including number theory, algebraic modeling, geometry, combinatorics, probability, statistics, trigonometry, graph theory, and voting and apportionment. This course is not recommended for students entering elementary school teaching or for business administration majors. A graphing calculator may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe types of applications that would be associated with number theory and counting methods, trigonometry, geometry, statistics and algebraic modeling.
- identify appropriate procedures as well as solve applications number theory and counting methods, trigonometry, geometry, statistics, algebraic modeling, and voting and apportionment.
- apply critical thinking skills to problem solving when new types of problems are put forth.

MATH 310 Mathematical Discovery

Units: 3
Hours: 54 hours LEC
Prerequisite: Math 110 (Geometry) or one year of high school Geometry and Math 120 or Math 125; both with a grade of "C" or better; or placement through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area II(b); CSU Area B4
Catalog Date: June 1, 2020

This course is designed to enhance students' understanding of mathematics by involving them in the mathematical process of exploration, conjecture, and proof. Students will explore mathematical patterns and relations, formulate conjectures, and prove their conjectures. Areas of mathematics from which content may be derived include number theory, statistics, probability, geometry, and sequences and series. This course is recommended for students interested in a career in education.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explore new branches of mathematics by recognizing connections and patterns to previously encountered topics.
- solve applied problems by recognizing connections between methods of solution employed in various mathematical fields.
- develop and explain a mathematical solution to a problem not previously encountered by the student.
- explore a mathematical problem independently, extending their solution to questions not necessarily posed by the instructor.

MATH 335 Trigonometry with College Algebra

Units: 5
This is a full trigonometry course with college algebra concepts reviewed, extended, and integrated when they are relevant to the trigonometric concepts. The trigonometric topics include right triangle trigonometry, unit circle trigonometry, graphs of trigonometric functions, proofs of trigonometric identities, solving trigonometric equations, applications of trigonometric functions (laws of sines and cosines), inverse trigonometric functions, polar coordinates, graphing polar functions, and 2-dimensional vectors. The algebra topics include exponential and logarithmic functions, complex numbers, in addition to solving equations, inequalities, and systems of equations. A graphing calculator may be required for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret trigonometric functions in working with right triangles, general triangles, and arcs of the unit circle.
- efficiently evaluate trigonometric and inverse trigonometric functions from memory involving special right triangles.
- efficiently evaluate trigonometric and inverse trigonometric functions at general angles from a table and by using a calculator.
- evaluate, expand, and simplify trigonometric, algebraic, logarithmic, and exponential expressions and solve equations (and prove identities) involving these expressions.
- graph and analyze trigonometric, rational, absolute value, exponential, and logarithmic functions, as well as conic sections, including algebraic transformations.
- solve application problems involving trigonometric, exponential, and logarithmic functions.

MATH 341 Calculus for Business and Economics

This course is designed around applications of sets, functions, limits, analytic geometry, and the differential and integral calculus in an economic and business context. This course is intended for business students; it is not recommended for mathematics and physical science majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- simplify algebraic expressions and solve algebraic equations related to business problems.
- evaluate limits and derivatives of algebraic, exponential and logarithmic functions, and apply them to business applications.
- formulate solutions to applications in business using definite and indefinite integrals.
- analyze functions of several variables and their relevance to business applications.

MATH 343 Modern Business Mathematics

This course is designed around applications of mathematics in an economic and business context. The major topics included are functions, finance (interest and exponential models), rates of change, optimization, and linear programming. The content of the course is structured to incorporate tables, graphs and data sets collected from real-world situations. This course is not recommended for mathematics or physical science majors. A scientific calculator will be required.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze formulas, graphs, tables, and data sets in order to form conclusions and make predictions.
- calculate and interpret compound interest, present and future values, and annuities for various applications.
- graph and apply linear, quadratic, power, polynomial, exponential, and logarithmic functions in a given model.
- calculate and interpret solutions to linear programming problems.
- evaluate rates of change for a variety of functions and apply it to marginal analysis.
- calculate and interpret optimum values related to business applications.

MATH 355 Calculus for Biology and Medicine I

Units: 4
Hours: 72 hours LEC
Prerequisite: MATH 335 with a grade of "C" or better, or placement through the assessment process.
Transferable: CSU, UC (UC credit limitation: MATH 341, MATH 355 and MATH 400 combined: maximum credit, one course)
General Education: AA/AS Area 11(b); CSU Area B4; IGETC Area 2
Catalog Date: June 1, 2020

This course is an introduction to differential calculus and elementary differential equations via applications in biology and medicine. It covers limits, derivatives of polynomials, trigonometric and exponential functions, graphing, and applications of the derivative to biology and medicine. Topics include the Fundamental Theorem of Calculus and techniques of integration, including integral tables and numerical methods. This course does not meet the prerequisite for the Engineering Physics series.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate polynomial, radical, trigonometric, logarithmic, and exponential functions.
- graph and analyze the curves of elementary functions.
- calculate maxima and minima of elementary functions.
- apply derivatives to applications in biology and medicine.
- integrate basic elementary functions.
- apply the Fundamental Theorem of Calculus to the evaluation of definite integrals.

MATH 356 Calculus for Biology and Medicine II

Units: 4
Hours: 72 hours LEC
Prerequisite: MATH 355 with a grade of "C" or better
Transferable: CSU, UC (UC credit limitation: MATH 356 and MATH 401 combined: maximum credit, one course)
General Education: AA/AS Area 11(b); CSU Area B4; IGETC Area 2
Catalog Date: June 1, 2020

This course covers matrix algebra with eigenvalues and eigenvectors, systems of linear equations, functions of several variables, partial derivatives, systems of differential equations, probability, and applications to biology and medicine. This course does not meet the prerequisite for the Engineering Physics series.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- solve systems of linear equations with matrix techniques.
- compute eigenvalues and eigenvectors for square matrices.
- solve systems of linear differential equations.
apply systems of linear differential equations to problems in biology and medicine.
compute partial derivatives of functions of several variables.
calculate double integrals.
identify absolute and local extrema of functions of two variables.
calculate equations of tangent planes to graphs of functions of two variables.

MATH 370 Pre-Calculus Mathematics

Units: 5
Hours: 90 hours LEC
Prerequisite: MATH 335 with a grade of "C" or better, or placement through the assessment process.
Transferable: CSU; UC
General Education: AA/AS Area II(b); CSU Area B4; IGETC Area 2
Catalog Date: June 1, 2020

This course is designed to prepare students for Calculus for STEM majors. Course content includes a brief review followed by an in-depth extension of the properties of polynomial, rational, exponential, logarithmic and trigonometric functions. Additional topics include systems of linear and nonlinear equations and inequalities, conic sections, sequences and series, binomial theorem, analytic geometry, vectors, parametric, and polar equations. A graphing calculator may be required for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- solve equations/inequalities involving polynomial, logarithmic, and exponential expressions.
- solve equations/inequalities involving trigonometric expressions. All students must be able to efficiently evaluate trigonometric functions using memorized special right triangle facts but tables of information and/or calculators may be used on application problems.
- graph and analyze polynomial, rational, absolute value, radical, exponential, logarithmic, and trigonometric functions using algebraic transformations.
- apply the properties of vectors, matrices, sequences, series, the polar coordinate system, and the binomial theorem to calculus or science problems.
- prove mathematical facts using algebraic manipulation, fundamental trigonometric identities, direct proof, indirect proof, and the principle of mathematical induction.
- solve applied problems using functions, vectors, matrices, sequences and series.

MATH 400 Calculus I

Units: 5
Hours: 90 hours LEC
Prerequisite: MATH 370 with a grade of "C" or better, or placement through the assessment process.
Transferable: CSU; UC (UC credit limitation: MATH 341, MATH 355 and MATH 400 combined: maximum credit, one course)
General Education: AA/AS Area II(b); CSU Area B4; IGETC Area 2
C-ID: C-ID MATH 210
Catalog Date: June 1, 2020

This course explores the basic concepts of analytic geometry, limits of functions, derivatives, and integrals. Topics covered will include finding the limits of functions by graphing and indeterminate forms of algebraic expressions. Derivatives and integrals involving algebraic, trigonometric, exponential, logarithmic, and inverse trigonometric functions will also be covered. Many applications will be covered, including those involving rectilinear motion, differentials, related rates, graphing, optimization, and finding areas of bounded regions. A graphing calculator may be required for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- calculate limits and derivatives of algebraic and transcendental functions using a variety of techniques.
- demonstrate a knowledge of basic facts and formulas with limits, derivatives, and integration.
- graph algebraic and transcendental functions using information from limits, continuity, and derivatives.
solve problems using derivatives including equations of tangent lines, related rates applications and optimization application problems.

apply both the limit process and the Fundamental Theorem of Calculus to evaluate area related problems and utilize the appropriate substitution techniques to evaluate integrals.

prove calculus theorems related to limits and derivatives.

MATH 401 Calculus II

Units: 5
Hours: 90 hours LEC
Prerequisite: MATH 400 with a grade of "C" or better
Transferable: CSU, UC (UC credit limitation: MATH 356 and MATH 401 combined: maximum credit, one course)
General Education: AA/AS Area II(b); CSU Area B4; IGETC Area 2
C-ID: C-ID MATH 220
Catalog Date: June 1, 2020

This course is a continuation of MATH 400. Topics covered include techniques of integration, numerical integration, improper integrals, infinite series, parametric equations, polar coordinates, and conic sections. Many applications will be covered including those involving areas between plane regions, volumes of revolution, work, moments and concepts of mass, average value, arc length, and surface area. A graphing calculator may be required for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- utilize a variety of algebraic and trigonometric techniques to evaluate integral expressions.
- apply integration to problems involving volume, centers of mass, and work.
- analyze and manipulate infinite series, Taylor polynomials, and functions represented by power series.
- apply differentiation and integration techniques to equations in parametric and polar form.
- prove selected calculus theorems related to first year calculus.

MATH 402 Calculus III

Units: 5
Hours: 90 hours LEC
Prerequisite: MATH 401 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area II(b); CSU Area B4; IGETC Area 2
C-ID: C-ID MATH 230
Catalog Date: June 1, 2020

This course extends the concepts of limits, derivatives and integrals to vector-valued functions and functions of more than one variable. Topics covered will include three-dimensional analytic geometry and vectors, partial derivatives, multiple integrals, line integrals, surface integrals, and the theorems of Green, Gauss (Divergence), and Stokes. Many applications of the calculus will be included. A graphing calculator may be required for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compute a number of vector based function values on plane curves and space curves. These include velocity vectors, acceleration vectors, speed, curvature, arc-length, binormal vectors, unit tangent and unit normal vectors.
- optimize both a multivariate function of a surface and multivariate functions involving a constraint curve.
- utilize multiple integrals using rectangular, polar, cylindrical, or spherical coordinates in problems involving volume, moments, and mass.
- set up and evaluate line and surface integrals.
- apply Green's Theorem, Stokes' Theorem, and the Divergence Theorem to physics and engineering applications.

MATH 410 Introduction to Linear Algebra
This course introduces linear algebra. Topics include matrices, determinants, systems of equations, vector spaces, linear transformations, eigenvectors, and applications. This course is intended for majors in mathematics, engineering, science, and related fields.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- solve a variety of systems of equations using matrices using methods appropriate to lower division linear algebra.
- use bases and orthonormal bases to solve problems in linear algebra.
- find the dimension of spaces such as those associated with matrices and linear transformations.
- find eigenvalues and eigenvectors and use them in applications.
- prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors, properties of subspaces, linearity, injectivity and surjectivity of functions, and properties of eigenvectors and eigenvalues.

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**MATH 420 Differential Equations**

This course is a study of ordinary differential equations, including linear equations, systems of equations, equations with variable coefficients, existence and uniqueness of solutions, series solutions, singular points, transform methods, boundary value problems, and applications.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- solve a variety of ordinary differential equations using techniques such as reduction of order, method of undetermined coefficients, variation of parameters, power series, and Laplace transforms.
- analyze, model, and solve elementary applied science problems such as Newton's Law of Cooling, mixing, falling bodies, and Newton's Second Law of Motion with ordinary differential equations.
- identify differential equations such as linear, separable, exact, and Cauchy-Euler.
- solve systems of linear differential equations.
- evaluate ordinary differential equations for existence and uniqueness of solutions using appropriate theorems.

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**MATH 495 Independent Studies in Mathematics**

This course provides an opportunity for students to engage in independent study under the direction of a faculty member. Students work on projects, research, or other study related to mathematics.

**Mathematics Support (MATHS)**
MATHS 15 Support for Intermediate Algebra

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in MATH 120, Intermediate Algebra. You must be enrolled in the corresponding section of Math 120 while taking this course. Topics and homework assignments are often connected to the students’ assignments in MATH 120. This class is graded on a pass/no pass basis and does not meet math competency.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use support mathematics skills to simplify expressions and solve equations involving absolute values, polynomials, rational expressions, radicals, exponentials, and logarithms.
- use support mathematics skills to solve systems of equations and solve linear, polynomial, and absolute value inequalities.
- use support mathematics skills to demonstrate an understanding of the definition of a function and use function notation, including the algebra of functions, composite functions, and inverse functions.
- use support mathematics skills to sketch the graphs of basic functions and the transformations of these functions.
- use support mathematics skills to apply algebraic methods when solving word problems.

MATHS 46 Support for Calculus for Business and Economics

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in Math 341, Calculus for Business and Economics. You must be enrolled in the corresponding section of Math 341 while taking this course. Topics and homework assignments are often connected to the students’ assignments in MATH 341. The course includes applications of the concepts and skills covered. This class is graded on a pass/no pass basis and does not meet math competency. A scientific calculator will be required for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use support mathematics skills to find the derivatives of polynomial, rational, exponential, and logarithmic functions.
- use support mathematics skills to find the derivatives of functions involving constants, sums, differences, products, quotients, and the chain rule.
- use support mathematics skills to sketch the graphs of functions using horizontal and vertical asymptotes, intercepts, first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum values, intervals of concavity, and points of inflection.
- use support mathematics skills to analyze the marginal cost, profit, and revenue when given the appropriate function.
- use support mathematics skills to determine maxima and minima in optimization problems using the derivative.
- use support mathematics skills to find rates of change and tangent lines.
- use support mathematics skills to analyze revenue, cost, and profit.
- use support mathematics skills to find definite and indefinite integrals when applying the general integral formulas, integration by substitution, and other integration techniques.
- use support mathematics skills in business and economics applications.

MATHS 55 Support for Trigonometry with College Algebra
This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in MATH 335: Trigonometry with College Algebra. You must be enrolled in the corresponding section of MATH 335 while taking this course. Topics and homework assignments are often connected to the students' assignments in MATH 335. The course includes applications of the concepts and skills covered. A scientific calculator is required for this course. See notes on the e-schedule for more information. This class is graded on a pass/no pass basis and does not meet math competency.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use support mathematics skills to apply trigonometric functions to the angles of a right triangle and arcs on the unit circle.
- use support mathematics skills to evaluate trigonometric functions of common angles (using both radian and degree measure) and inverse trigonometric functions.
- use support mathematics skills to recognize, apply, and prove trigonometric identities and solve trigonometric equations.
- use support mathematics skills to create and analyze graphs of polynomial functions, rational functions, trigonometric functions, inverse trigonometric functions, curves in parametric form, and curves in polar form. (Trigonometric function graphing will include changes in period, phase, and amplitude.)
- use support mathematics skills to convert between polar and rectangular coordinates and equations, compute and solve equations involving complex numbers in standard and trigonometric form, and use DeMoivre’s Theorem to evaluate powers and roots of complex numbers.
- use support mathematics skills to apply trigonometric and algebraic concepts as problem-solving tools by modeling problems with appropriate equations, including use of the Laws of Sines and Cosines and vector applications with vectors represented in both \((a, b)\) and \(ai+bj\) form.

MATHS 80 Calculus I: Problem Solving

This course provides additional problem solving practice, theory practice, and study skills support for students concurrently enrolled in MATH 400, Calculus I. Please refer to the class notes in the online schedule of classes for details to the particular sections of MATH 400 that will be associated with this section. This class is graded on a pass/no pass basis and does not meet math competency. A graphing calculator may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- calculate limits and derivatives of algebraic and transcendental functions using a variety of techniques.
- graph algebraic and transcendental functions using information from limits, continuity, and derivatives.
- solve problems using derivatives including equations of tangent lines, related rates applications and optimization application problems.
- apply both the limit process and the Fundamental Theorem of Calculus to evaluate area related problems and utilize the appropriate substitution techniques to evaluate integrals.

MATHS 81 Calculus II: Problem Solving

This course provides additional problem solving practice, theory practice, and study skills support for students concurrently enrolled in MATH 401, Calculus II. Please refer to the class notes in the online schedule of classes for details to the particular sections of MATH 401 that will be associated with this section. This class is graded on a pass/no pass basis and does not meet math competency. A graphing calculator may be required.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use integrals to define volumes of regions of revolution about horizontal and vertical lines, arc-length, area of surfaces of revolution, calculations of work, moments, and mass.
- apply a number of different integration techniques to evaluate integrals. These include integration by parts, trigonometric substitution, and partial fraction decomposition.
- utilize differentiation and integration, and some of their basic applications within parametric equations and polar equations.
- create Taylor Polynomials to approximate functions and manipulate these using algebraic or calculus techniques to model additional functions.

MATHS 82 Calculus III: Problem Solving

Units: 1
Hours: 18 hours LEC
Prerequisite: None.
Corequisite: MATH 402
Catalog Date: June 1, 2020

This course provides additional problem solving practice, theory practice, and study skills support for students concurrently enrolled in MATH 402, Calculus III. Please refer to the class notes in the online schedule of classes for details to the particular sections of MATH 402 that will be associated with this section. This class is graded on a pass/no pass basis and does not meet math competency. A graphing calculator may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compute a number of vector based function values on plane curves and space curves. These include velocity vectors, acceleration vectors, speed, curvature, arc-length, binormal vectors, unit tangent and unit normal vectors.
- optimize both a multivariate function of a surface and multivariate functions involving a constraint curve.
- utilize multiple integrals using rectangular, polar, cylindrical, or spherical coordinates in problems involving volume, moments, and mass.
- set up and evaluate line and surface integrals.
- apply Green’s Theorem, Stokes’ Theorem, and the Divergence Theorem to physics and engineering applications.

MATHS 95 Support for Introduction to Mathematical Ideas

Units: 2
Hours: 36 hours LEC
Prerequisite: None.
Corequisite: MATH 300
Catalog Date: June 1, 2020

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in Math 300, Introduction to Mathematical Ideas. You must be enrolled in the corresponding section of Math 300 while taking this course. Topics and homework assignments are often related to the students’ assignments in MATH 300. The course includes applications of the concepts and skills covered. This class is graded on a pass/no pass basis and does not meet math competency. A scientific calculator may be required for this course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use support mathematics skills to describe types of applications that would be associated with number theory and counting methods, trigonometry, geometry, statistics and algebraic modeling.
- use support mathematics skills to identify appropriate procedures as well as solve applications in number theory and counting methods, trigonometry, geometry, statistics, algebraic modeling, and voting and apportionment.
- use support mathematics skills to apply critical thinking skills to problem solving when new types of problems are put forth.
Statistics (STAT)

STAT 10 Support for Introduction to Probability and Statistics

Units: 2
Hours: 36 hours LEC
Prerequisite: None
Corequisite: STAT 300
Catalog Date: June 1, 2020

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in STAT 300, Introduction to Probability and Statistics. You must be enrolled in the corresponding section of STAT 300 while taking this course. Topics and homework assignments are often connected to the students' assignments in STAT 300. The course includes applications of the concepts and skills covered. Students will be expected to use technology for data analysis. Appropriate technology includes at least one of the following: TI-Graphing calculator, StatCrunch, Excel, SPSS or Minitab. See class notes in the e-schedule for more information. This class is graded on a pass/no pass basis and does not meet math competency.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate relevant arithmetic and algebraic skills and interpret results in the context of the data or scenario in the context of using statistical formulas and methods.
- compute and explain simple probabilities and use geometric reasoning to find probabilities based on area under a normal curve.
- implement study habits that promote success in statistics, such as the use of reading and metacognitive strategies to improve understanding and performance.

STAT 101 Pre-Statistics

Units: 3
Hours: 54 hours LEC
Prerequisite: MATH 100 with a grade of "C" or better, or placement through the assessment process.
Catalog Date: June 1, 2020

This course will satisfy the prerequisite to STAT 300. Topics include ratios, rates, and proportional reasoning; arithmetic with fractions, decimals and percents; evaluating expressions, solving equations, and analyzing formulas to understand statistical measures; use of linear and exponential functions to model bivariate data; graphical and numerical descriptive statistics for quantitative and categorical data. Note: This course is not intended for students who plan to take courses in science, computer information science, engineering, mathematics, physics, chemistry, or business related majors. A scientific or graphing calculator with 2-variable statistics capabilities is required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- simplify linear expressions, solve linear equations and inequalities, and evaluate statistical formulas using the order of operations agreement.
- sketch the graphs of linear and exponential functions, and find equations of linear and exponential functions given two points on the line or curve.
- apply and interpret algebraic and statistical models when solving word problems.

STAT 300 Introduction to Probability and Statistics

Units: 4
Hours: 72 hours LEC
Prerequisite: MATH 120 or 125 with a grade of "C" or better, or placement through the assessment process.
Transferable: CSU; UC (UC credit limitation: 330 and STAT 300 combined: maximum credit, one course)
General Education: AA/AG Area II(b); CSU Area B4; IGETC Area 2
C-ID: C-ID MATH 110
Catalog Date: June 1, 2020

This course is an introduction to probability and statistics. Topics include: elementary principles and applications of descriptive statistics, elementary probability principles, probability distributions, estimation of parameters, hypothesis testing, linear regression and correlation, and
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret data displayed in tables and graphically.
- apply concepts of sample space and probability.
- calculate measures of central tendency and variation for a given data set.
- identify the standard methods of obtaining data and identify advantages and disadvantages of each.
- calculate the mean and variance of a discrete distribution.
- calculate probabilities using normal and t-distributions.
- distinguish the difference between sample and population distributions and analyse the role played by the Central Limit Theorem.
- construct and interpret confidence intervals.
- determine and interpret levels of statistical significance including p-values.
- interpret the output of a technology-based statistical analysis.
- identify the basic concept of hypothesis testing including Type I and II errors.
- formulate hypothesis tests involving samples from one and two populations.
- select the appropriate technique for testing a hypothesis and interpret the result.
- use regression lines and ANOVA for estimation and inference, and interpret the associated statistics.
- Use appropriate statistical techniques to analyze and interpret applications based on data from at least four of the following disciplines: business, economics, social science, psychology, political science, administration of justice, life science, physical science, health science, information technology, and education.

STAT 495 Independent Studies in Statistics

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020
The medical laboratory technician (MLT) program at Folsom Lake College is designed to prepare students to qualify for and pass the National Medical Laboratory Technician Licensing exam. The Folsom Lake College MLT program is accredited by the California Department of Public Health (CDPH) (https://www.cdph.ca.gov/Programs/PSB/Pages/LaboratoryFieldServices.aspx), Laboratory Field Services (LFS) (https://www.cdph.ca.gov/Programs/OSPHLD/LFS/Pages/Home.aspx), and National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (https://naacls.org). For more information, FAQ’s and to apply, please visit our medical laboratory technician department website.

Dean
Vicky Maryatt

Department Chairs
Jason Pedro

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Associate Degree

A.S. in Medical Laboratory Technician

The Medical Laboratory Technician Program and Degree aim to produce highly-trained individuals who successfully pass the Medical Laboratory Technician national licensing exam and who will remain committed to all ethical and affective objectives in a healthcare setting, while exhibiting the critical core values of accountability, dedication, work ethic, and trust. The Program includes didactic, laboratory, and practicum components that are structured to facilitate the achievement of educational and career goals. The Medical Laboratory Technology Program prepares students for employment in clinical laboratories, industry, and biotechnology as a Medical Laboratory Technician, Laboratory Assistant and/or Research Technician. The required curriculum integrates basic concepts, technical procedures, and laboratory exercises prior to the required practical experience. Practicum courses are held at an affiliate site where students receive hands-on workplace experience in the job duties of a Medical Laboratory Technician. The Program is designed for students to master the competencies, skills, and knowledge required in this profession. This curriculum prepares individuals to perform clinical laboratory procedures in chemistry, urinalysis, phlebotomy, hematology, coagulation, microbiology, immunohematology, and immunology. These procedures may be used in the maintenance of health and diagnosis/treatment of disease. Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance and reporting/recording and interpreting findings involving tissues, blood, and body fluids. The Program recognizes the importance of professional standards and ethical obligations critical to health care professions. Development of professional competence, personal growth and effective patient care are integrated into each part of the curriculum. Purchase of personal protective equipment and minor class supplies including, but not limited to: safety glasses, disposable gloves, and glass slides, is required. Access to a computer and printer is also required. Students will also be required to purchase their portion of the college's liability insurance and submit to a background screening. Students must also provide documentation of immunizations and/or titers for several diseases including but not limited to Measles-Mumps-Rubella (MMR), Varicella Zoster, Tetanus-Diphtheria-Pertussis (Tdap), Hepatitis B, and Influenza, as blood and body fluid specimens will be obtained and processed. Students must also demonstrate a negative Tuberculosis status and provide documentation of health insurance. A full cost breakdown can be found at http://www.flc.losrios.edu/academics/medical-laboratory-technician.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>MEDTEC 310</td>
<td>Introduction to Medical Laboratory Techniques and Skin Punctures</td>
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<tr>
<td>MEDTEC 323</td>
<td>Clinical Chemistry</td>
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<td>MEDTEC 324</td>
<td>Urine and Body Fluid Analysis</td>
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<td>Hematology</td>
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<td>MEDTEC 340</td>
<td>Immunology and Immunohematology</td>
<td>4</td>
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<td>MEDTEC 350</td>
<td>Clinical Microbiology</td>
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<tr>
<td>MEDTEC 360</td>
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<td>MEDTEC 361</td>
<td>Hematology and Hemostasis Practicum</td>
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<tr>
<td>MEDTEC 362</td>
<td>Immunology and Immunohematology Practicum</td>
<td>4</td>
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<tr>
<td>MEDTEC 363</td>
<td>Microbiology Practicum</td>
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<td>A minimum of 0 units from the following:</td>
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<tr>
<td>MEDTEC 311</td>
<td>Advanced Phlebotomy Venipuncture Skills (2)</td>
<td>0(^1)</td>
</tr>
<tr>
<td>MEDTEC 312</td>
<td>Phlebotomy Clinical Internship (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Units:</td>
<td>36</td>
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</table>

\(^1\)Students that hold a valid and current California Phlebotomist certificate (CPT-1) are not required to take MEDTEC 311 or MEDTEC 312 while participating in the Medical Laboratory Technician Program. Per the State of California, students without a valid and current CPT-1 certificate are required to take MEDTEC 311 and MEDTEC 312 as part of their Medical Laboratory Technician training.

The Medical Laboratory Technician Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Enrollment Eligibility**

To be eligible for enrollment in the program, the student must meet the following criteria:

- Complete the application process for enrollment in the MLT program.
- Acceptance into the MLT program and completion of all of the following eligibility criteria with a grade of "C" or better. All Program prerequisites must be completed before the start of the first MLT class.
- CHEM 400 - General Chemistry I, or CHEM 420 - Organic Chemistry I
- CHEM 401 - General Chemistry II, or CHEM 421 - Organic Chemistry II
- BIOL 400 - Principles of Biology, or BIOL 440 - General Microbiology
- STAT 300 - Introduction to Probability and Statistics, or PSYC 330 - Introductory Statistics for the Behavioral Sciences
- COMM 321 - Interpersonal Communication (preferred), or COMM 301 - Introduction to Public Speaking, or COMM 311 - Argumentation and Debate, or COMM 331 - Group Discussion, or COMM 361 - The Communication Experience
- AH 110 - Medical Language for Health-Care Providers, or licensure/certification in a medically-related field (e.g. Phlebotomist, Radiology Technician, Respiratory Therapist, Pharmacy Technician, Nurse), or graduation from an Allied Health Program or Degree; subject to approval by the MLT Program Director.
- Students may take General Education requirements concurrently with prerequisite courses and during the didactic portion of the MLT Program. During the practicum portion of the MLT Program students are required to intern at their clinical site for 40 hours per week. As such, enrolling in additional courses can only occur outside of these assigned hours. The above also applies to students who are employed and work hours outside of the MLT Program. No exceptions will be made, which result in missed MLT Program hours, for students who need to commit hours to their employer or any other outside entity.
- In order to qualify to sit for the national licensing exam and acquire California MLT licensure, students must complete 60 semester units, 36 of which must be in physical or biological sciences. While the MLT program and its prerequisite courses typically meet this requirement for most students, it is ultimately the student’s responsibility to ensure they have the appropriate semester units for MLT licensure.
- It is the student’s responsibility to ensure they have met all state and national licensure requirements including but not limited to: possession of a valid social security number, appropriate semester units, and post-graduation licensure fees. More information can be found at https://www.cdph.ca.gov/programs/dfs/Pages/MedicalLaboratoryTechnician(MLT).aspx and http://www.ascp.org/certification.
- Students need not hold a certificate in phlebotomy to apply to the MLT program at FLC. Those who do not already have a phlebotomy certificate will be trained in phlebotomy per the standards set forth in the California Administration Code Title 17 1035.3. Students already in possession of a valid phlebotomy certificate need not enroll in the phlebotomy courses, MEDTEC 311 and 312.

**Enrollment Process**

Eligible students are selected for the program according to the following steps:

- Applications to the program may be obtained online at: http://www.flc.losrios.edu/academics/medical-laboratory-technician
- Only students who meet the pre-enrollment requirements and follow the pre-enrollment procedures, including a pre-application meeting with
Meeting all these requirements does not guarantee acceptance into the program.

- Selection is based on a computerized random selection process from a qualified applicant pool.
- The students accepted into the MLT Program must fulfill all requirements set forth by the MLT Student Guidelines including but not limited to: background clearance, physical examination, immunization clearance, and drug screening. The student is responsible for any cost incurred related to meeting the requirements.
- Students who are not accepted into the MLT Program must reapply to the program at its next offering. There is no waitlist for the MLT Program.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- pass the nationally recognized certification examination.
- apply appropriate quality control procedures and recognize and interpret erroneous results for any applicable medium-complexity laboratory testing process.
- describe the principles, the clinical significance, and critical values of applicable medium-complexity clinical laboratory test results.
- demonstrate safe use and disposal of biohazardous materials, and the proper methods of specimen preparation.
- assess sample quality and cite any pre-analytical variables in testing.
- demonstrate successful venipunctures and skin punctures on patients from a variety of age groups with a variety of medical conditions.
- exhibit professional and committed delivery of excellent health care.

### Career Information

The Medical Laboratory Technician is an entry-level position in the healthcare industry with a current (2016) approximate starting wage range of $28.00-$36.00 hourly. The role of the Medical Laboratory Technician is to perform routine laboratory analyses that are involved in the detection, diagnosis, and treatment of diseases. With increasing reliance on computer technology, the role of the medical laboratory technician has become less hands-on and more analytical. The Medical Laboratory Technician will be an entry-level position for the healthcare industry and/or a transfer opportunity to schools offering a B.S. in Medical Technology.

### Certificate of Achievement

#### Pre-Clinical Laboratory Scientist Trainee Certificate

The Pre-Clinical Laboratory Scientist Trainee certificate aims to guide individuals who are hoping to become a licensed Clinical Laboratory Scientist (CLS) in the State of California. As part of this process, individuals must obtain a CLS Trainee license from the California Department of Public Health Department of Laboratory Services (CDPH-LFS) before enrolling in a CLS Program. The CLS Trainee license has several prerequisite courses that this certificate, and its prerequisite courses, aim to satisfy. To be clear, the Pre-Clinical Laboratory Scientist Trainee certificate is not a CLS program, nor does it allow graduates to work in the clinical laboratory upon graduation. Instead, this certificate provides a clear path for individuals interested in pursuing entry into a CLS program. The Pre-Clinical Laboratory Scientist Trainee certificate does not grant entry into any CLS Program. Students interested in CLS must apply to CLS programs separately and comply with each program’s individual requirements. Furthermore, in order to receive a CLS Trainee License from the State of California, students are required to submit an application to the California Department of Public Health. More information on this process can be on the MLT Department webpage: [https://www.flc.losrios.edu/academics/medical-technology-department](https://www.flc.losrios.edu/academics/medical-technology-department). The required didactic curriculum prepares individuals to perform basic clinical laboratory procedures in chemistry, hematology, microbiology, immunohematology, and immunology. Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance and reporting/recording and interpreting findings involving tissues, blood, and body fluids. Purchase of personal protective equipment and minor class supplies including, but not limited to: safety glasses, disposable gloves, and glass slides, is required. Access to a computer and printer is also required. Students are further advised to ensure all their immunizations are current as blood and body fluids are utilized. Immunizations include, but are not limited to: Hepatitis B, Measles-Mumps-Rubella (MMR), Varicella Zoster, Tetanus-Diphtheria-Pertussis (Tdap), and Influenza.

**Catalog Date:** June 1, 2020

### Certificate Requirements

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<td>4</td>
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<tr>
<td>MEDTEC 324</td>
<td>Urine and Body Fluid Analysis</td>
<td>2</td>
</tr>
</tbody>
</table>
Medical Technology (MEDTEC)

MEDTEC 310 Introduction to Medical Laboratory Techniques and Skin Punctures

**Units:** 2  
**Hours:** 27 hours LEC; 27 hours LAB  
**Prerequisite:** None  
**Enrollment Limitation:** Students must be admitted to the Medical Laboratory Technician Program at Folsom Lake College. Students must also provide documentation of Hepatitis B vaccination status before beginning this class, as students will be handling blood and body fluid specimens in all class sessions. Students will also be required to purchase their portion of the college's liability insurance policy.

**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course prepares students for a career in a medical laboratory. It fulfills the minimum requirement of 20 hours of didactic instruction in Basic Phlebotomy instruction as required by California Department of Public Health for a Medical Laboratory Technician. Students perform skin punctures, which is the penetration of the skin with a lancet to withdraw blood, on other students. Students learn about the ten most common laboratory tests, as well as the appropriate patient instructions for these specimen collections. Purchase of personal protective equipment, including a lab coat, safety glasses, and disposable gloves, is required. Students may be required to provide their own transportation on a field trip.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- discuss the major points of the Patient’s Bill of Rights and the Health Insurance Portability Accountability Act (HIPAA) and the phlebotomist’s responsibility for maintaining confidentiality of privileged information on individuals.
- enumerate the different sections of a medical laboratory and the common tests and specimen requirements for each section.
- choose the correct blood collection equipment for a variety of both skin and vein punctures, including the types of tubes and additives.
- differentiate between capillary and venous specimens, state the acceptable order of draw for capillary specimens, and name the tests that cannot be performed on capillary specimens.
- demonstrate at least five skin puncture procedures on a variety of students with the correct documentation of patient and specimen identification and employ appropriate Standard Precautions and Lab Safety techniques.

MEDTEC 311 Advanced Phlebotomy Venipuncture Skills

**Units:** 2  
**Hours:** 27 hours LEC; 27 hours LAB  
**Prerequisite:** MEDTEC 310 with a grade of "C" or better  
**Enrollment Limitation:** Students must be admitted to the Medical Laboratory Technician Program at Folsom Lake College. Students must also provide documentation of Hepatitis B vaccination status before beginning this class, as students will be...
This course meets the minimum requirement of 20 hours of didactic instruction in Advanced Phlebotomy procedures as required by the California Department of Public Health (CDPH) regulations. Students learn to perform a venipuncture (the penetration of a vein with a needle to withdraw blood for therapeutic or clinical laboratory testing) on other students using the three available systems. Purchase of personal protective equipment, including a lab coat, safety glasses, and disposable gloves is required. Students may be required to provide their own transportation on a field trip.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate the various arm veins and the suitability of each for venipuncture.
- describe the risk factors, list the complications, and evaluate the appropriate phlebotomist responses associated with venipuncture complications for a variety of patient age groups.
- list the pre-analytical sources of error in specimen collection, transport, processing and storage, and demonstrate correct procedures used to prevent such errors.
- demonstrate at least 6 successful venipunctures on a variety of students using the 3 different methods and following appropriate safety and infection control procedures.

MEDTEC 312 Phlebotomy Clinical Internship

Units: 2
Hours: 9 hours LEC; 81 hours LAB
Prerequisite: MEDTEC 311 with a grade of "C" or better
Enrollment Limitation: Students must be admitted to the Medical Laboratory Technician Program and have met all requirements for entry including, but not limited to: passing all drug, background, and immunology screening requirements, paying their portion of the college’s liability insurance policy, and obtaining personal health insurance.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides a clinical laboratory experience in the phlebotomy department of a health care organization. The clinical internship is conducted as a non-paid laboratory experience and the student is required to attend the facility for the minimum required hours. Students will perform at least 50 venipuncture procedures on patients from a variety of age groups and medical conditions. Emphasis will be placed on safety, specimen quality, and proper venipuncture technique. Purchase of personal protective equipment, including a lab coat, safety glasses, and disposable gloves, is required. Students will also be required to provide their own transportation to the partner health care facility which may be outside of the Sacramento region.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- employ appropriate specimen processing and handling procedures, describe criteria for rejection, and recognize tests needing special handling or confirmatory testing.
- apply departmental safety procedures, including the safe use and disposal of biohazardous material.
- demonstrate correct techniques when performing a minimum of 50 venipunctures on patients from a variety of age groups and medical conditions, using appropriate infection control and safety precautions.
- practice the correct administrative skills of a phlebotomist such as answering phones, specimen labeling, test ordering, accessioning, and specimen processing.

MEDTEC 323 Clinical Chemistry

Units: 4
Hours: 50 hours LEC; 66 hours LAB
Prerequisite: CHEM 401 or 421 with a grade of "C" or better
Advisory: PSYC 330 or STAT 300 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course introduces students to mathematical applications in the clinical laboratory, especially as applied to quality assurance, quality control and reporting of results. Also covered is the basic biochemistry of metabolism, including carbohydrates, proteins, lipids and electrolytes, and the instrumentation used for their measurement. The study of endocrinology, enzyme function, therapeutic drugs, and blood gases will also be covered.
Discussion topics will be correlated with applications in human medicine. Purchase of personal protective equipment, including safety glasses and disposable gloves, is required. Students are further advised to ensure all their immunizations are current as blood and body fluids are utilized. Immunizations include, but are not limited to: Hepatitis B, Measles-Mumps-Rubella (MMR), Varicella Zoster, Tetanus-Diphtheria-Pertussis (Tdap), and Influenza.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain pre-analytic, analytic, and post-analytic variables in sample testing.
- cite the various analytes in the body and how they correlate with specific disease states.
- describe the analytic methods behind basic chemistry instrumentation including the mechanism of measurement and any system limitations.
- evaluate quality control results and recognize trends, shifts and invalid results.
- demonstrate proper dilution technique through the utilization of various laboratory pipettes.
- analyze a calibration curve to identify the concentration of an unknown substance.

MEDTEC 324 Urine and Body Fluid Analysis

Units: 2
Hours: 20 hours LEC; 48 hours LAB
Prerequisite: BIOL 400 or 440 with a grade of "C" or better
Advisory: MEDTEC 323
Transferable: CSU
Catalog Date: June 1, 2020

An introduction to the study of urine and body fluid analysis. Includes the anatomy and physiology of the kidney, physical, chemical and microscopic examination of urine, cerebrospinal fluid, and other body fluids as well as quality control, quality assurance and safety. Also covered is the metabolism resulting in these body fluids and the associated abnormalities and their applications in human medicine. Purchase of personal protective equipment, including safety glasses and disposable gloves, is required. Students are further advised to ensure all their immunizations are current as blood and body fluids are utilized. Immunizations include, but are not limited to: Hepatitis B, Measles-Mumps-Rubella (MMR), Varicella Zoster, Tetanus-Diphtheria-Pertussis (Tdap), and Influenza.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- exhibit an understanding of the anatomy and function of the renal system.
- correlate urinalysis and body fluid test results with patient condition(s).
- perform a routine urinalysis and explain the principles of each test.
- describe the composition, formation, and function of urine and selected body fluids.
- state the collection procedure for urine and other selected body fluids.

MEDTEC 330 Hematology

Units: 4
Hours: 50 hours LEC; 66 hours LAB
Prerequisite: BIOL 400 or 440 with a grade of "C" or better
Enrollment Limitation: Admission to the Medical Laboratory Technician (MLT) Program or program director approval
Advisory: CHEM 401 or 421 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course provides an overview of human blood cell development and function. Hematological disorders and corresponding laboratory findings will also be addressed. Purchase of personal protective equipment, including safety glasses and disposable gloves, is required. Students are further advised to ensure all their immunizations are current as blood and body fluids are utilized. Immunizations include, but are not limited to: Hepatitis B, Measles-Mumps-Rubella (MMR), Varicella Zoster, Tetanus-Diphtheria-Pertussis (Tdap), and Influenza.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate an understanding of the components of human blood including cellular characteristics, functions, abnormalities, and disease states.
- describe the coagulation mechanism and correlate abnormalities with disease states.
- demonstrate proficiency in the skills necessary to perform blood cell counts, and evaluation of blood elements within stated limits of accuracy.
- perform the slide stain procedure and demonstrate competency in blood cell differentiation.
- demonstrate compliance with OSHA safety regulations for blood–borne pathogens.

**MEDTEC 340 Immunology and Immunohematology**

- **Units:** 4
- **Hours:** 50 hours LEC; 66 hours LAB
- **Prerequisite:** CHEM 401 or 421 with a grade of "C" or better
- **Enrollment Limitation:** Admission to the Medical Laboratory Technician (MLT) Program or program director approval
- **Advisory:** MEDTEC 330 with a grade of "C" or better
- **Transferable:** CSU
- **Catalog Date:** June 1, 2020

This course introduces the principles of the immune response, including cells and function of the immune system as well as antibody and antigen reactions. Blood grouping, compatibility testing, transfusion medicine, immunological and serological testing procedures are also discussed. Purchase of personal protective equipment, including safety glasses and disposable gloves, is required. Students are further advised to ensure all their immunizations are current as blood and body fluids are utilized. Immunizations include, but are not limited to: Hepatitis B, Measles-Mumps-Rubella (MMR), Varicella Zoster, Tetanus-Diphtheria-Pertussis (Tdap), and Influenza.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize components of the immune system and their protective action as applied to injury or disease.
- correlate the various serologic markers of hepatitis with their diagnostic significance and indicate the laboratory methods that are most commonly used to screen, confirm, or monitor hepatitis virus infections.
- describe the characteristics of ABO, Rh, and other blood group systems, and identify their role in blood compatibility.
- demonstrate an understanding of intermediate level Immunohematology testing including the resolution of forward and back-type mismatching, antibody panel interpretation, and proper transfusion reaction workup.
- perform serological testing methods and define their principles and limitations.
- apply forward and back-typing procedures to correctly identify the blood type of an unknown sample.

**MEDTEC 350 Clinical Microbiology**

- **Units:** 4
- **Hours:** 50 hours LEC; 66 hours LAB
- **Prerequisite:** BIOL 400 or 440 with a grade of "C" or better
- **Enrollment Limitation:** Admission to the Medical Laboratory Technician (MLT) Program or program director approval
- **Advisory:** CHEM 401 or 421
- **Transferable:** CSU
- **Catalog Date:** June 1, 2020

This course discusses pathogenic bacteria, fungi and parasites. Emphasis is placed on morphology and identification of medically important organisms and techniques used in their identification. Purchase of personal protective equipment and minor class supplies including, but not limited to: safety glasses, disposable gloves, and glass slides, is required. Students are further advised to ensure all their immunizations are current as blood and body fluids are utilized. Immunizations include, but are not limited to: Hepatitis B, Measles-Mumps-Rubella (MMR), Varicella Zoster, Tetanus-Diphtheria-Pertussis (Tdap), and Influenza.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- discriminate between normal and abnormal flora for all areas of the body.
- evaluate specimen acceptability and apply proper methods of specimen preparation.
- evaluate the impact of various infectious diseases, including descriptions of the causative agent(s), signs and symptoms, pathogenesis, virulence factors, epidemiology, diagnosis, biochemical testing, treatment, and prevention.
- demonstrate safe use, handling, and disposal of microbiological organisms and bio-hazardous waste.
- apply Gram Stain and biochemical testing procedures to identify an unknown organism.

**MEDTEC 360 Chemistry and Urinalysis Practicum**

**Units:** 4  
**Hours:** 216 hours LAB  
**Prerequisite:** MEDTEC 323 with a grade of "C" or better  
**Enrollment Limitation:** Students must be admitted to the Medical Laboratory Technician Program and have met all requirements for entry including, but not limited to: passing all drug, background, and immunology screening requirements, paying their portion of the college’s liability insurance policy, and obtaining personal health insurance.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course provides a clinical laboratory experience in the chemistry department of a health care organization. Instrumentation and manual methods will be introduced. The clinical internship is conducted as a non-paid laboratory experience and the student is required to attend the facility for the minimum required hours. Emphasis will be placed on technique, accuracy and precision as well as quality control, bio-marker significance, and urinalysis procedures. Purchase of personal protective equipment, including a lab coat, safety glasses, and disposable gloves, is required. Students will also be required to provide their own transportation to the partner health care facility which may be outside of the Sacramento region.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an understanding of chemistry and urinalysis test results and understand their clinical significance.
- apply departmental safety procedures, including the safe use and disposal of biohazardous material.
- demonstrate familiarity with basic department specific maintenance procedures and apply quality control and corrective action procedures as appropriate.
- perform specimen analysis as appropriate, correctly interpreting chemistry and urinalysis results.
- employ appropriate specimen processing and handling procedures, describe criteria for rejection, and recognize tests needing special handling or confirmatory testing.
- perform both macroscopic and microscopic urinalysis procedures including the identification and differentiation of urine elements.

**MEDTEC 361 Hematology and Hemostasis Practicum**

**Units:** 4  
**Hours:** 216 hours LAB  
**Prerequisite:** MEDTEC 330 with a grade of "C" or better  
**Enrollment Limitation:** Students must be admitted to the Medical Laboratory Technician Program and have met all requirements for entry including, but not limited to: passing all drug, background, and immunology screening requirements, paying their portion of the college’s liability insurance policy, and obtaining personal health insurance.  
**Transferable:** CSU  
**Catalog Date:** June 1, 2020

This course provides a clinical laboratory experience in the hematology department of a health care organization. Instrumentation and manual methods will be introduced. The clinical internship is conducted as a non-paid laboratory experience and the student is required to attend the facility for the minimum required hours. Emphasis will be placed on technique, accuracy and precision as well as blood cell differentiation, blood cell indices, and coagulation procedures. Purchase of personal protective equipment, including a lab coat, safety glasses, and disposable gloves, is required. Students will also be required to provide their own transportation to the partner health care facility which may be outside of the Sacramento region.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an understanding of hematology test results and their clinical significance.
- apply departmental safety procedures, including the safe use and disposal of biohazardous material.
demonstrate familiarity with basic department specific maintenance procedures and apply quality control and corrective action procedures as appropriate.

perform specimen analysis as appropriate, correctly interpreting automated CBC and coagulation results.

employ appropriate specimen processing and handling procedures, describe criteria for rejection, and recognize tests needing special handling or confirmatory testing.

produce acceptable peripheral blood smear slides and correctly identify cellular components.

MEDTEC 362 Immunology and Immunohematology Practicum

Units: 4
Hours: 216 hours LAB
Prerequisite: MEDTEC 340 with a grade of "C" or better
Enrollment Limitation: Students must be admitted to the Medical Laboratory Technician Program and have met all requirements for entry including, but not limited to: passing all drug, background, and immunology screening requirements, paying their portion of the college’s liability insurance policy, and obtaining personal health insurance.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides a clinical laboratory experience in the immunology/immunohematology department of a health care organization. Instrumentation and manual methods will be introduced. The clinical internship is conducted as a non-paid laboratory experience and the student is required to attend the facility for the minimum required hours. Emphasis will be placed on technique, accuracy and precision as well as specimen receipt and evaluation, special handling procedures, and component processing in the transfusion service. Purchase of personal protective equipment, including a lab coat, safety glasses, and disposable gloves, is required. Students will also be required to provide their own transportation to the partner health care facility which may be outside of the Sacramento region.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate an understanding of immunology and immunohematology test results and their clinical significance.

• apply departmental safety procedures, including the safe use and disposal of biohazardous material.

• demonstrate familiarity with basic department specific maintenance procedures and apply quality control and corrective action procedures as appropriate.

• perform specimen analysis as appropriate, correctly interpreting serology and blood Bank results.

• demonstrate familiarity in the immunohematology department by correctly interpreting blood type and antibody identification.

• employ appropriate specimen processing and handling procedures, describe criteria for rejection, and recognize tests needing special handling or confirmatory testing.

• execute proper blood product handling and dispensing procedures.

MEDTEC 363 Microbiology Practicum

Units: 4
Hours: 216 hours LAB
Prerequisite: MEDTEC 350 with a grade of "C" or better
Enrollment Limitation: Students must be admitted to the Medical Laboratory Technician Program and have met all requirements for entry including, but not limited to: passing all drug, background, and immunology screening requirements, paying their portion of the college’s liability insurance policy, and obtaining personal health insurance.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides a clinical laboratory experience in the Microbiology department of a health care organization. Instrumentation and manual methods will be introduced. The clinical internship is conducted as a non-paid laboratory experience and the student is required to attend the facility for the minimum required hours. Emphasis will be placed on technique, accuracy and precision as well as specimen evaluation, organism identification, and susceptibility testing. Purchase of personal protective equipment, including a lab coat, safety glasses, and disposable gloves, is required. Students will also be required to provide their own transportation to the partner health care facility which may be outside of the Sacramento region.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
- demonstrate an understanding of microbiology test results and their clinical significance.
- apply departmental safety procedures, including the safe use and disposal of biohazardous material.
- demonstrate familiarity with basic department specific maintenance procedures and apply quality control and corrective action procedures as appropriate.
- employ appropriate specimen processing and handling procedures, describe criteria for rejection, and recognize tests needing special handling or confirmatory testing.
- perform specimen analysis as appropriate, correctly interpreting culture results.
- demonstrate familiarity with the isolation and identification of pathogenic organisms in various specimen types.

**MEDTEC 495 Independent Studies in Medical Technology**

Units: 1 - 3  
Hours: 54 - 162 hours LAB  
Prerequisite: None  
Catalog Date: June 1, 2020

To be written at the time this course is applied.
Modern Making | Los Rios

The modern making curriculum at Folsom Lake College is ideal for makers, artists, entrepreneurs, educators, hobbyists, inventors, and anyone interested in enhancing and developing marketable job skills, solving problems, developing products, improving business processes, or creating works of art using state-of-the-art digital fabrication tools and techniques.

Dean
Greg McCormac

Department Chairs
Zack Dowell

(916) 608-6615
mccormg@flc.losrios.edu

Certificate of Achievement

Modern Making Certificate

The certificate in Modern Making combines hands-on experience in modern making technologies with design thinking, enabling the development of creative prototypes and projects.

Students will gain experience in modern making technologies, techniques, materials and production processes, including digital fabrication and physical computing.

The Modern Making certificate is ideal for entrepreneurs developing products and services, artists creating interactive installations, educators developing STEM activities for use in the classroom, hobbyists, makers, inventors, and anyone interested in enhancing job skills and solving real-world problems.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>MAKR 100</td>
<td>Introduction to Microcontrollers and Physical Computing</td>
<td>3</td>
</tr>
<tr>
<td>MAKR 101</td>
<td>The Internet of Things</td>
<td>3</td>
</tr>
<tr>
<td>MAKR 110</td>
<td>3D Design for Additive Manufacturing</td>
<td>3</td>
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<tr>
<td>MAKR 111</td>
<td>Digital Fabrication</td>
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<tr>
<td>MAKR 290</td>
<td>Modern Making Capstone Project</td>
<td>1</td>
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<td>A minimum of 3 units from the following:</td>
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<tr>
<td>BUS 357</td>
<td>Entrepreneurship, Innovation, and New Enterprise Development (3)</td>
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<tr>
<td>ECE 452</td>
<td>Making for Educators (3)</td>
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<tr>
<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<tr>
<td>TA 420</td>
<td>Stagecraft (3)</td>
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<tr>
<td>TA 423</td>
<td>Introduction to Scene Design for the Stage (3)</td>
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<td></td>
<td>Total Units:</td>
<td>16</td>
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</table>
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate physical computing and Internet of Things products, services and devices, and choose appropriate technologies for a given application.
- utilize software, microcontrollers, and related electronic components to create interactive objects, prototypes and devices that integrate programming, networking, sensing, and actuation and that respond to environmental and user inputs.
- evaluate various digital fabrication technologies, techniques, and materials and select the appropriate approach or combination of approaches for a given application or to solve a particular problem.
- utilize a variety of tools to create, modify, adapt and prepare files for production using digital fabrication technologies, including 3D printing, laser cutting, and Computer Numerical Control (CNC) milling.
- apply design thinking and the tools, techniques and technologies of digital fabrication, physical computing and the internet of things to develop prototypes and solutions across disciplines.

Certificates

Digital Fabrication Certificate

Digital fabrication is the process of translating a digital design developed on a computer into a physical object, using a variety of techniques, equipment, materials and production processes. Students completing the Digital Fabrication certificate will develop experience with design, development and production of physical objects, using a combination of hardware and software.

The Digital Fabrication certificate is ideal for makers, artists, entrepreneurs, educators, hobbyists, inventors, and anyone interested in enhancing job skills, solving problems, developing products, improving business processes, or creating works of art.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>MAKR 110</td>
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<tr>
<td>MAKR 111</td>
<td>Digital Fabrication</td>
<td>3</td>
</tr>
<tr>
<td>Total Units:</td>
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<td>6</td>
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</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate various digital fabrication technologies, techniques, and materials and select the appropriate approach or combination of approaches for a given application or to solve a particular problem.
- design and develop conceptual and functional prototypes that meet project requirements, using the principles of design thinking.
- utilize a variety of tools to create, modify, adapt and prepare files for production using digital fabrication technologies, including 3D printing, laser cutting, and Computer Numerical Control (CNC) milling.

Physical Computing and the Internet of Things Certificate

Physical Computing and the Internet of Things (IoT) are terms used to describe the internetworking of physical devices, vehicles, buildings and other items embedded with electronics, software, sensors, actuators, and network connectivity that enable these objects to collect and exchange data. Examples of physical computing and IoT devices include home automation systems, remote monitoring solutions, and "smart" devices of all kinds.

Upon completing this hands-on certificate, students will have a solid foundation in physical computing and IoT techniques and technologies, including evaluating devices and services, the use of microcontrollers, developing and modifying programming code, using sensors to record and evaluate environmental data, and employing various kinds of actuators to respond to user and environmental inputs.

The Physical Computing and the Internet of Things certificate is ideal for entrepreneurs developing products and services, artists wishing to create interactive installations, educators developing STEM activities for use in the classroom, small business owners working to improve business processes, hobbyists and makers and inventors, and anyone interested in enhancing job skills and solving real-world problems.
Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>MAKR 100</td>
<td>Introduction to Microcontrollers and Physical Computing</td>
<td>3</td>
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<tr>
<td>MAKR 101</td>
<td>The Internet of Things</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate physical computing and Internet of Things products, services and devices, and choose appropriate technologies for a given application.
- design and develop physical computing and Internet of Things solutions using the principles of design thinking.
- utilize software, microcontrollers, and related electronic components to create interactive objects, prototypes and devices that integrate programming, networking, sensing, and actuation and respond to environmental and user inputs.

Modern Making (MAKR)

MAKR 100 Introduction to Microcontrollers and Physical Computing

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Catalog Date: June 1, 2020

Physical computing is a term for interactive physical systems that combine software and hardware to sense and respond to the analog world. In this hands-on course, students will learn to employ design thinking to create solutions that satisfy design requirements, and combine programming, microcontrollers, sensors, and output devices to develop conceptual and functional physical computing prototypes.

This course is designed for makers, artists and inventors, entrepreneurs, educators, hobbyists, and anyone interested in solving problems, developing or enhancing products, improving business processes, gaining additional job skills, or creating interactive art. No prior experience with programming or microcontrollers required. Students will need access to an Arduino microcontroller starter kit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- design and prototype physical computing solutions using the principles of design thinking.
- evaluate and choose appropriate physical computing technologies to meet project requirements.
- utilize software, microcontrollers, and related electronic components to create prototypes and devices that respond to environmental and user inputs.

MAKR 101 The Internet of Things

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Catalog Date: June 1, 2020

The course is an introduction to the concepts and technologies that enable the Internet of Things (IoT), including software, microcontrollers, network technologies, sensors and actuators. In this hands-on course, students will be introduced to the history and evolution of IoT, analyze and evaluate a variety of IoT systems and devices used in manufacturing, environmental monitoring, home automation, medical devices, and consumer products, and use design thinking and hardware and software skills to design, build, and test a simple IoT prototype.
This course is designed for makers, artists and inventors, entrepreneurs, educators, hobbyists, and anyone interested in enhancing job skills, solving problems, developing or improving products and business processes, or creating interactive art. No prior experience with programming or microcontrollers required. Students will need access to an Arduino microcontroller starter kit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate Internet of Things (IoT) products and devices in everyday settings, and analyze the implications for privacy, security, and autonomy.
- apply design thinking and principles of interface design to develop an IoT prototype.
- create interactive objects that integrate programming, microcontrollers, networking, sensing, and actuation.

**MAKR 110 3D Design for Additive Manufacturing**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None |
| Catalog Date: | June 1, 2020 |

In this hands-on course, students will design and fabricate 3D objects using computer-aided design (CAD) software and 3D printers. They will participate in the design process and become familiar with the advantages and limitations of each 3D printing technology in terms of precision, resolution, and material capabilities. Students will employ design thinking to create solutions that satisfy design requirements, and apply 3D printing technology to develop conceptual and functional prototypes. Designed for students with no prior experience with 3D printing or design.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate various 3D printing technologies and materials and choose the appropriate technology for a given application.
- design and develop solutions and prototypes using the principles of design thinking.
- utilize software tools to create, modify and prepare three dimensional models for printing.
- produce objects using a 3D printer.

**MAKR 111 Digital Fabrication**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None |
| Catalog Date: | June 1, 2020 |

In this hands-on course, students will design and fabricate objects using computer-aided design (CAD) software and a variety of digital fabrication tools and technologies, including 3D printing (3DP), laser cutting, and Computer Numerical Control (CNC) milling, while employing design thinking to create conceptual and functional prototypes that satisfy project requirements. This course is designed for makers, artists and inventors, entrepreneurs, educators, hobbyists, and anyone interested in enhancing job skills, solving problems, developing or improving products and business processes, or creating works of art. No prior experience with digital fabrication required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate various digital fabrication technologies and materials and choose the appropriate technology for a given application.
- design and develop solutions and prototypes using the principles of design thinking.
- utilize software tools to create, modify and prepare two-dimensional and three-dimensional files for fabrication.
- produce objects using a 3D printer, a laser cutter/engraver, and a Computer Numerical Control (CNC) mill.
MAKR 290 Modern Making Capstone Project

Units: 1
Hours: 18 hours LEC
Prerequisite: MAKR 100, 101, 110, and 111 with grades of "C" or better
Catalog Date: June 1, 2020

The capstone project is an opportunity for students to demonstrate applied interdisciplinary skills, creativity, problem solving, and design thinking in the development of an in-depth making project. Working with faculty, students will create a project plan and develop a work product using skills, technologies and techniques of making. Students may choose to extend a prototype developed as part of a MAKR class, or address an identified challenge or need from the perspective of a specific discipline. Successful projects integrate modern making skills and techniques, and embody an awareness of a variety of constraints, including economic factors, user experience, safety, reliability, resources, market needs, aesthetics, ethics, and social impact. Students will have the opportunity to present their work as part of spotlight and showcase events. Students are required to supply materials and supplies to complete their projects.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use the principles of design thinking to design and develop a comprehensive project.
- evaluate various modern making technologies, techniques, and materials and select the appropriate approach or combination of approaches to create a comprehensive project.
- produce and present a comprehensive modern making project.

MAKR 295 Independent Studies in Modern Making

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Catalog Date: June 1, 2020
Music | Los Rios

The Folsom Lake College music curriculum includes vocal and instrumental components, as well as courses on music and music history. The curriculum in music is designed to provide students with a foundation in music to gain an appreciation of, and an interest in, pursuing music as a hobby or career.

Dean
Francis Fletcher

Department Chairs
Philip Angove

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fletchf@flc.losrios.edu

Associate Degree

A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Arts and Humanities. These courses emphasize the study of cultural, literary, and humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities). Students will learn to value aesthetic understanding and incorporate these concepts when constructing value judgments (Possible majors at a four-year institution include, but are not limited to: Art, English, Foreign Language, Humanities, Linguistics, Music, Philosophy, and Theatre Arts).

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tr>
<td>ART 300</td>
<td>Drawing and Composition I (3)</td>
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<td>ART 302</td>
<td>Drawing and Composition II (3)</td>
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<tr>
<td>ART 304</td>
<td>Figure Drawing I (3)</td>
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<td>ART 305</td>
<td>Figure Drawing II (3)</td>
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<td>ART 308</td>
<td>Perspective Drawing (3)</td>
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<td>ART 310</td>
<td>Pen and Ink Drawing (3)</td>
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<tr>
<td>ART 312</td>
<td>Portrait Drawing (3)</td>
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<tr>
<td>ART 320</td>
<td>Design: Fundamentals (3)</td>
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<tr>
<td>ART 323</td>
<td>Design: Color Theory (3)</td>
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A minimum of 18 units from the following:

Select courses from at least three different disciplines.
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<tr>
<td>ART 327</td>
<td>Painting I (3)</td>
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<tr>
<td>ART 328</td>
<td>Painting II (3)</td>
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<td>ART 332</td>
<td>Oil Painting (3)</td>
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<td>ART 334</td>
<td>Acrylic Painting (3)</td>
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<td>ART 336</td>
<td>Watercolor Painting (3)</td>
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<td>ART 337</td>
<td>Intermediate Watercolor Painting (3)</td>
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<tr>
<td>ART 361</td>
<td>Printmaking: Survey (3)</td>
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<td>ART 370</td>
<td>Three Dimensional Design (3)</td>
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<td>ART 372</td>
<td>Sculpture (3)</td>
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<td>ART 373</td>
<td>Intermediate Sculpture (3)</td>
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<td>ART 383</td>
<td>Metal Design: Emphasis In Fabrication (3)</td>
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<td>ART 386</td>
<td>Intermediate Metal Design: Emphasis in Fabrication (3)</td>
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<td>ART 387</td>
<td>Intermediate Metal Design: Emphasis in Forming (3)</td>
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<td>ART 390</td>
<td>Ceramics (3)</td>
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<td>ART 402</td>
<td>Beginning Clay Sculpture (3)</td>
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<td>ART 404</td>
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<td>ART 430</td>
<td>Art and Children (3)</td>
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<td>ARTH 300</td>
<td>Introduction to Art (3)</td>
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<td>ARTH 303</td>
<td>Art Survey: Ancient to 14th Century (3)</td>
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<td>Ancient Art (3)</td>
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<td>ARTH 332</td>
<td>Asian Art (3)</td>
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<td>ARTH 333</td>
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<td>COMM 305</td>
<td>Oral Interpretation (3)</td>
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<td>World Dance History (3)</td>
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<td>Poetry Writing Workshop (3)</td>
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<td>English Literature II (3)</td>
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<td>Arthurian and Chivalric Literature (3)</td>
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<td>ENGLT 319</td>
<td>Introduction to English Epic Poetry (3)</td>
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<td>Mythologies of the World (3)</td>
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<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>History of the United States (3)</td>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>History of France (3)</td>
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<td>Modern Humanities (3)</td>
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<td>Arts and Humanities of the Islamic World (3)</td>
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<td>HUM 332</td>
<td>American Humanities (3)</td>
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<td>Introduction to Music (3)</td>
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<td>MUFHL 308</td>
<td>Introduction to Music: Rock &amp; Roll (3)</td>
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<td>MUFHL 310</td>
<td>Survey of Music History and Literature (Greek Antiquity to 1750) (3)</td>
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<td>Survey of Music History and Literature (1750 to the present) (3)</td>
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<td>MUFHL 321</td>
<td>Basic Musicianship (3)</td>
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<td>TA 350</td>
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<td>TA 351</td>
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<td>Stage Lighting (3)</td>
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<td>TAFILM 300</td>
<td>Introduction to Film (3)</td>
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<td>TAFILM 303</td>
<td>History of Film: 1880’s through 1950’s (3)</td>
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<td>TAP 303</td>
<td>Modern Rehearsal and Performance IV (1 - 3)</td>
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<td>TAP 310</td>
<td>Modern Technical Production I (1 - 3)</td>
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<tr>
<td>TAP 311</td>
<td>Modern Technical Production II (1 - 3)</td>
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<td>TAP 361</td>
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<td>TAP 370</td>
<td>Children’s Theatre Technical Production I (1 - 3)</td>
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<td>Children’s Theatre Technical Production II (1 - 3)</td>
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<td>TAP 372</td>
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<td>TAP 373</td>
<td>Children’s Theatre Technical Production IV (1 - 3)</td>
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<tr>
<td>TAP 380</td>
<td>Repertory/Touring Rehearsal and Performance I (1 - 3)</td>
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<td>TAP 381</td>
<td>Repertory/Touring Rehearsal and Performance II (1 - 3)</td>
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<td>TAP 383</td>
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<td>TAP 393</td>
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<td><strong>Total Units:</strong></td>
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The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities).

**Certificates**

**Commercial Music: Live Sound Technician Certificate**

This certificate is designed to train students in live sound reinforcement for preparation for employment as live sound technicians in concert halls, at music venues, theaters, houses of worship, music festivals and other locations where public address systems are utilized.

**Catalog Date:** June 1, 2020

**Certificate Requirements**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>MUFHL 400</td>
<td>Music Theory and Musicianship I</td>
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<td>MUSM 306</td>
<td>Live Sound Reinforcement</td>
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<tr>
<td>MUSM 334</td>
<td>Introduction to Musical Instrument Digital Interface (MIDI)</td>
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<tr>
<td>MUSM 356</td>
<td>Pro Tools 101, Introduction to Pro Tools</td>
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<tr>
<td>TA 422</td>
<td>Stage Lighting</td>
<td>3</td>
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<td><strong>A minimum of 3 units from the following:</strong></td>
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<tr>
<td>MUSM 498</td>
<td>Work Experience in Music Specializations (1 - 4)</td>
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<td><strong>Total Units:</strong></td>
<td><strong>16.5</strong></td>
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</table>

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- run a public address system for live performances in a variety of settings.
- design and build an onstage live sound set-up utilizing mixers, speakers, sub-woofers, monitors, microphones and amplifiers.
- diagnose and address problems with feedback, unwanted distortion, equipment buzzing and other extraneous sound to maximize amplification while minimizing noise.

**Career Information**

Students who complete the program will be prepared for employment as live sound technicians in concert halls, music venues, theaters, houses of worship, at music festivals and for other events utilizing a public address system.
Commercial Music: Music Entrepreneurship Certificate

This program is designed to provide students with an entry level preparation in the diverse set of skills required of musicians in the rapidly evolving music industry, including performing, recording, promotion, marketing and management.

Catalog Date: June 1, 2020

Certificate Requirements

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<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>MUFHL 400</td>
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<td>MUSM 334</td>
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<td>MUSM 110</td>
<td>The Business of Music</td>
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<td>MUSM 356</td>
<td>Pro Tools 101, Introduction to Pro Tools</td>
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<td>MUP 320</td>
<td>Jazz Band (2)</td>
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<td>Concert Choir I (2)</td>
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<td>MUP 357</td>
<td>College Chorus (2)</td>
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<td>MUP 360</td>
<td>Chamber Singers (2)</td>
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<td>MUP 400</td>
<td>Vocal Jazz Ensemble (2)</td>
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<td>MUP 424</td>
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<td>MUP 426</td>
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<tr>
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<td>Total Units</td>
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<td>15.5</td>
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Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate a mastery of commercial music styles on one primary instrument/voice including demonstrating an ability to improvise solo passages.
- understand key changes in the music industry and the related economic opportunities created by these emerging technologies and revenue streams.
- evaluate the relative advantages of professionally produced audio recordings/media vs. “do-it-yourself” recordings/media and describe the industry applicability of both.
- construct a business marketing plan for a performing artist/ensemble based upon models of expanding local, regional and national industry markets.
- explain the processes of protecting intellectual property in the music industry including song registration, copyrighting original works and trademark registration.

Career Information

Career opportunities include multiple aspects of the music industry including live performance, composition, concert promotion, music marketing, recording and audio production.
MUFHL 300 Introduction to Music

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A
C-ID: C-ID MUS 100
Catalog Date: June 1, 2020

This course is an introduction to music of the Western Tradition. Students will develop analytical listening skills to access and comprehend meanings, functions, and perspectives of music production specific to traditionally understood eras in art history, such as Medieval, Renaissance, Baroque, Classical, Romantic, Twentieth Century, and Contemporary. Students will learn how social aspects, such as race, age, ethnicity, gender, and socio-economic forces influence the ways in which music is produced and received in a variety of social, historical, and cultural contexts.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- synthesize knowledge and understanding of structural elements in music, such as melody, harmony, meter, rhythm, and texture in order to speak and write about music effectively.
- research, discuss, and write about subjects pertaining to the production and reception of music critically and analytically.
- apply listening and interpretive skills to illustrate ways in which meaning is derived from music.
- cite a musical example’s composer, geographic origin, time period, social function, genre, and/or cultural context.
- synthesize an understanding of the complexities of music-making with respect to the historic eras of art history in the West.
- recognize the ways in which race, age, ethnicity, gender, politics, and socio-economic forces influence and shape the production of music in a variety of social, historical, and cultural contexts.

MUFHL 308 Introduction to Music: Rock & Roll

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1; CSU Area C2; IGETC Area 3A
Catalog Date: June 1, 2020

This course examines social, political, cultural, and economic issues as they relate to the history of Rock & Roll music. It includes guided listening and video presentations to show the evolution of Rock from its roots to current stylistic trends. This course requires no previous musical study.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast substyles of the Rock & Roll genre.
- analyze the national and international historical events of the past six decades and the influence of these events on the Rock & Roll idiom.
- list the influences of social, political, ethnic and gender issues on Rock & Roll.
- describe the influence of world cultures (e.g. England, Africa, Ireland, Eastern India, South America, Mexico) on Rock & Roll.
- evaluate musical examples by applying techniques of analytical listening.

MUFHL 310 Survey of Music History and Literature (Greek Antiquity to 1750)

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
This course is a historical survey of Western music from Greek antiquity through the Baroque period (c. 1750), emphasizing the relation of music to social, cultural, economic and political factors involved in creating the music. This course is required for music majors and designed for those students with a music background who are particularly interested in the humanities and the arts.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compare and contrast Western music styles and literature from antiquity through the Baroque period.
- identify and interpret music styles from this era to incorporate and apply to the performance of music.
- demonstrate an understanding of the cultural, economic and political constructs from which to evaluate the aesthetic value of music from this era.
- discuss and evaluate the history of music from antiquity to 1750 with respect to the major composers, musical trends and the cultures from which they came.
- analyze and cite the various musical styles of significant music of the historical era studied.
- discuss the philosophical beliefs, scientific, mathematical, and technical innovations and geographic explorations that impact the techniques of musical composition and musical instruments of the periods studied.

**MUFHL 311 Survey of Music History and Literature (1750 to the present)**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C1; IGETC Area 3A |
| C-ID: | C-ID MUS 105 |
| Catalog Date: | June 1, 2020 |

This course is a historical survey of Western classical music from the 18th century Enlightenment through modern times. Students use listening exercises and readings to study the development of classical music in historical and cultural contexts. Students study the aesthetic principles and values from various eras to develop their own musical and artistic judgments. The course meets the requirement for music majors.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- identify, interpret, compare and contrast musical styles and literature from circa 1750 to modern times.
- demonstrate an understanding of, through written and oral assignments, the cultural, economic and political constructs from which to evaluate the aesthetic value of music from this era.
- discuss and evaluate the history of music from circa 1750 to modern times with respect to the major composers, musical trends and the cultures from which they came.
- analyze and cite the various musical styles of music of the historical era studied.
- discuss the philosophical beliefs, scientific, mathematical and technical innovations, and geographic explorations that impact the techniques of musical composition and musical instruments of the periods of music studied.

**MUFHL 321 Basic Musicianship**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None. |
| Transferable: | CSU; UC (UC credit limitation: No credit for MUFHL 321 if taken after MUFHL 400) |
| General Education: | AA/AS Area I; CSU Area C1; IGETC Area 3A |
| C-ID: | C-ID MUS 110 |
| Catalog Date: | June 1, 2020 |

This course is an introduction to the fundamentals of music. Students will learn basic music terminology and develop skills in music notation.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify the elements of music visually and aurally.
- read music notation (treble and bass clefs, notes, rhythms in simple and compound meters, key signatures, and basic chords).
- demonstrate skill in basic music performance, such as clapping rhythms and singing simple melodies.
- construct various scales and chords.
- distinguish simple music forms and structures.
- assess aurally and visually the music devices used in a given piece of music.

MUFHL 330 World Music

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C1; IGETC Area 3A
Catalog Date: June 1, 2020

This course is a comprehensive, comparative listeners' survey of the folk, ethnic, dance, and ceremonial music traditions around the world and in the United States. Concepts of ethnicity, ethnocentrism, racism, ageism, class differences, and gender issues will be addressed. Guided listening presentations will show how traditional forms and styles have combined with musical influences from other cultures to produce acculturated styles of World Music. Music of the Americas, Africa, Asia, Oceania and Europe will be covered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge and understanding of structural elements in music, such as melody, harmony, meter, rhythm, and texture heard in a variety of global musical traditions.
- research, discuss and write critically and analytically about subjects pertaining to the production and reception of music.
- demonstrate an understanding of the complexities of musical traditions found in a wide variety of locations and cultures around the world.
- analyze musical examples using critical listening skills to approximate a particular music's origin, time period, social function, genre, and/or cultural context.
- describe the reciprocal influence of music and society including impacts upon political and social aspirations.

MUFHL 400 Music Theory and Musicianship I

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: MUFHL 321 with a grade of "C" or better
Advisory: MUIVI 345
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A
C-ID: C-ID MUS 125; C-ID MUS 120
Catalog Date: June 1, 2020

This course is an introduction to music theory and its applications to classical and commercial music. Students will develop skills in musical analysis, keyboard harmony, dictation, and sight-singing. Short creative assignments will be included to provide students with experience in the application of materials learned in class.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
recognize and analyze the basic elements and patterns of music including; notes, scales, chords, chord progressions, rhythmic notation, and simple song forms of diverse cultures and musical styles.

demonstrate the ability to assemble and manipulate musical devices successfully by creating simple songs and harmonizing them.

identify pitches and play simple musical structures on the piano keyboard.

score and identify simple scale and interval exercises and melodies.

sing at sight simple melodies that move both stepwise and in small intervals.

interpret, analyze and discuss written music with regard to its historical and cultural context.

apply principles and knowledge of music to analyze and evaluate critically various musical genres and styles and to make informed aesthetic judgments about them.

develop elementary skills in the ability to hear music and determine the nature of the musical devices of melody, harmony, rhythm and form.

develop the ability to look at simple music structures and determine from sight alone how the music will sound.

discuss music articulately using terminology accepted in the music profession.

**MUFHL 401 Music Theory and Musicianship II**

**Units:** 4  
**Hours:** 54 hours LEC; 54 hours LAB  
**Prerequisite:** MUFHL 400 with a grade of "C" or better  
**Advisory:** MUIVI 346  
**Transferable:** CSU; UC  
**General Education:** AA/AS Area I; CSU Area C1; IGETC Area 3A  
**C-ID:** C-ID MUS 130, C-ID MUS 135  
**Catalog Date:** June 1, 2020

This course is a continuation of MUFHL 400. It provides a more in-depth study of scales, intervals, triads, diatonic harmonies, part writing, rhythms, sight singing, ear training, dictation, history and performance. It includes analysis and composition and is required for music majors. Students will be required to purchase staff paper and media storage.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze and sing major, minor, modal, chromatic and whole tone scales and recognize them when played or sung.
- interpret through analysis and employ in composition components of melody.
- write a variety of melody types for various instruments using: motive, theme, phrase member, period, double period, song forms and various modifications.
- distinguish voice ranges and instrumental ranges of both non-transposing and transposing instruments and score for various instrumental and vocal combinations.
- compose music in four-part chorale style using primarily in root position with limited use first and second inversions chords.
- demonstrate an understanding of the use of functional harmony by analysis and composition of music; including major-minor dominant seventh chords; leading tone seventh chords; modulation; non-dominant seventh chords; secondary dominant; chords; secondary leading tone chords.
- illustrate knowledge of the chord symbols used in classic Western music, American popular song, blues, boogie and jazz.
- write and analyze music in simple binary and ternary forms.

**MUFHL 410 Music Theory and Musicianship III**

**Units:** 4  
**Hours:** 54 hours LEC; 54 hours LAB  
**Prerequisite:** MUFHL 401 with a grade of "C" or better  
**Transferable:** CSU; UC  
**General Education:** CSU Area C1; IGETC Area 3A  
**C-ID:** C-ID MUS 140, C-ID MUS 145  
**Catalog Date:** June 1, 2020

This course is a continuation of Music Theory (MUFHL 401). It includes the study of 16th and 18th century counterpoint, fugue, variation, altered
chords, borrowed chords, variation technique, sonata form, rondo form, and late 19th and 20th century writing techniques. Practice in rhythmic, melodic, harmonic and contrapuntal sight singing, ear training and dictation is included in the study. This course is required for music majors.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze and discuss compositions from 16th through the 21st centuries.
- critique, discuss and compose music using 16th and 18th century polyphony.
- evaluate, compose and analyze music in theme and variation, sonata, and rondo forms.
- identify and use diatonic, chromatic, whole tone and pentatonic scales in composition and performance of music.
- incorporate common practice period part-writing practices and Roman numeral analysis symbols in music analysis and composition.
- recognize, analyze, and employ through composition, performance and arrangements of music harmonic structures that include; borrowed chords, Neapolitan 6th chords and augmented 6th chords
- demonstrate the ability to employ aural skills related to sight singing and aural dictation using more complex melodies, rhythms, intervallic and harmonic structures than used in Music Theory I (MUFHL 400) and Music Theory II (MUFHL 401).

**MUFHL 411 Music Theory and Musicianship IV**

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<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC; 54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>MUFHL 410 with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>C-ID:</td>
<td>C-ID MUS 150; C-ID MUS 155</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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This course is a continuation of MUFHL 410. It includes a more in-depth study of 16th and 18th century counterpoint, fugue, variation, altered chords, sonata allegro and rondo forms, and late 19th, 20th, and 21st century writing techniques including; 9th, 11th and 13th chords, altered dominants, chromatic harmony, serial music, current music idioms, and analysis techniques. This course also includes practice in rhythmic, melodic, and harmonic dictation, sight-singing and ear-training. MUFHL 411 is required for music majors.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- critique, analyze, and evaluate compositions from the 16th to the 21st century.
- compose using 19th, 20th and 21st century techniques such as whole tone, synthetic and pentatonic scales; 9th, 11th, and 13th chords; neomodality, pandiatonicism, polynotality, non-accentual rhythm, pitch sets, dodecaphony and aleatoric music.
- apply aural skills to dictate more complex melodies, harmonies and rhythms as implemented in 19th through 21st century compositions.
- recognize, analyze and employ harmonic circle progressions.
- diagram and analyze dodecaphonic music using a pitch set matrix.

**MUFHL 495 Independent Studies in Music Fundamentals/History and Literature**

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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Music - Instrumental/Voice Instruction (MUIVI)

**MUIVI 310 Voice Class I**
This course emphasizes the development of the individual singer's voice. Basic vocal techniques of breathing and mouth position are practiced. Solo repertoire is learned and performed in class. This course is required for vocal music majors but open to all students desiring to begin the study of voice. Students will be required to attend concert performances at their own expense.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate through public and classroom performance appropriate singing posture, breathing technique, accurate pitch, consistent tone quality, and stage deportment and presence.
- incorporate, into performance, music articulation markings such as dynamics, attacks, and releases, and accents.
- demonstrate music reading skills as pertaining to both pitch and rhythm.
- critique, analyze, and review live performance and the recorded interpretations of both professional and student singers.
- distinguish and create the various vowel and consonant sounds of English, Italian, and German languages.
- demonstrate the ability to interpret music for performance by performing assigned music.

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**MUIVI 311 Voice Class II**

- **Units:** 2
- **Hours:** 36 hours LEC; 18 hours LAB
- **Course Family:** Traditional Voice Fundamentals (http://flc.losrios.edu/course-families#id_100049)
- **Prerequisite:** None
- **Transferable:** CSU; UC
- **General Education:** CSU Area C1
- **Catalog Date:** June 1, 2020

Students will experience basic training in the correct use of the singing voice, vocal techniques, and repertoire. This course is required for vocal majors, but open to all students desiring to begin the study of voice.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- incorporate proper vocal technique to the individual singing voice, including, but not limited to posture, breathing, tone production, diction, stage deportment, memorization and interpretation.
- translate and paraphrase foreign language texts to English.
- analyze, diagnose, and correct personal weaknesses in vocal technique.
- assess and evaluate individual musical performance and that of student peers.
- name and recall the parts of the body used in singing.
- perform art songs in class and in a jury/recital setting.
- interpret music for performance.

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**MUIVI 320 Voice Class III**

- **Units:** 2
- **Hours:** 36 hours LEC; 18 hours LAB
- **Course Family:** Traditional Voice Technique and Repertoire (http://flc.losrios.edu/course-families#id_100050)
- **Prerequisite:** MUIVI 310 with a grade of "C" or better; or by instructor consent
- **Transferable:** CSU; UC
- **General Education:** CSU Area C1
- **Catalog Date:** June 1, 2020

Students will experience basic training in the correct use of the singing voice, vocal techniques, and repertoire. This course is required for vocal majors, but open to all students desiring to begin the study of voice.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- incorporate proper vocal technique to the individual singing voice, including, but not limited to posture, breathing, tone production, diction, stage deportment, memorization and interpretation.
- translate and paraphrase foreign language texts to English.
- analyze, diagnose, and correct personal weaknesses in vocal technique.
- assess and evaluate individual musical performance and that of student peers.
- name and recall the parts of the body used in singing.
- perform art songs in class and in a jury/recital setting.
- interpret music for performance.
This course provides opportunity for vocal exercise and intellectual analysis in the development of efficient singing technique and skill in performing vocal literature. Performance in class and in recital is essential. The course is required for vocal majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- incorporate proper vocal technique to the individual singing voice, including posture, breathing, tone production, diction, stage deportment, and the memorization and interpretation of music.
- paraphrase and translate foreign language texts to English.
- analyze and diagnose personal weakness in vocal technique.
- assess and evaluate individual musical performance and that of student peers.
- recall and cite the parts of the body used in singing.
- employ techniques learned in class to perform assigned art songs.

MUIVI 321 Voice Class IV

Units: 2
Hours: 36 hours LEC; 18 hours LAB
Course Family: [Traditional Voice Technique and Repertoire](http://flc.losrios.edu/course-families#id_100050)
Prerequisite: MUIVI 320 with a grade of "C" or better; or with instructor's consent
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course provides opportunity for vocal exercise and intellectual analysis in the development of efficient singing technique and skill in performing vocal literature. Performance in class and in recital is essential. The course is required for vocal majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply and demonstrate proper vocal technique for the singing voice including posture, breathing, tone production, diction, stage deportment, memorization, and song interpretation.
- paraphrase and translate foreign language son texts to English.
- diagnose personal weaknesses in vocal technique and formulate methods for improving vocal technique.
- analyze, assess and evaluate individual musical performance of peers and self.
- recall and name the parts of the body used in singing.
- integrate knowledge gained into classroom and public performances.

MUIVI 345 Beginning Piano I

Units: 1 - 2
Hours: 18 hours LEC; 18 - 54 hours LAB
Course Family: [Traditional Piano Fundamentals](http://flc.losrios.edu/course-families#id_100051)
Prerequisite: None
Advisory: MUFHL 321
Transferable: CSU; UC
C-ID: C-ID MUS 170
Catalog Date: June 1, 2020

This course introduces students to basic piano playing and it is required for all general and commercial music majors. This course is the first in a four semester sequence designed to develop the student’s keyboard skills at the piano. Students are advised to have basic music reading skills or have completed MUFHL 321. The course prepares students who are transferring for piano proficiency examination. A minimum of two hours a week outside practice is required for the two-unit option.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
• demonstrate at the keyboard, the ability to read basic music notation.
• demonstrate coordination of the hands playing together at a constant tempo.
• interpret and play expression markings found in music scores.
• perform compositions at the early elementary level of piano solo repertoire, demonstrating: correct hand position, finger independence, finger flexibility, eye/hand coordination and attention to musical detail.
• demonstrate the skills necessary to play in an ensemble setting.
• sight-read and transpose simple two handed compositions in parallel motion.
• demonstrate knowledge of all major key signatures.
• play tetra-chord scales around the circle of fifths.
• play triads of the major scale in key signatures up to two flats and two sharps.
• construct and play any of the four basic triad types (major, minor, augmented and diminished).
• play the twelve-bar blues progression in key signatures up to two sharps and two flats with bass notes in the left hand and root position triads in the right hand.
• realize lead sheets from fake book examples with the melody in the right hand and accompaniment patterns in the left hand.

MUIVI 346 Beginning Piano II

Units: 1 - 2
Hours: 18 hours LEC; 18 - 54 hours LAB
Course Family: Traditional Piano Fundamentals [http://flc.losrios.edu/course-families#id_100051]
Prerequisite: MUIVI 345 with a grade of "C" or better
Advisory: MUFHL 400
Transferable: CSU; UC
C-ID: C-ID MUS 171
Catalog Date: June 1, 2020

This course continues piano preparation begun in MUIVI 345 (Beginning Piano I). This course is the second in a sequence of four courses designed to develop the student’s keyboard skills at the piano. The course prepares students who are transferring to four year degree granting programs for the piano proficiency examination. A minimum of two hours a week outside practice is required for the two-unit option.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• identify and define a five octave range of notes at the keyboard and the notation used to express them.
• demonstrate coordination of the hands playing together in repertoire and scales spanning two octaves in the keys of up to four flats and four sharps.
• interpret and realize a lead sheet using various accompaniment patterns with the tonic, supertonic, subdominant, dominant 7th, submediant chords, and their inversions.
• demonstrate the skills necessary to ensemble playing.
• develop literacy and creativity in music through keyboard study.
• sight-read an eight measure composition with a single line in each hand and with a melody with accompanying chords.
• evaluate the playing of others.
• demonstrate, through performance, an understanding of compound meters.
• transpose simple two-hand homophonic compositions.

MUIVI 370 Beginning Guitar

Units: 2
Hours: 27 hours LEC; 27 hours LAB
Course Family: Traditional Guitar and Bass [http://flc.losrios.edu/course-families#id_100053]
Prerequisite: None.
Transferable: CSU; UC
This course is designed to provide entry-level students with the fundamentals of guitar playing with emphasis on basic technique and reading music. In addition, students are introduced to the various musical styles in which the guitar is used such as folk, rock, blues, funk, finger style (classical) and jazz. No previous musical study is required for this course. The student must provide their own instrument (preferably a nylon or steel string, acoustic guitar) and accessories, such as a footstool, tuner, and metronome.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- integrate basic techniques necessary to play the guitar at a beginning level (picking, strumming, finger style, playing chord accompaniments, etc.).
- demonstrate knowledge of the guitar’s construction, tuning, and topography (fretting, positions, etc.).
- demonstrate proficiency at reading music at an introductory level using the standard chord symbols used in contemporary popular music and standard music notation.
- identify and memorize a variety of chord shapes, chord progressions, and scales.
- distinguish the difference between basic metric and rhythmic concepts inherent in musical performance.
- perform at an introductory level a diverse array of guitar styles (folk, rock, blues, funk, jazz).
- synthesize modes of practice to develop motor skills necessary to play the guitar in an ergonomically efficient manner, which will foster steady, self-initiated progress, the enjoyment of playing an instrument, and access to creative outlets.

**MUIVI 371 Intermediate Guitar**

| Units: | 2 |
| Hours: | 27 hours LEC; 27 hours LAB |
| Course Family: | Traditional Guitar and Bass [Link](http://flc.losrios.edu/course-families#id_100053) |
| Prerequisite: | MUIVI 370 with a grade of "C" or better |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

This course is designed as a continuation of MUIVI 370 Beginning Guitar, and increases the emphasis on reading music, introduces the art of improvisation, and cultivates playing in ensemble settings. Course topics explore, more in depth, the musical styles in which the guitar is heard such as folk, rock, blues, funk, jazz, and classical. Through in-class demonstrations and hands-on laboratory experience, students will improve their practice techniques, augment their technical proficiency, and begin to acquire the skills necessary to perform both in solo and ensemble settings. Performance in class and/or recital is essential. The student must provide their own instrument (preferably a nylon or steel string, acoustic guitar) and accessories, such as a footstool, tuner, and metronome.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize and augment chord vocabulary, chord progressions, scales, and modes.
- demonstrate a variety of technical approaches to the playing the guitar in a diverse array of styles such as folk, rock, blues, funk, jazz, and classical (finger style).
- demonstrate reading music proficiently in a variety of notational styles: popular music chord symbols, tablature, and standard music notation.
- differentiate between and experiment with advanced rhythmic and metric concepts.
- demonstrate the ability to both accompany and lead in an ensemble setting.
- incorporate and experiment with beginning skills in improvisational playing techniques.
- perform both one solo and one ensemble guitar composition of the instructor’s choice from existing literature of a variety of styles or genres.

**MUIVI 372 Advanced Guitar**

| Units: | 2 |
| Hours: | 27 hours LEC; 27 hours LAB |
| Course Family: | Traditional Guitar and Bass [Link](http://flc.losrios.edu/course-families#id_100053) |
This course is a continuation of MUIVI 371 Intermediate Guitar, and includes higher-level note reading, accompaniment techniques, and both solo and ensemble playing. The development of personal style is encouraged. Performance in class and/or recital is essential. Students must provide their own guitar (preferably acoustic) and accessories (e.g. tuner, pick, capo, metronome).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate accurate reading of more advanced music for the guitar.
- create accompaniments for vocal and instrumental lead.
- employ special playing techniques, such as string bending, palm muting, and accented rhythm.
- utilize more than first position on the guitar.
- compose an improvisation, such as playing a solo lead over a 12-bar blues rhythm.
- perform both one solo and one ensemble guitar composition of the instructor's choice from existing literature of a variety of styles or genres.

MUIVI 420 Applied Music

Units: 1
Hours: 8 hours LEC; 30 hours LAB
Course Family: Traditional Applied Music Fundamentals (http://flc.losrios.edu/course-families?id_100061)
Prerequisite: None
Enrollment Limitation: The student must pass a performance audition to be admitted to the course. Students must be concurrently enrolled in an FLC Performance Ensemble.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This is the first course in a four-part series and offers individualized instrumental or vocal instruction with a private instructor. It focuses on the development of individual performance skills and solo and ensemble repertoire. Juried performance is required. Required for all traditional performance and jazz music majors. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate individual musical skills commensurate with the corresponding semester.
- interpret and perform solo repertoire for the student's performance medium.
- design and implement an effective practice routine.
- analyze and evaluate performance skills.
- compare and contrast music from different musical eras written for the students performance medium.

MUIVI 495 Independent Studies in Music Instrumental/Voice Instruction

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None
Transferable: CSU; UC
Catalog Date: June 1, 2020

Independent study designed to provide instrumental training not offered in other music classes. Components of the course may include private or group instruction, solo and ensemble work, accompanying experience, and programmed learning in music fundamentals and music technology. Also for students interested in developing tutorial and/or instrumental skills. Each component may be repeated for a total of 3 units, up to a maximum of 9 units.
MUP 311 Advanced Orchestra

Units: 1 - 2
Hours: 54 - 108 hours LAB
Prerequisite: MUP 310 with a grade of "C" or better; or audition
Transferable: CSU, UC
C-ID: C-ID MUS 180
Catalog Date: June 1, 2020

This course is the continuing study and performance of orchestral repertoire. Additional topics may include experience in conducting, rehearsal techniques and section leading. Students will be expected to supply their own musical instruments in most instances. Some musical instruments may be provided by the college. This course may be taken four times. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- prepare and perform orchestral repertoire including music of the Baroque, Classical, Romantic and Contemporary periods.
- demonstrate technical skill on their instrument through ensemble practice and performance.
- criticize musicianship of peers and self.
- synthesize and apply conducting, rehearsal technique and section leading concepts as deemed appropriate by the instructor.
- infer the aesthetics of the style of a given historical period.

MUP 320 Jazz Band

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: None
Enrollment Limitation: Ability to play at least one instrument commonly used in jazz ensemble; audition required.
Transferable: CSU, UC
C-ID: C-ID MUS 180
Catalog Date: June 1, 2020

This course is the study and performance of Jazz Band repertoire. Representative repertoire may include selections from Early Jazz to current jazz performance methods. Public performance and field trips are required. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- prepare and perform jazz band repertoire on their instrument including: blues, swing, bebop, fusion, contemporary jazz and jazz-rock.
- demonstrate technical skills appropriate to jazz through ensemble practice and performance.
- criticize musicianship and infer aesthetics of the genre.

MUP 350 Concert Choir I

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: None
Transferable: CSU; UC
General Education: CSU Area C1
Catalog Date: June 1, 2020

This course is the study and performance of choral literature which may include the standard repertoire, contemporary works and world music. Students are urged to enter during the freshman year. The course is open to all students. Public performances, festivals and field trips are required. May be taken four times for credit.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- analyze and perform a choral music and masterworks of various styles and cultures.
- demonstrate musical, historical and aesthetic understanding of a variety of choral music styles.
- perform using proper basic vocal techniques (posture, breathing, diction, resonance, stage development, etc.)
- formulate the interpersonal skills necessary to work within an ensemble.
- evaluate and critique choral performance ensembles.

**MUP 357 College Chorus**

- Units: 2
- Hours: 18 hours LEC; 54 hours LAB
- Prerequisite: None
- Transferable: CSU; UC
- General Education: CSU Area C1
- Catalog Date: June 1, 2020

This course is designed for the college student who is interested in a musical experience. Singers study and perform standard choral literature. Membership is open to college students, faculty, staff and community. Public performances are required. This course may be taken four times for credit.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- perform representative works of art from standard choral literature.
- integrate artistic expression in public performances.
- perform representative works of art from standard choral literature.
- demonstrate proper basic vocal technique (posture, breathing, diction, resonance, and stage deportment) and ensemble singing.
- apply the techniques of sight reading choral music.
- analyze and evaluate performances.

**MUP 360 Chamber Singers**

- Units: 2
- Hours: 18 hours LEC; 54 hours LAB
- Prerequisite: None
- Enrollment Limitation: Students must successfully pass an audition to enroll.
- Advisory: MUP 350 and 357
- Transferable: CSU; UC
- Catalog Date: June 1, 2020

This course is designed as an advanced choral ensemble of limited size and performing a wide variety of choral repertoire including: Several centuries of choral music from various style periods and genres, world music and folk-song arrangements. Travel to public performances, festivals and field trips may be required. Music will be provided by the college; however, students may have to contribute to the purchase of their concert performance attire. This course may be repeated to meet the major requirement for transfer to CSU or other universities with similar transfer requirements.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compare and contrast various choral music styles.
- analyze and perform choral literature of various styles and cultures that are appropriate for the chamber choir.
- formulate, apply, and demonstrate knowledge of good basic singing and rehearsal pedagogy.
- demonstrate the interpersonal skills necessary to work within a chamber ensemble.
MUP 400 Vocal Jazz Ensemble

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: None.
Enrollment Limitation: An audition is required. The audition will include: sight-singing, aural skills, improvisation and the preparation and performance of a short musical excerpt.
Transferable: CSU; UC
C-ID: C-ID MUS 180
Catalog Date: June 1, 2020

This course is an advanced choral ensemble of limited size performing a wide variety of music in the jazz style. Public performance, festival attendance and field trips are required. An audition for admission into the course is required. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- prepare and perform vocal jazz repertoire in various jazz styles.
- demonstrate musical, historical and aesthetic understanding of a wide variety of vocal jazz styles.
- demonstrate the interpersonal and technical skills necessary to work within an ensemble.
- formulate appropriate practice habits.
- evaluate and critique other performance ensembles.

MUP 422 Special Ensemble Participation

Units: 0.5 - 2
Hours: 27 - 108 hours LAB
Prerequisite: None.
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course is open to all students who sing or play musical instruments. Instrumentation and repertoire of groups will vary, including jazz combos, classical chamber ensembles, guitar ensemble, and other musical ensembles.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- read ensemble music.
- sight-read easy to intermediate level arrangements.
- participate as a cooperating member of an ensemble.
- perform in public concerts with increased accuracy, confidence, and group interpretation.

MUP 424 Commercial Music Ensemble

Units: 2
Hours: 18 hours LEC; 54 hours LAB
Prerequisite: None.
Enrollment Limitation: Audition required before students may enroll in the class.
Transferable: CSU; UC
C-ID: C-ID MUS 180
Catalog Date: June 1, 2020

- analyze, evaluate, and constructively critique other singers and/or ensembles, both amateur and professional.
- incorporate appropriate facial affect and body gestures and to interact with other ensemble members during rehearsals and performances.
This course involves the rehearsal and performance of contemporary popular and commercial music genre including rock, pop, jazz, r&b, funk, Latin and world. This course may be taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the ability to collaborate musically in an ensemble of diverse instruments.
- interpret different commercial styles.
- analyze and apply knowledge of performance routines to live public performances.

MUP 426 World Music Ensemble

Units: 1
Hours: 18 hours LEC; 18 hours LAB
Prerequisite: None.
Enrollment Limitation: Ability to play an instrument
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course involves the rehearsal and performance of various musical genres from different world cultures, including Celtic, European, Asian, African, Latin American, Native American, Middle Eastern and combinations thereof. This course maybe taken four times for credit.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- interpret the oral traditions of different cultures.
- apply musical skills to play collectively in an ensemble.
- play five to ten multicultural songs from memory.
- demonstrate an appreciation of the roles within an ensemble, including leadership.

MUP 495 Independent Studies in Music Performance

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

Music - Specializations in Music (MUSM)

MUSM 110 The Business of Music

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Catalog Date: June 1, 2020

This course presents an overview of the rapidly evolving music industry, including the processes of promotion, publicity, merchandising, artist management, talent agents, recording contracts vs. comprehensive contracts, online music sales, licensing, copyrights, and royalties. Students will develop marketing strategies for live performances, recordings, merchandise, tours and online music products, as well as examine career opportunities in music and evaluate advantages and disadvantages of various options.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of business models and structures employed in the music industry.
- utilize appropriate terminology to describe current practices, legalities and functions within the music industry.
- evaluate the impact of technology on the music industry and resulting financial impacts.
- develop appropriate marketing strategies for live performances, recordings, merchandise, tours and online music products.
- examine career opportunities in music and evaluate advantages and disadvantages of various options.

**MUSM 111 The Business of Music**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** MUSM 110 with a grade of "C" or better  
**Catalog Date:** June 1, 2020

This course provides an overview of the music business as defined by the publishing and the radio industry. It also includes details and processes of trade and service marks, attorney functions, merchandising, publishing agreement points, and copyright functions.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- compile and formulate the components needed to complete a servicemark and trademark application
- define and assess the duties of attorneys, publishers, merchandisers, and radio staff
- analyze and assess a publisher/writer exclusive contract
- develop a merchandising agreement

**MUSM 306 Live Sound Reinforcement**

**Units:** 3  
**Hours:** 18 hours LEC; 72 hours LAB  
**Prerequisite:** None.  
**Transferable:** CSU  
**C-ID:** C-ID CMUS 120X  
**Catalog Date:** June 1, 2020

This course provides an introduction to live sound mixing directed toward employment in the sound reinforcement industry and in operating sound systems in music clubs, theaters, churches, music festivals, and other venues. Students will develop competency in operating mixing consoles, speaker and monitor placement, microphone placement techniques, room equalization, reverb, delay, and other effects (gate/compressor/limiters etc.). Students will learn practical techniques for creating optimal concert sound.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- determine the appropriate microphone to utilize for a specific event, venue, performance or rehearsal, and position it correctly.
- place and equalize the house and monitor systems for optimal concert sound.
- instruct live musicians on how to interact with the sound system for maximum performance enhancement.
- demonstrate a basic understanding of how all the sound system components work and how they interface and interact.
- set up and operate a sound system for a live concert presentation.

**MUSM 320 Contemporary Songwriting**

**Units:** 3  
**Hours:** 54 hours LEC  
**Prerequisite:** MUHFL 321 (Basic Musicianship) or by the department challenge process.  
**Transferable:** CSU  
**C-ID:** C-ID CMUS 150X  
**Catalog Date:** June 1, 2020
This course covers the process of writing popular songs, including writing lyrics, designing instrumental and vocal arrangements, studying melodic and harmonic skills, learning popular song forms, analyzing musical styles, and creating lead sheets.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose and arrange popular songs using contemporary techniques.
- analyze various popular music styles, forms, and arrangements.
- demonstrate an understanding of the current songwriter's market.
- choose and analyze words and music with regard to the techniques of songwriting.
- interpret and compare personal works with established popular songwriting techniques.
- record a marketable songwriting demo.

MUSM 334 Introduction to Musical Instrument Digital Interface (MIDI)

<table>
<thead>
<tr>
<th>Units:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>9 hours LEC; 81 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Advisory:</td>
<td>MUFHL 321</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>C-ID:</td>
<td>C-ID CMUS 100X</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course is an introduction to the rapidly evolving use of professional music software and MIDI electronic instruments. Various music hardware options, including keyboards, synthesizers, samplers, computers and drum machines, will be explored. Through a series of MIDI projects, students learn to use music sequencing, notation, and CAI (computer-assisted instruction) software.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a knowledge of the history, concepts and terminology associated with MIDI technology.
- compare and contrast the strengths and weaknesses of various MIDI hardware and software options.
- design and produce a musical score using music notation software.
- create, edit, and output music using music sequencing software.
- assess and select appropriate CAI (computer-assisted instruction) software for personal and classroom use.
- diagram signal flow of a typical electronic music workstation.
- select the appropriate equipment for building a music workstation.

MUSM 356 Pro Tools 101, Introduction to Pro Tools

<table>
<thead>
<tr>
<th>Units:</th>
<th>1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>MUSM 334 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This is the first course in the AVID Certified Training Location alliance. It is an introductory course to AVID's Pro Tools software application. This course fully trains students in the basic operation of Pro Tools. Students learn how to record, edit, and mix music and Musical Instrument Digital Interface (MIDI) within the Pro Tools application. This course is conducted in the Music Department's IDEA (Interdisciplinary Electronic Arts) computer lab.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the basic operation of AVID's Pro Tools digital audio workstation.
assemble, record, process, edit, and mix audio and MIDI in the Pro Tools environment.

pass the AVID Examination earning the first level of AVID Pro Tools certification.

MUSM 370 Music for Children

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU
General Education: AA/AS Area I
Catalog Date: June 1, 2020

This course provides methodologies, experiences, and materials for integrating music into pre-school, elementary, and recreational programs. It is recommended for elementary and early childhood credential candidates, recreation leaders, and others who use music with children.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- use music as a primary learning tool.
- organize success-oriented elemental music activities.
- plan music activities which integrate the arts into all phases of the curriculum.
- teach young children basic music concepts of rhythm and melody, using singing, movement, instrument-playing, and improvisation.
- create and perform on rhythm instruments used in the classroom.

MUSM 495 Independent Studies in Music Specializations

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Commercial Music. Course content will include understanding the application of education to the workforce; completing required forms which document the student's progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Nutrition | Los Rios

The Folsom Lake College nutrition curriculum prepares the student for further study in nutrition science and related fields or a program in clinical dietetics.

Note: If your goal is to transfer to a four-year institution to obtain a bachelor’s degree in nutrition or dietetics, you should meet with a counselor as your transfer institution may have different requirements for transfer and bachelor’s degrees.

Dean
Matt Wright

Department Chairs
R.M. Giordano

(916) 608-6686
wrightm@flc.losrios.edu

Associate Degrees for Transfer

A.S.-T. in Nutrition and Dietetics

The Associate in Science in Nutrition and Dietetics for Transfer (AS-T) program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Nutrition and Foods/Dietetics at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:
1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   A. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education - Breadth Requirements.
   B. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtaining a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>BIOL 440</td>
<td>General Microbiology (4)</td>
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<tr>
<td>or BIOL 442</td>
<td>General Microbiology and Public Health (5)</td>
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<tr>
<td>CHEM 400</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>NUTRI 300</td>
<td>Nutrition</td>
<td>3</td>
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<tr>
<td>PSYC 300</td>
<td>General Principles</td>
<td>3</td>
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<tr>
<td></td>
<td>A minimum of 8 units from the following:</td>
<td>8</td>
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<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology (5)</td>
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<tr>
<td>and BIOL 430</td>
<td>Anatomy and Physiology (5)</td>
<td></td>
</tr>
<tr>
<td>CHEM 401</td>
<td>General Chemistry II (5)</td>
<td></td>
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<tr>
<td>CHEM 420</td>
<td>Organic Chemistry I (5)</td>
<td></td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences (3)</td>
<td></td>
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<tr>
<td>or STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
<td></td>
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<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>ACCT 301</td>
<td>Financial Accounting (4)</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
<td></td>
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<tr>
<td>COMM 311</td>
<td>Argumentation and Debate (3)</td>
<td></td>
</tr>
<tr>
<td>PSYC 372</td>
<td>Child Development (3)</td>
<td></td>
</tr>
<tr>
<td>or ECE 312</td>
<td>Child Development (3)</td>
<td></td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<tr>
<td>NUTRI 310</td>
<td>Cultural Foods of the World (3)</td>
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<tr>
<td>NUTRI 330</td>
<td>Food Theory and Preparation (4)</td>
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<tr>
<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<tr>
<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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<tr>
<td>Total Units</td>
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<td>26 - 27</td>
</tr>
</tbody>
</table>

The Associate in Science in Nutrition and Dietetics for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- demonstrate an understanding of the relationships between chemistry, biology, and nutrition.
- design diet plans using nutrition principles to promote optimal health.
- apply knowledge of the interaction of nutrition and health using problem-solving and critical thinking skills.
- examine cultural diversity in regards to nutrition and foods.
- distinguish between reliable sources of nutrition information and nutrition claims not supported by research.

**Career Information**

Career opportunities include hospitals and other health care facilities, school food services, restaurants, nutrition programs, WIC programs, weight management clinics, community wellness centers, sports nutrition and corporate wellness programs, food and nutrition businesses and industries, public health agencies, government agencies, and research. Some career options require more than two years of college, and may require certification in dietetics after a Bachelor's degree.

**Associate Degrees**

**A.A. in Interdisciplinary Studies: Social and Behavioral Sciences**

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

**Catalog Date:** June 1, 2020

### Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<th>UNITS</th>
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<td>A minimum of 18 units from the following:</td>
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<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
<td></td>
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<tr>
<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
<td></td>
</tr>
<tr>
<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<tr>
<td>ANTH 323</td>
<td>Introduction to Archaeology (3)</td>
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<tr>
<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
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<tr>
<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<tr>
<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
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<tr>
<td>BUS 345</td>
<td>Law and Society (3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<td>ECON 320</td>
<td>Concepts in Personal Finance (3)</td>
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<td>ECE 312</td>
<td>Child Development (3)</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes (3)</td>
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<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>HIST 310</td>
<td>History of the United States (3)</td>
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<td>COURSE CODE</td>
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<tr>
<td>HIST 314</td>
<td>Recent United States History (3)</td>
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<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<tr>
<td>HIST 368</td>
<td>History of France (3)</td>
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<tr>
<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
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<tr>
<td>NUTRI 310</td>
<td>Cultural Foods of the World (3)</td>
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<tr>
<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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<tr>
<td>POLS 302</td>
<td>Comparative Politics (3)</td>
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<td>POLS 310</td>
<td>Introduction to International Relations (3)</td>
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<td>Introduction to Political Theory (3)</td>
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<td>PSYC 300</td>
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<tr>
<td>PSYC 312</td>
<td>Biological Psychology (4)</td>
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<td>PSYC 320</td>
<td>Social Psychology (3)</td>
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<td>PSYC 335</td>
<td>Research Methods in Psychology (3)</td>
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<td>PSYC 340</td>
<td>Abnormal Behavior (3)</td>
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<td>PSYC 356</td>
<td>Human Sexuality (3)</td>
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<tr>
<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<tr>
<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>PSYC 372</td>
<td>Child Development (3)</td>
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<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<tr>
<td>SOC 301</td>
<td>Social Problems (3)</td>
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<tr>
<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<tr>
<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
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</table>

Total Units: 18

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:
- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

A.S. in Nutrition Science

The Nutrition Science AS degree provides students with an excellent foundation for a variety of science and healthcare career opportunities. Graduates of this program may continue their study of nutrition, food science or any science related academic area. After transfer to and completion of a 4-year degree at a university-level institution, students can further their studies towards a Master's (M.S.) and/or Doctorate in Philosophy (Ph.D.)
Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>NUTRI 300</td>
<td>Nutrition</td>
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<td>NUTRI 340</td>
<td>Nutrition and Metabolism</td>
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<td>BIOL 400</td>
<td>Principles of Biology</td>
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<td>BIOL 410</td>
<td>Principles of Botany</td>
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<td>BIOL 420</td>
<td>Principles of Zoology</td>
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<td>CHEM 400</td>
<td>General Chemistry I</td>
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<td>CHEM 401</td>
<td>General Chemistry II</td>
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<td>CHEM 420</td>
<td>Organic Chemistry I</td>
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<td>Organic Chemistry II</td>
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<td>PSYC 335</td>
<td>Research Methods in Psychology</td>
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<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<tr>
<td>SOC 301</td>
<td>Social Problems (3)</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<td>ECON 304</td>
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<td>PSYC 300</td>
<td>General Principles (3)</td>
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<td>Total Units</td>
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</table>

The Nutrition Science Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate the influence of chemical, biochemical, microbiological, and physiological disciplines as they affect the body's processing of nutrients and food components during digestion, absorption, metabolism, and excretion.
- integrate the biological, behavioral, socioeconomic and environmental factors related to food and nutrient intakes and needs across the lifespan.
- analyze the nutrition standards and nutritional assessment data to make evidence-based decisions.
- cite the functions and interrelationships of nutrients and food in human health, disease prevention, and disease states.
- apply critical thinking skills to locate, interpret, and evaluate research findings and professional literature to explain implications and limitations.
- apply basic terminology and nomenclature of inorganic chemistry.
- analyze, and predict the outcome of a multi-step organic synthesis based on simpler, more common reactions
- apply organic functional group knowledge to biological molecules such as amino acids and proteins, lipids, and carbohydrates.

Career Information
The Nutrition Science AS degree provides students with an excellent foundation for a variety of science and health care career opportunities. They can seek employment in public health and policy, government-sponsored nutrition programs, business including the food industry, community and international agencies, corporate wellness programs, community wellness centers, restaurants, and schools.

Certificate of Achievement

Nutrition Education Certificate

The Nutrition Education certificate program focuses on the concepts of food literacy and health and wellness. It is designed for students interested in the nutrients in food along with their actions within the body, issues of nutrition status across the lifespan, and the impact of food choices on one's health, the environment, and the economy. Students can choose the direction of their studies by selecting course(s) that include the following areas: food preparation, performance nutrition, nutrition and aging, lifespan nutrition, or early childhood education.

After completing the classes for this certificate, students may apply credits toward the Associate in Science in Nutrition and Dietetics for Transfer (AS-T).

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTRI 300</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUTRI 340</td>
<td>Nutrition and Metabolism (3)</td>
<td>3 - 4</td>
</tr>
<tr>
<td>or NUTRI 330</td>
<td>Food Theory and Preparation (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A minimum of 4 units from the following:</td>
<td>4</td>
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<tr>
<td>BIOL 400</td>
<td>Principles of Biology (5)</td>
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<tr>
<td>BIOL 430</td>
<td>Anatomy and Physiology (5)</td>
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<tr>
<td>BIOL 431</td>
<td>Anatomy and Physiology (5)</td>
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<tr>
<td>BIOL 310</td>
<td>General Biology (4)</td>
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<tr>
<td>CHEM 400</td>
<td>General Chemistry I (5)</td>
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<tr>
<td>NUTRI 302</td>
<td>Nutrition for Physical Performance (3)</td>
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<tr>
<td>NUTRI 310</td>
<td>Cultural Foods of the World (3)</td>
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</tr>
<tr>
<td>NUTRI 322</td>
<td>Nutrition Issues Throughout Life (3)</td>
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<tr>
<td>PSYC 300</td>
<td>General Principles (3)</td>
<td></td>
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<tr>
<td></td>
<td>Total Units:</td>
<td>16 - 17</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- correlate dietary intake to weight management, sports performance, chronic diseases, and hunger.
- apply the scientific method to biological problems, and interpret scientific data in a reasonable manner.
- assess the various sources of nutrition information and demonstrate where to find reliable nutrition information.
- compare and contrast nutrient, caloric, and food requirements at all stages of the life cycle.
- describe ethnicity, ethnocentrism, and racism and analyze the impact of these on food habits and communication in the United States.
- assemble molecules demonstrating an understanding of chemical bonding and molecular structure to predict their chemical behavior.

Career Information
Nutrition (NUTRI)

NUTRI 300 Nutrition

This course examines nutrition as a science and the chemical properties of nutrients in foods, the sources and functions of the nutrients in all stages of the life cycle, as well as nutrition as a world problem, and consumer problems related to food. Topics emphasized include nutrient metabolism, weight loss, sports nutrition, food safety, the diet-disease relationship, global nutrition and analysis of special nutritional requirements from the prenatal period through the geriatric years. An evaluation of personal dietary habits using current dietary guidelines and nutritional assessment methods will be completed to help students analyze their own nutritional health using scientific principles. Students will be required to complete a personalized dietary analysis.

Upon completion of this course, the student will be able to:

- evaluate the interactions and relationships that exist between nutrients and the role of nutrients with a focus on metabolism.
- assess the factors and possible problems associated with digestion and absorption of each of the nutrients.
- distinguish the diseases associated with nutrient deficiency and toxicity, as well as chronic diseases associated with lifestyle choices, based on scientific principles used to analyze and evaluate nutrition information.
- compare and contrast nutrient, caloric, and food requirements at all stages of the life cycle.
- assess personal dietary intake and evaluate food choices.
- correlate dietary intake to weight management, sports performance, chronic diseases, and hunger.

NUTRI 302 Nutrition for Physical Performance

This course examines the basic scientific principles of nutrition, as well as the ramifications of nutrients on lifelong fitness, sport skill training, and physical performance. Special emphasis is placed on nutrient metabolism with respect to muscle strength development, cardiovascular capability, and body composition. Students are required to complete a personalized dietary analysis as specified by the instructor.

Upon completion of this course, the student will be able to:

- discuss the role of nutrients and proper water regulation on the body, especially during physical activity.
- critique diets for nutrient intake that meet varying physical performance levels and for weight control.
- evaluate the effectiveness and safety concerns of various nutritional supplements.
- identify characteristics of eating disorders and understand where to refer individuals and families for appropriate nutrition counseling and information.
• describe nutritional needs of special populations (i.e. pregnant women, older adults, diabetics, young children) with respect to physical activity.

NUTRI 310 Cultural Foods of the World

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 110
Transferable: CSU; UC
General Education: AA/AS Area V(b); AA/AS Area VI; CSU Area D; IGETC Area 4
Catalog Date: June 1, 2020

This course offers an anthropological perspective of traditional and contemporary food customs and cultures. Western and non-western food customs are compared, including their social, religious, economic and aesthetic significance. Included are ethnocentrism, gender-related stereotypes, and racism as they relate to the availability, distribution and preparation of food throughout the world. The nutritional status of various cultures as it relates to geographic, agricultural and socioeconomic factors is studied. Students may be required to purchase ethnic food or ingredients to prepare and sample cultural dishes.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• demonstrate knowledge of food patterns for each region of the world.
• describe ethnicity, ethnocentrism, and racism and analyze the impact of these on food habits and communication in the United States.
• evaluate common foods and traditions for each region as to their relationship to health and disease.
• identify food patterns as related to migration, religious practices, cultural customs, and health beliefs.
• assess the role of migration and foods from around the world on regional food patterns in the United States.

NUTRI 320 Children’s Health, Safety and Nutrition

Same As: ECE 415
Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ECE 312 or NUTRI 300
Transferable: CSU
General Education: AA/AS Area III(b)
C-ID: C-ID ECE 220
Catalog Date: June 1, 2020

This course provides an 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. There is a focus on integrating the concepts into everyday planning and program development for all children. This course is not open to students who have received credit for ECE 415.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.
• identify health, safety and environmental risks in children’s programs.
• analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and healthy nutrition.
• evaluate laws, regulations, standards, policies and procedures related to health and safety and nutrition in support of young children, teachers and families.
• distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.
• investigate current health, safety, and nutrition issues and demonstrate how the issues relate to policy development.
• research, identify and locate community resources which promote the health, safety, and nutrition of children and families.
- evaluate the nutritional status and feeding practices during fetal development, infancy and childhood and plan and analyze menus for children which meet current state and federal guidelines.

- examine variations of nutritional and health and safety practices and perspectives in culturally diverse communities.

- develop activities that teach children positive health, safety and nutrition habits.

- evaluate mechanisms for protecting children’s well-being and keeping children safe including, but not limited to: emergency preparedness and disaster plans, child abuse prevention and reporting policies, illness and injury prevention and reporting policies, the identification of safe feeding practices to prevent food-borne illness, the identification and reporting policies of common childhood illnesses/infectious or communicable diseases and potential hazards in children’s environments.

**NUTRI 322 Nutrition Issues Throughout Life**

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<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Advisory:</td>
<td>NUTRI 300</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC (UC credit limitation: NUTRI 302, NUTRI 322 and NUTRI 340 combined: maximum credit, 3 units )</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area III(b)</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course is a study of the nutritive needs of persons at various stages of the lifecycle with emphasis on special periods such as pregnancy, preschool, adolescence, and aging. This course is particularly helpful to Kinesiology and Early Childhood Education majors as well as those dealing with people in social agencies, such as nursing and gerontology.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate independent learning and effective communication skills.

- show an understanding of the basic principles of nutrition.

- appraise nutrient needs and design ways to meet those needs under normal conditions at each stage of life.

- evaluate the adequacy of various diets by using computerized diet analysis software.

- build a basic healthy eating plan for a person at any stage in the life cycle.

**NUTRI 330 Food Theory and Preparation**

<table>
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<tr>
<th>Units:</th>
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<tr>
<td>Hours:</td>
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<td>Prerequisite:</td>
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<td>Advisory:</td>
<td>ENGWR 51 and MATH 20 with grades of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>C-ID:</td>
<td>C-ID NUTR 120</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course provides an overview of the basic principles of cooking techniques and the use of ingredients in various foods. Students will assess the factors that influence taste and the changes that occur in foods during preparation. In the laboratory, the focus will be directed at students gaining hands-on experience in basic cooking skills, the application of food theories discussed in the lecture, the reasons for recipe procedures and the prevention and correction of cooking failures. Students will be required to purchase a calculator, lab coat, and closed toe shoes.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recognize quality characteristics in raw and cooked foods, to include sensory evaluation of texture, taste, and color.

- measure and scale food ingredients, recognize kitchen equipment by name and use them appropriately.

- apply principles of food theory to choose and demonstrate optimal cooking procedures to maximize nutrient content for all categories of food. Categories include, but are not limited to: vegetables, fruits, fats and oils, milk products, eggs, cereals, baked products, starches, poultry, meat, and seafood.

- distinguish between different methods of heat transfer and choose cooking materials and techniques accordingly.
• correct errors in preparation, analyze quality defects in cooked products, and specify possible errors in techniques or ingredient selection.
• apply best practices in food preparation hygiene techniques in the laboratory.

NUTRI 340 Nutrition and Metabolism

This course examines the chemical structure and metabolism of carbohydrate, lipids, and proteins. Emphasis is placed on the physiological roles of vitamins and minerals as well as metabolic pathways and their relation to overall health. In addition, this course will help the student integrate the understanding of metabolic knowledge to contemporary and controversial issues in nutrition.

Upon completion of this course, the student will be able to:
• explain the scientific method and how scientists use various types of research studies and methods to acquire nutrition information.
• define the four categories of the Dietary Reference Intakes (DRI), explain their purposes, and the supporting basic scientific research methods that used to create them.
• identify several health and lifestyle risk factors and explain their relationships to nutrition and chronic diseases.
• analyze and examine the chemical structure and metabolism of nutrients at the physiological level.
• explain how medical and biochemical assessment methods are used to detect energy and nutrient deficiencies and excesses.
• generate and interpret oral and written communication to critically evaluate scientific nutrition information presented in popular media publications.

NUTRI 495 Independent Studies in Nutrition and Foods

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Nutrition. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

NUTRI 498 Work Experience in Nutrition

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Nutrition. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.

Student Learning Outcomes
• apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.

• manage personal career plans and decision making using industry & workforce information and online resources.

• behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.

• exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.

• demonstrate critical and creative thinking skills as they apply to the workplace.
Philosophy | Los Rios

Philosophy is the logical examination of the fundamental issues people have pondered for over 2,500 years. What is reality and what is beauty? What is knowledge and truth? What is good and just? Does human existence have meaning and does God exist? Folsom Lake College’s philosophy program is directed toward understanding these questions in their historical and cultural contexts and applying insights to contemporary life. Rigorous philosophical study will also improve one’s critical thinking skills.

Dean: Carlos Lopez
Department Chairs: Dan Considine

(916) 361-6330
lopezc@flc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Philosophy

The Associate in Arts in Philosophy for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Philosophy at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   A. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   B. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

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

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>PHIL 300</td>
<td>Introduction to Philosophy (3)</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL 310</td>
<td>Introduction to Ethics (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Symbolic Logic (3)</td>
<td>3</td>
</tr>
<tr>
<td>A minimum of 3 units from the following:</td>
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</tr>
<tr>
<td>PHIL 330</td>
<td>History of Classical Philosophy (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 331</td>
<td>History of Modern Philosophy (3)</td>
<td>3</td>
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</table>

A minimum of 6 units from the following:

<table>
<thead>
<tr>
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<th>COURSE TITLE</th>
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</thead>
<tbody>
<tr>
<td>PHIL 300</td>
<td>Introduction to Philosophy (3)</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL 310</td>
<td>Introduction to Ethics (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Symbolic Logic (3)</td>
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</table>

A minimum of 9 units from the following:

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<tbody>
<tr>
<td>PHIL 300</td>
<td>Introduction to Philosophy (3)</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL 310</td>
<td>Introduction to Ethics (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Symbolic Logic (3)</td>
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A minimum of 3 units from the following:

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 330</td>
<td>History of Classical Philosophy (3)</td>
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A minimum of 9 units from the following:

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<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>PHIL 300</td>
<td>Introduction to Philosophy (3)</td>
<td>3</td>
</tr>
<tr>
<td>or PHIL 310</td>
<td>Introduction to Ethics (3)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Symbolic Logic (3)</td>
<td>3</td>
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</table>

A minimum of 3 units from the following:

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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</thead>
<tbody>
<tr>
<td>PHIL 330</td>
<td>History of Classical Philosophy (3)</td>
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</tr>
<tr>
<td>PHIL 331</td>
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</table>

A minimum of 9 units from the following:

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<tr>
<th>COURSE CODE</th>
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</thead>
<tbody>
<tr>
<td>PHIL 300</td>
<td>Introduction to Philosophy (3)</td>
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</tr>
<tr>
<td>or PHIL 310</td>
<td>Introduction to Ethics (3)</td>
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<td>PHIL 325</td>
<td>Symbolic Logic (3)</td>
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A minimum of 3 units from the following:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PHIL 330</td>
<td>History of Classical Philosophy (3)</td>
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</tr>
<tr>
<td>PHIL 331</td>
<td>History of Modern Philosophy (3)</td>
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</table>
Select 6 units from Philosophy Electives (not already chosen), and 3 units from either Philosophy Electives (not already chosen) or Humanities Electives.

### Philosophy Electives

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
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<tr>
<td>PHIL 300</td>
<td>Introduction to Philosophy (3)</td>
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<tr>
<td>PHIL 310</td>
<td>Introduction to Ethics (3)</td>
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</tr>
<tr>
<td>PHIL 320</td>
<td>Logic and Critical Reasoning (3)</td>
<td></td>
</tr>
<tr>
<td>PHIL 328</td>
<td>Critical Reasoning and Composition (3)</td>
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<tr>
<td>PHIL 330</td>
<td>History of Classical Philosophy (3)</td>
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<td>History of Modern Philosophy (3)</td>
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<tr>
<td>PHIL 350</td>
<td>Philosophy of Religion (3)</td>
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<tr>
<td>PHIL 352</td>
<td>Introduction to World Religions (3)</td>
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</table>

### Humanities Electives

<table>
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<tbody>
<tr>
<td>ENGLT 310</td>
<td>English Literature I (3)</td>
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<td>ENGLT 311</td>
<td>English Literature II (3)</td>
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<td>ENGLT 313</td>
<td>Arthurian and Chivalric Literature (3)</td>
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<td>ENGLT 319</td>
<td>Introduction to English Epic Poetry (3)</td>
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<tr>
<td>ENGLT 320</td>
<td>American Literature I (3)</td>
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<td>ENGLT 321</td>
<td>American Literature II (3)</td>
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<td>ENGLT 330</td>
<td>African American Literature (3)</td>
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<td>ENGLT 339</td>
<td>Postmodern American Fiction (3)</td>
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<td>ENGLT 340</td>
<td>World Literature I (3)</td>
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<td>ENGLT 341</td>
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<td>ENGLT 345</td>
<td>Mythologies of the World (3)</td>
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<td>ENGLT 360</td>
<td>Women in Literature (3)</td>
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<td>ENGLT 402</td>
<td>Introduction to Shakespeare and Film (3)</td>
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<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<tr>
<td>HUM 300</td>
<td>Classical Humanities (3)</td>
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<td>HUM 310</td>
<td>Modern Humanities (3)</td>
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<td>HUM 320</td>
<td>Asian Humanities (3)</td>
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<td>HUM 325</td>
<td>Arts and Humanities of the Islamic World (3)</td>
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<td>HUM 332</td>
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<tr>
<td>HUM 370</td>
<td>Women and the Creative Imagination (3)</td>
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</tbody>
</table>

Total Units: 18

The Associate in Arts in Philosophy for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.

**Student Learning Outcomes**
Upon completion of this program, the student will be able to:

- identify and analyze arguments, including their underlying assumptions, by applying logical and theoretical models or tools.
- describe a range of central philosophical problems and some of the main arguments for and against them in epistemology, metaphysics, and ethics.
- understand and describe major philosophical figures, movements, and themes in at least two major historical periods.
- develop and cogently support his/her own positions on major philosophical issues.

Career Information

Given the general analytic skills developed in a philosophy curriculum, career opportunities are diverse. While undergraduate study in philosophy is an excellent preparation for law school and other professional schools, philosophy majors have successful careers in health professions, local, state, and federal government, business, clergy, science, and information technology. People with advanced degrees in philosophy typically seek employment as teachers and professors.

Associate Degrees

A.A. in Interdisciplinary Studies: Arts and Humanities

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Arts and Humanities. These courses emphasize the study of cultural, literary, and humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities). Students will learn to value aesthetic understanding and incorporate these concepts when constructing value judgments (Possible majors at a four-year institution include, but are not limited to: Art, English, Foreign Language, Humanities, Linguistics, Music, Philosophy, and Theatre Arts).

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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The Interdisciplinary Studies: Arts and Humanities Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate and interpret the ways in which people throughout the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation and expression (Arts and Humanities).

A.A. in Interdisciplinary Studies: Communication and English

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Communication and English. These courses emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the 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, and reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analysis and critical evaluation. Students will also learn to reason inductively and deductively in order to make important decisions regarding life and society at large. (Possible majors at a four-year institution include, but are not limited to: English, communication and philosophy.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td></td>
<td>A minimum of 18 units from the following:</td>
<td>18</td>
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<tr>
<td>You must select courses from three different disciplines.</td>
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<tr>
<td>COMM 301</td>
<td>Introduction to Public Speaking (3)</td>
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<tr>
<td>COMM 311</td>
<td>Argumentation and Debate (3)</td>
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<tr>
<td>COMM 315</td>
<td>Persuasion (3)</td>
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<tr>
<td>COMM 331</td>
<td>Group Discussion (3)</td>
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<tr>
<td>COMM 361</td>
<td>The Communication Experience (3)</td>
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<tr>
<td>ENGRD 310</td>
<td>Critical Reading as Critical Thinking (3)</td>
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<tr>
<td>ENGWR 300</td>
<td>College Composition (3)</td>
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<tr>
<td>ENGWR 301</td>
<td>College Composition and Literature (3)</td>
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<tr>
<td>ENGWR 302</td>
<td>Advanced Composition and Critical Thinking (3)</td>
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<tr>
<td>PHIL 300</td>
<td>Introduction to Philosophy (3)</td>
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<tr>
<td>PHIL 320</td>
<td>Logic and Critical Reasoning (3)</td>
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<tr>
<td>PHIL 325</td>
<td>Symbolic Logic (3)</td>
<td></td>
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<tr>
<td>PHIL 328</td>
<td>Critical Reasoning and Composition (3)</td>
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</tbody>
</table>

Total Units: 18
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- analyze critically, argue persuasively, and communicate clearly (Communication and English).

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis." This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
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<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
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<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>ANTH 323</td>
<td>Introduction to Archaeology (3)</td>
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<tr>
<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
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<tr>
<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<tr>
<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
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<td>BUS 345</td>
<td>Law and Society (3)</td>
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<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<td>ECON 320</td>
<td>Concepts in Personal Finance (3)</td>
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<td>COURSE CODE</td>
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<td>ECE 312</td>
<td>Child Development (3)</td>
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<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes (3)</td>
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<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<td>HIST 308</td>
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<td>HIST 310</td>
<td>History of the United States (3)</td>
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<td>HIST 311</td>
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<td>Recent United States History (3)</td>
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<td>HIST 319</td>
<td>American Environmental History (3)</td>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>HIST 368</td>
<td>History of France (3)</td>
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<td>JOUR 310</td>
<td>Mass Media and Society (3)</td>
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<td>NUTRI 310</td>
<td>Cultural Foods of the World (3)</td>
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<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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<td>Comparative Politics (3)</td>
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<td>Introduction to International Relations (3)</td>
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<td>Introduction to Political Theory (3)</td>
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<td>PSYC 300</td>
<td>General Principles (3)</td>
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<td>PSYC 312</td>
<td>Biological Psychology (4)</td>
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<td>PSYC 320</td>
<td>Social Psychology (3)</td>
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<td>PSYC 335</td>
<td>Research Methods in Psychology (3)</td>
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<td>PSYC 340</td>
<td>Abnormal Behavior (3)</td>
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<td>PSYC 356</td>
<td>Human Sexuality (3)</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>PSYC 372</td>
<td>Child Development (3)</td>
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<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<td>SOC 301</td>
<td>Social Problems (3)</td>
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<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<tr>
<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<tr>
<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
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Total Units: 18
In this course, students will apply the critical thinking techniques of analysis, evaluation, and synthesis to areas of philosophical inquiry including meta-philosophy, epistemology, metaphysics, ethics, political philosophy, philosophy of religion, history of philosophy, and existentialism. Students will practice distinguishing fact from opinion, employing inductive and deductive reasoning, identifying logical errors and fallacies, and developing oral and written arguments to support their own philosophical perspectives or challenge the perspectives of others. The quality of the course's required writing will reflect the standards of a college-level writing course.

Upon completion of this course, the student will be able to:

- distinguish fact from judgment and belief from knowledge.
- construct arguments which demonstrate critical thinking and the mastery of inductive and/or deductive reasoning techniques.
- critique arguments for logical errors or fallacies in language and thought.
- evaluate assumptions and presuppositions by engaging in Socratic dialogue about essential philosophical questions.
- formulate oral and written arguments on major philosophical issues such as the existence or non-existence of God; the nature of truth; the requirements of reality; the concept of the self; the nature and limits of knowledge; and the nature of values: aesthetic, moral, and religious.

This course introduces the student to classical and contemporary ethical theories and their application to a variety of contemporary moral issues such as capital punishment, animal rights, affirmative action, abortion, euthanasia, torture, and same-sex marriage.

Upon completion of this course, the student will be able to:

- evaluate a variety of concepts such as ethical egoism, utilitarianism, deontological ethics, consequentialist ethics, virtue, vice, morals, ethics, happiness, moral principle, moral maxim, ethical absolutism, ethical relativism, duty, and rights.
- compare and contrast a variety of ethical theories with respect to specific ethical issues such as abortion, capital punishment, animal rights, torture, and affirmative action.
PHIL 320 Logic and Critical Reasoning

This course provides an introduction to basic principles of good reasoning with an emphasis on deductive logic. It examines the functions of language, the nature of arguments, common fallacies committed in communication, definitions, the logic of categorical statements, sentential logic, and types of inductive reasoning. Emphasis is placed on developing analytical skills and applying principles of valid reasoning to the arguments encountered in everyday life.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, distinguish, and evaluate deductive and inductive patterns of reasoning.
- explain and apply the basic evaluative concepts of logic, including validity, strength, soundness, and cogency.
- identify various formal and informal fallacies of reasoning in multiple contexts.
- analyze deductive patterns of reasoning using formal techniques, such as Venn diagrams, truth tables, or natural deduction.

PHIL 325 Symbolic Logic

This course is an introduction to the concepts and principles of propositional and predicate logic. It includes a study of the syntax and semantics of symbolic logic, truth tables, methods of formal proof for validity and invalidity, natural deduction, and the logic of relations and identity. This course is recommended for students of the sciences, computer programming, mathematics, and philosophy.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- locate, analyze, and evaluate real-world arguments for validity and soundness using English.
- translate statements of English into the formal languages of propositional and predicate logic.
- apply truth tables to formal statements to determine validity, consistency, or equivalence.
- prove the validity of arguments in propositional and predicate logic using formal proof techniques.

PHIL 328 Critical Reasoning and Composition

This course provides an introduction to basic principles of good reasoning with an emphasis on deductive logic. It examines the functions of language, the nature of arguments, common fallacies committed in communication, definitions, the logic of categorical statements, sentential logic, and types of inductive reasoning. Emphasis is placed on developing analytical skills and applying principles of valid reasoning to the arguments encountered in everyday life.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, distinguish, and evaluate deductive and inductive patterns of reasoning.
- explain and apply the basic evaluative concepts of logic, including validity, strength, soundness, and cogency.
- identify various formal and informal fallacies of reasoning in multiple contexts.
- analyze deductive patterns of reasoning using formal techniques, such as Venn diagrams, truth tables, or natural deduction.
This course provides instruction in critical thinking, including traditional logic, and advanced composition. A series of writing assignments (between 6,000-8,000 words total) focus on increasing the sophistication of students' argumentative writing skills. Theoretical models of critical thinking and composition will be applied to academic fields and textbooks, electronic and print media, advertisements, ethics, politics, and multicultural issues. Essays will be evaluated for their quality in both critical thinking and composition.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose argumentative essays which demonstrate critical thinking and the mastery of inductive and deductive reasoning techniques.
- integrate advanced lower-division composition skills into essays: effective essay structure, continuity, emphasis and subtlety, elements of style, grammatical accuracy, audience awareness, and the components of persuasion.
- critique readings on moral, political, and multicultural themes and issues.
- evaluate arguments for logical errors and fallacies.

PHIL 330 History of Classical Philosophy

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Eligibility for ENGRD 110 or ESLR 320; and ENGWR 101.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
C-ID: C-ID PHIL 130
Catalog Date: June 1, 2020

This course is a survey of the origin and development of Western Philosophy from the ancient Greeks to the Hellenistic period. The views of pre-Socratic thinkers, Socrates, Plato, and Aristotle are emphasized. This course is especially recommended for all philosophy, history and humanities majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- confirm the application of critical thinking, critical writing and critical reading skills through demonstrating an understanding of the subject matter.
- investigate the methods and views of ancient philosophy.
- evaluate philosophical content in the context of cultural and historical conditions.
- construct the philosophical and historical foundations necessary for upper-division study in philosophy, history, and humanities.

PHIL 331 History of Modern Philosophy

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Eligibility for ENGRD 110 or ESLR 320; and ENGWR 101.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
C-ID: C-ID PHIL 140
Catalog Date: June 1, 2020

This course is a survey of the development of modern philosophy, from the Renaissance to Romanticism. The works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant receive special attention.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify and describe the new patterns of thinking that emerge as modern science develops.
- describe and analyze the role of reason as used by the rationalist philosophers Descartes, Spinoza, and Leibniz.
describe and analyze the role of experience as it is developed by the empiricist philosophers Locke, Berkeley, and Hume.

describe and analyze the main philosophical positions of Kant, and explain how these views were meant to solve the problems and paradoxes of Kant’s predecessors.

PHIL 350 Philosophy of Religion

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course is an introduction to traditional philosophical problems connected with religious belief. Issues to be discussed are the existence and nature of God, the problem of evil, the nature of religious language, the possibility of religious knowledge, the existence of miracles, religious experience, and mysticism. The rationality of religious belief will also be examined.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast theories or positions on issues such as the existence of God, the afterlife, religious faith, or other topics relevant to the course.
- analyze and evaluate arguments from primary sources concerning the existence of God, the afterlife, religious faith, or other topics relevant to the course.
- evaluate religious concerns or questions unique to specific historical and/or cultural places and times.
- formulate reasons to justify one’s beliefs concerning the existence of God, the afterlife, religious faith, or other topics relevant to the course.

PHIL 352 Introduction to World Religions

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU; UC
General Education: AA/AS Area I; AA/AS Area VI; CSU Area C2; IGETC Area 3B
Catalog Date: June 1, 2020

This course introduces students to the major world religious traditions, including indigenous traditions, Hinduism, Buddhism, Taoism and Confucianism, Judaism, Christianity, and Islam. Students will study the practices and beliefs of each tradition and will read selected material from the sacred writings of each tradition. Also, the influence of these religions on contemporary issues in the United States including ethnicity, ethnocentrism, racism, ageism, class differences, and sexual orientation is considered.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- investigate the origin, development, beliefs and practices of each of the major world religions and, where relevant, the lives and teachings of their founding figures.
- critique the role of religion in human spirituality and morality through the ages.
- examine the role of religion in the increasingly pluralistic and multicultural nexus of modern American society.
- examine the issues of ethnicity, racism, and ethnocentrism as they relate to the adherents of major world religions.

PHIL 495 Independent Studies in Philosophy

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020
The Folsom Lake College photography curriculum is designed to teach skills for entry-level positions in the professional photography industry.

Dean  
Francis Fletcher

Department Chairs  
Eunyoung Hwang

(916) 608-6752
  
fletchf@flc.losrios.edu

Photography (PHOTO)

PHOTO 295 Independent Studies in Photography

- Units: 1 - 3
- Hours: 54 - 162 hours LAB
- Prerequisite: None.
- Catalog Date: June 1, 2020

PHOTO 302 Beginning Digital Photography

- Units: 3
- Hours: 36 hours LEC; 54 hours LAB
- Prerequisite: None.
- Transferable: CSU; UC
- Catalog Date: June 1, 2020

This course combines lectures with hands-on experience in digital photography. Instruction includes digital camera function, exposure control, technical and creative control, computer manipulation of images and digital output options. The format of the class includes lectures, visual presentations, lab time, exams and a portfolio. Students must provide their own adjustable DSLR cameras and necessary media and materials. A fee is charged for digital printing.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- operate a digital camera, which includes adjusting film speed for proper exposure and white point for proper lighting; using accessory equipment for a digital camera including: flash unit, tripod, filters and cable release; and recognizing and using good compositional techniques.
- analyze a variety of image storage and media options, such as using and comparing digital media
- produce a digital portfolio by performing basic image manipulation in Photoshop, using a variety of digital output options, and retouching and mounting a final image.
- describe basic film-based photography techniques including differentiating between a digital and traditional SLR camera, and explaining basic exposure, development and printing techniques.

PHOTO 312 Intermediate Digital Photography

- Units: 3
- Hours: 36 hours LEC; 54 hours LAB
- Prerequisite: PHOTO 302 with a grade of "C" or better
This course is designed to expand on the technical and creative concepts acquired in beginning digital photography. Topics of instruction include: advanced digital camera functions, exposure control, introduction to studio lighting, computer manipulation of images using Adobe Photoshop, digital archiving, digital output options and digital print finishing. The class includes lectures, visual presentations, lab time, written tests, a field trip, and a portfolio. Students must provide their own adjustable DSLR cameras and necessary media and materials. A fee is charged for digital printing.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- use advanced functions of a digital camera, adjust for correct white balance in difficult lighting conditions, and identify all menu options in a DSLR.
- produce an image made with studio lights and operate a light meter in ambient, spot and flash modes.
- perform multiple-step image correction with image software, use levels and curves to adjust image contrast and density, and use multiple layer techniques.
- produce a portfolio, including generating ten images using techniques learned in the class.

**PHOTO 400 Digital Imaging**

Units: 3  
Hours: 36 hours LEC; 54 hours LAB  
Prerequisite: None.  
Advisory: PHOTO 302 with a grade of "C" or better  
Transferable: CSU  
Catalog Date: June 1, 2020

This is an introductory course in digital imaging and electronic desktop photography. Methods currently used in publishing will be emphasized. The course includes lectures, use of computers and scanners, slide presentations, occasional off-campus class meetings, and preparation of a notebook and a digital portfolio.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- produce photographs using various camera, film and digital choices.
- produce photographs using various digital techniques, as well as demonstrate competency with Adobe Photoshop.
- assess and retouch digital images using a variety of tools in Photoshop, including usage of layers.
- create a portfolio and related materials for job preparation.
- create a digital file of images by combining photo portfolio and sound. Output completed digital files.
- acquire and import digital files, set-up and scan slides, prints and digital photographs.
- integrate established work flow, edit and prepare images for digital printing output.

**PHOTO 495 Independent Studies in Photography**

Units: 1 - 3  
Hours: 54 - 162 hours LAB  
Prerequisite: None.  
Transferable: CSU  
Catalog Date: June 1, 2020

**PHOTO 498 Work Experience in Photography**

Units: 1 - 4  
Hours: 60 - 300 hours LAB  
Prerequisite: None.  
Enrollment Limitation: Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.  
Advisory: ENGWR 101 or ESLW 320
This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Photography. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Physical Science | Los Rios

The Folsom Lake College physical science curriculum offers transferable courses that fulfill both major and general education requirements.

The PS 302 course is offered as part of the general education program at Folsom Lake College. This class is meant to give the student a comprehensive breadth of the field of physical science and a hands-on learning experience. The course is an excellent way for liberal arts students to gain an appreciation of scientific knowledge and methods.

Dean
Greg McCormac

Department Chairs
Daniel Hale

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mccormg@flc.losrios.edu

Energy (ENERGY)

Physical Science (PS)

PS 302 Introduction to Physical Science

| Units: | 4 |
| Hours: | 54 hours LEC; 54 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU; UC (UC credit limitation: No credit if taken after a college level course in Astronomy, Chemistry, Geology or Physics) |
| General Education: | AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C |
| Catalog Date: | June 1, 2020 |

This is an integrated, interdisciplinary course which introduces the non-science major student to the physical sciences. Fundamental concepts in astronomy, physics, chemistry and geology will be examined. This course is not recommended for science or engineering majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and recall fundamental principles and basic definitions from the physical sciences.
- solve conceptual physical science problems.
- solve simple quantitative problems in the physical sciences.
- analyze experimental data.

PS 495 Independent Studies in Physical Science

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |
Physics | Los Rios

The Folsom Lake College physics program offers an array of transferable courses that fulfill both major and general education requirements. The physics program consists of a three semester calculus-based physics sequence and a two semester trigonometry-based sequence. These sequences are designed to meet transfer requirements for students in the physical and life sciences, engineering, architecture, and computer information science. A preparatory physics course is also offered.

The PHYS 310 and PHYS 312 classes are meant to give liberal arts students a comprehensive breadth of the field of physics and a hands-on learning experience. Both courses are excellent ways for liberal arts students to gain an appreciation of scientific knowledge and methods.

PHYS 311 is a preparatory class for prospective PHYS 350 and PHYS 411 students who have the required math, but lack physics and problem solving skills needed for success in future physics classes.

Dean: Greg McCormac
Department Chairs: Daniel Hale

Associate Degrees for Transfer

A.S.-T. in Physics

The Associate in Science in Physics for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Physics at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

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

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>PHYS 411</td>
<td>Mechanics of Solids and Fluids</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 421</td>
<td>Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 431</td>
<td>Heat, Waves, Light and Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 400</td>
<td>Calculus I</td>
<td>5</td>
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<tr>
<td>MATH 401</td>
<td>Calculus II</td>
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<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
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<tr>
<td>MATH 402</td>
<td>Calculus III</td>
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</tbody>
</table>

Total Units: 27

The Associate in Science in Physics for Transfer (AS-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- recall fundamental principles and basic definitions from the topics of physics.
- solve conceptual problems from the topics of physics.
- solve calculus, trigonometry and algebra based problems from the topics of physics and clearly communicate steps taken in the solution.
- analyze experimental data from the topics of physics.

Associate Degrees

A.A. in Interdisciplinary Studies: Math and Science

The Interdisciplinary Studies degree is designed for students who wish to obtain a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable course work that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Math and Science. These courses emphasize the natural sciences which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world’s civilizations. Possible majors at a four-year institution include, but are not limited to: mathematics, biology, chemistry, and physical science.

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td></td>
<td>A minimum of 18 units from the following:</td>
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<td></td>
<td>You must select courses from at least three different disciplines and complete courses from both math and science. If a course is cross-listed with another on the list, only one may apply to the degree.</td>
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<tr>
<td>ANTH 300</td>
<td>Biological Anthropology (3)</td>
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<tr>
<td>ANTH 301</td>
<td>Biological Anthropology Laboratory (1)</td>
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<tr>
<td>ANTH 303</td>
<td>Introduction to Forensic Anthropology (3)</td>
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<tr>
<td>ASTR 300</td>
<td>Introduction to Astronomy (3)</td>
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<tr>
<td>ASTR 400</td>
<td>Astronomy Laboratory (1)</td>
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<td>BIOL 300</td>
<td>The Foundations of Biology (3)</td>
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<td>BIOL 307</td>
<td>Biology of Organisms (4)</td>
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<td>BIOL 310</td>
<td>General Biology (4)</td>
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<tr>
<td>BIOL 323</td>
<td>Plants and People (4)</td>
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<td>BIOL 350</td>
<td>Environmental Biology (3)</td>
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<td>COURSE CODE</td>
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<td>BIOL 400</td>
<td>Principles of Biology (5)</td>
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<td>BIOL 410</td>
<td>Principles of Botany (5)</td>
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<td>BIOL 420</td>
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<td>BIOL 430</td>
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<td>BIOL 442</td>
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<td>CHEM 305</td>
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<td>CHEM 306</td>
<td>Introduction to Organic and Biological Chemistry (5)</td>
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<td>GEOG 300</td>
<td>Physical Geography: Exploring Earth's Environmental Systems (3)</td>
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<td>GEOG 306</td>
<td>Weather and Climate (3)</td>
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<td>Mathematical Discovery (3)</td>
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<td>Calculus for Business and Economics (4)</td>
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<td>Differential Equations (4)</td>
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<td>Mechanics of Solids and Fluids (4)</td>
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<td>PHYS 421</td>
<td>Electricity and Magnetism (4)</td>
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<td>Heat, Waves, Light and Modern Physics (4)</td>
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<td>PS 302</td>
<td>Introduction to Physical Science (4)</td>
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<td>PSYC 312</td>
<td>Biological Psychology (4)</td>
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<td>PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences (3)</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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</tbody>
</table>

**Total Units:** 18

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The Interdisciplinary Studies: Math and Science Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- reason quantitatively and empirically (Math and Science).

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**Physics (PHYS)**

**PHYS 310 Conceptual Physics**

*Units: 3*

*Hours: 54 hours LEC*

*Prerequisite: None.*

*Advisory: ENGRD 110 and MATH 100*

*Transferable: CSU, UC (UC credit limitation: PHYS 310 and 311 combined: maximum credit, one course. No credit for PHYS 310 or PHYS 311 if taken after PHYS 350, PHYS 360, PHYS 411, PHYS 421 or PHYS 431. No credit for PHYS 310 or 311 if taken after PHYS 350, 360, 411, 421 or 431)*

*General Education: AA/AS Area IV; CSU Area B1; IGETC Area 5A*

*Catalog Date: June 1, 2020*

This course provides a conceptual overview of Newtonian and modern physics for non-science students. The conceptual or non-mathematical approach to physics is tied to the student's personal experience in their everyday life. The student learns to see physics not as a classroom or laboratory activity, but as a part of his or her surroundings. The class is open to all students with no previous physics course.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- provide the non-science major with a coherent concept of physical reality by the introduction of the central ideas, principles, and relationships of physics and relating them to everyday experience.

- provide a stimulating intellectual experience which can promote interest and motivation for continued inquiry into science, its methods, and value to modern society.

- bolster scientific understanding using the scientific method, deduction and application to the physical world.
PHYS 311 Basic Physics

Units: 3  
Hours: 54 hours LEC  
Prerequisite: MATH 335 with a grade of "C" or better; or a high school course in trigonometry with a grade of "C" or better  
Transferable: CSU; UC (UC credit limitation: PHYS 310 and 311 combined: maximum credit, one course. No credit for PHYS 310 or PHYS 311 if taken after PHYS 350, PHYS 360, PHYS 411, PHYS 421 or PHYS 431. No credit for PHYS 310 or 311 if taken after PHYS 350, 360, 411, 421 or 431)  
General Education: AA/AS Area IV, CSU Area B1; IGETC Area 5A  
Catalog Date: June 1, 2020

This course is a survey course for science, engineering, mathematics, architecture, and computer science majors who have had no previous physics courses and plan to continue with PHYS 350 or 411. The course will develop the math and science background and the problem-solving skills necessary for success in Physics 350 or 411. Material covered will include math review, vectors, and basic mechanics (kinematics, Newton’s Laws, and energy).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe fundamental principles and basic definitions in classical mechanics.
- solve conceptual problems in classical mechanics.
- solve trigonometry and algebra-based problems in classical mechanics and clearly communicate steps taken in the solution.
- solve problems with vector decomposition and recombination.
- lay out the scientific method and its application to physics and physics problems.

PHYS 312 Conceptual Physics Laboratory

Units: 1  
Hours: 54 hours LAB  
Prerequisite: None.  
Corequisite: PHYS 310  
Advisory: MATH 100 with a grade of "C" or better  
Transferable: CSU; UC  
General Education: CSU Area B3; IGETC Area 5C  
Catalog Date: June 1, 2020

This laboratory course provides hands-on observation activities and interpretation of data in a variety of experimental situations. Topics include motion, sound, light, heat, electricity, and magnetism.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- collect, analyze, and present experimental data.
- tabulate, graph, and interpret various experimental measurements and calculated results.
- apply dimensions and units correctly for various physical quantities.
- use instruments such as a protractor, mass balance, timer, ammeter, and voltmeter.
- write a well organized and complete lab report.

PHYS 350 General Physics

Units: 4  
Hours: 54 hours LEC; 54 hours LAB  
Prerequisite: MATH 335 with a grade of "C" or better; or a high school course in trigonometry with a grade of "C" or better.  
Transferable: CSU; UC (UC credit limitation: PHYS 350, 360 and 411, 421, 431 combined: maximum credit, one series)  
General Education: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C  
C-ID: C-ID PHYS 105; Part of C-ID PHYS 100S
This is the first course of the trigonometry-based general physics sequence designed for life science majors. Topics will include classical mechanics, fluids, mechanical waves and thermodynamics.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- understand and apply fundamental principles and basic definitions in classical mechanics, fluids, mechanical waves and thermodynamics.
- solve conceptual problems in classical mechanics, fluids, mechanical waves and thermodynamics.
- solve trigonometry and algebra based problems in classical mechanics, fluids, mechanical waves and thermodynamics and clearly communicate steps taken in the solution.
- analyze experimental data in classical mechanics, fluids, mechanical waves and thermodynamics.

PHYS 360 General Physics

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: PHYS 350 with a grade of "C" or better
Transferable: CSU; UC (UC credit limitation: PHYS 350, 360 and 411, 421, 431 combined: maximum credit, one series)
General Education: CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C
C-ID: C-ID PHYS 110; Part of C-ID PHYS 100S
Catalog Date: June 1, 2020

This is the second course of the trigonometry-based general physics sequence designed for life science majors. Topics will include classical electricity and magnetism, AC and DC circuits, electromagnetism, optics, wave theory and modern physics.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- understand and apply fundamental principles and basic definitions in classical electricity and magnetism, AC and DC circuits, electromagnetism, optics, wave theory and modern physics.
- solve conceptual problems in classical electricity and magnetism, AC and DC circuits, electromagnetism, optics, wave theory and modern physics.
- solve trigonometry- and algebra-based problems in classical electricity and magnetism, AC and DC circuits, electromagnetism, optics, wave theory and modern physics and clearly communicate steps taken in the solution.
- analyze experimental data in classical electricity and magnetism, AC and DC circuits, electromagnetism, optics, wave theory and modern physics.

PHYS 411 Mechanics of Solids and Fluids

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: MATH 400 with a grade of "C" or better; See Corequisite
Corequisite: MATH 401. May be taken previously with a grade of "C" or better.
Transferable: CSU; UC (UC credit limitation: PHYS 350, 360 and 411, 421, 431 combined: maximum credit, one series)
General Education: AA/AS Area IV; CSU Area B1; CSU Area B3; IGETC Area 5A; IGETC Area 5C
C-ID: C-ID PHYS 205; Part of C-ID PHYS 200S
Catalog Date: June 1, 2020

This is the first course of the calculus-based physics sequence designed for students studying engineering, physics, chemistry, architecture, and computer science. This course offers a detailed examination of topics from the mechanics of particles, rigid bodies and fluids.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- understand and apply fundamental principles and basic definitions from the mechanics of particles, rigid bodies and fluids.
- solve conceptual problems in the mechanics of particles, rigid bodies and fluids.
- solve calculus, trigonometry and algebra-based problems in the mechanics of particles, rigid bodies and fluids and clearly communicate steps taken in the solution.
- analyze experimental data in the mechanics of particles, rigid bodies and fluids.

**PHYS 412 Mechanics of Solids and Fluids: Problem Solving**

**Units:** 1
**Hours:** 18 hours LEC
**Prerequisite:** None
**Corequisite:** PHYS 411
**Transferable:** CSU
**Catalog Date:** June 1, 2020

This will be a one unit discussion and application class devised to accompany PHYS411. This class will meet one hour a week to specifically work on problems and problem solving methods for Mechanics of Solids and Fluids.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- test the validity of a hypothesis using the scientific method.
- identify the basic physical principles that apply in a particular situation (such as Newton’s laws, energy conservation and momentum conservation).
- identify the basic physical principles that apply in a particular situation (such as Newton’s laws, energy conservation and momentum conservation).
- solve problems requiring the application of physics and mathematics up through calculus.
- interpret the results of physics calculations.
- define common physics terms and physical laws.

**PHYS 421 Electricity and Magnetism**

This is the second course of the calculus-based physics sequence designed for students studying engineering, physics, chemistry, architecture, and computer science. This course offers a detailed examination of topics from electricity and magnetism.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- understand and apply fundamental principles and basic definitions from electricity and magnetism.
- solve conceptual problems in electricity and magnetism.
- solve calculus, trigonometry- and algebra-based problems in electricity and magnetism and clearly communicate steps taken in the solution.
- analyze experimental data in electricity and magnetism.

**PHYS 422 Electricity and Magnetism: Problem Solving**

**Units:** 1
**Hours:** 18 hours LEC
**Prerequisite:** PHYS 421
**Transferable:** CSU
This is a discussion and applications class devised to accompany PHYS 421. This class will meet one hour a week to specifically work on problems and problem solving methods for PHYS 421: Electricity and Magnetism.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply fundamental principles and basic definitions from electricity and magnetism and solve problems in this area.
- solve conceptual problems in electricity and magnetism.
- solve calculus, trigonometry- and algebra-based problems in electricity and magnetism and clearly communicate steps taken in the solution.

PHYS 431 Heat, Waves, Light and Modern Physics

| Units: | 4 |
| Hours: | 54 hours LEC; 54 hours LAB |
| Prerequisite: | MATH 401 and PHYS 411 with grades of "C" or better |
| Transferable: | CSU; UC (UC credit limitation: PHYS 350, 360 and 411, 421, 431 combined: maximum credit, one series) |
| General Education: | CSU Area B1; CSU Area BS; IGETC Area 5A; IGETC Area 5C |
| C-ID: | C-ID PHYS 215; Part of C-ID PHYS 200S |
| Catalog Date: | June 1, 2020 |

This is the third course of the calculus-based physics sequence designed for students studying engineering, physics, chemistry, architecture, and computer science. This course offers a detailed examination of topics from thermodynamics, waves, optics, and modern physics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and apply fundamental principles and basic definitions from thermodynamics, waves, optics, and modern physics.
- solve conceptual problems in thermodynamics, waves, optics, and modern physics.
- solve calculus, trigonometry and algebra-based problems in thermodynamics, waves, optics, and modern physics and clearly communicate steps taken in the solution.
- analyze experimental data in thermodynamics, waves, optics, and modern physics.

PHYS 432 Heat, Waves, Light and Modern Physics: Problem Solving

| Units: | 1 |
| Hours: | 18 hours LEC |
| Prerequisite: | MATH 401 and PHYS 411 with grades of "C" or better |
| Corequisite: | PHYS 431 |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This is a discussion and application class devised to accompany PHYS 431. This class will meet one hour a week to specifically work on problems and problem solving methods for Heat, Waves, Light and Modern Physics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- understand and apply fundamental principles and basic definitions from thermodynamics, waves, optics, and modern physics.
- solve conceptual problems in thermodynamics, waves, optics, and modern physics.
- solve calculus, trigonometry and algebra-based problems in thermodynamics, waves, optics, and modern physics and clearly communicate steps taken in the solution.

PHYS 495 Independent Studies in Physics
This course offers a student or a small group of students the opportunity to study areas of physics that go beyond what is normally covered in physics department courses. It is meant to be an extension of a particular topic of a specific physics department course, and so to be eligible, students must have completed a physics course at Folsom Lake College. They must also gain approval from a department faculty member for the topic of study.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the fundamental principles and basic definitions in the area of study.
- demonstrate the ability to solve conceptual problems in the area of study.
- demonstrate the ability to solve problems of the appropriate mathematical level in the area of study.
Political Science | Los Rios

Folsom Lake College’s political science program studies governmental structures and political systems, as well as examines how individuals and institutions interact within those systems. Courses in the department are designed to introduce students to principle concepts, to stimulate an interest in the connection between theoretical ideas and real world events, and to motivate involvement and participation in the political process. Students are encouraged to think critically and creatively about issues facing them, their communities, their state, and their world.

Faculty in the political science department are widely-traveled and have practical experience in a variety of governmental and political professions. They are focused on providing stimulating instruction in an atmosphere that encourages and emphasizes student participation.

The introductory courses also prepare students for further study of political science and government theories and practice at the university level. Most of the courses offered are transferable to accredited universities and fulfill general education requirements for a variety of major and degree programs and certificates.

**Note:** All courses require significant writing and research. Completion of ENGWR 101 or eligibility for ENGWR 300 is required for most courses.

**Dean** Carlos Lopez

**Department Chairs** David Reese

**Contact:** (916) 361-6330

lopecz@flc.losrios.edu

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Associate Degrees for Transfer

**A.A.-T. in Political Science**

The Associate in Arts in Political Science for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University (CSU). Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Political Science at the institution they wish to transfer to because major and general education requirements may vary for each CSU, and the degree does not guarantee admission to a specific CSU campus.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   A. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   B. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

**Catalog Date:** June 1, 2020

**Degree Requirements**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 301</td>
<td>Introduction to Government: United States</td>
<td>3</td>
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<tr>
<td></td>
<td>A minimum of 9 units from the following:</td>
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<tr>
<td>POLS 302</td>
<td>Comparative Politics (3)</td>
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<tr>
<td>POLS 310</td>
<td>Introduction to International Relations (3)</td>
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<td>POLS 320</td>
<td>Introduction to Political Theory (3)</td>
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<td>COURSE CODE</td>
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<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
<td></td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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</tr>
<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
<td></td>
</tr>
<tr>
<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
<td></td>
</tr>
<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<tr>
<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<tr>
<td>GEOG 310</td>
<td>Human Geography: Exploring Earth’s Cultural Landscapes (3)</td>
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<tr>
<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>PSYC 300</td>
<td>General Principles (3)</td>
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<tr>
<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<tr>
<td><strong>Total Units:</strong></td>
<td></td>
<td><strong>18</strong></td>
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</tbody>
</table>

The Associate in Arts in Political Science for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- describe the fundamentals of political science and governance.
- compare and contrast contemporary comparative systems and governance.
- evaluate the relationship between the governing process and public policy.
- examine how citizen and interest group participation influence political systems.
- analyze the role of culture and its influence on politics.
- assess how the design of political institutions and processes affect policy and stability.
- analyze politics and diplomacy in the international system.
- apply basic research methods to political science.
- analyze political and public policy making processes, and relate these to current issues and problems, for evaluating political events and their role in the political system.
- compare and contrast various theories of justice and the just state.
- evaluate various theories of the purpose of government and apply to a critical analysis of current political events.

**Career Information**

Career opportunities in political science include, but are not limited to, advocate/organizer, campaign worker, diplomat, educator/teacher, events planner, foreign affairs specialist, lawyer, legislative aide (state and federal), lobbyist, political consultant and public relations specialist.

**Associate Degrees**

**A.A. in Interdisciplinary Studies: Social and Behavioral Sciences**

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific
major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tr>
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<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<tr>
<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
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<tr>
<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>ANTH 323</td>
<td>Introduction to Archaeology (3)</td>
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<tr>
<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
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<tr>
<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<tr>
<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
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<tr>
<td>BUS 345</td>
<td>Law and Society (3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<td>ECE 312</td>
<td>Child Development (3)</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<td>Human Geography: Exploring Earth's Cultural Landscapes (3)</td>
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<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>HIST 310</td>
<td>History of the United States (3)</td>
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<td>HIST 311</td>
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<td>HIST 314</td>
<td>Recent United States History (3)</td>
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<td>American Environmental History (3)</td>
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<td>HIST 331</td>
<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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<td>HIST 368</td>
<td>History of France (3)</td>
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<td>NUTRI 310</td>
<td>Cultural Foods of the World (3)</td>
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<td>POLS 301</td>
<td>Introduction to Government: United States (3)</td>
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<td>POLS 302</td>
<td>Comparative Politics (3)</td>
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<td>Introduction to International Relations (3)</td>
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<td>POLS 320</td>
<td>Introduction to Political Theory (3)</td>
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<td>General Principles (3)</td>
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<td>Biological Psychology (4)</td>
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<td>PSYC 320</td>
<td>Social Psychology (3)</td>
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<td>PSYC 335</td>
<td>Research Methods in Psychology (3)</td>
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<td>PSYC 340</td>
<td>Abnormal Behavior (3)</td>
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<td>PSYC 356</td>
<td>Human Sexuality (3)</td>
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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>PSYC 372</td>
<td>Child Development (3)</td>
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<td>SOC 301</td>
<td>Social Problems (3)</td>
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<td>SOC 310</td>
<td>Marriage and the Family (3)</td>
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<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
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<td><strong>Total Units:</strong> 18</td>
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</table>

The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).
This course is an introduction to political science, American government and politics, and is structured to promote political and analytical understanding and thinking regarding American politics and government. Areas of concentration include principles, institutions, problems, processes, theory, philosophy, and ideology.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, describe and explain the theoretical foundations, structures, functions, processes and contemporary issues of the United States and California government institutions.
- develop skills in political analysis and literacy comprehension necessary to conduct basic research and compose writing assignments demonstrating college level composition.
- evaluate the relationship between individuals and the national, state and local governments with emphasis on civil rights, civil liberties, voting behavior and policy implementation.
- obtain the knowledge to become engaged with the American political process.

This course is a comparative study and analysis of political systems, ideologies, institutions, policies, cultures, histories, and the development of selected foreign governments. Special emphasis is placed on the impact of both cultural and social dimensions of political behavior and attitudes on the structures and functions of government. Typical nation-states cases will be inclusive of all geographical regions. Instruction will also cover the phenomenon of globalization and its effect on the nation-states examined throughout the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the history of the field of comparative politics and the methods of political, governmental, and societal comparison.
- present different worldviews and their effects upon the political culture, political systems, ideologies, institutions, and historical development of selected foreign nation-states.
- analyze, synthesize, and explain the differences and similarities of world governments as to their structure, function, and policies.
- understand the basic tasks of government and how different nation-states have approached and continue to approach those tasks.
- explain the concept of culture through its manifestation in politics, political culture, and popular civic participation.
- assess how the design of political institutions and processes affect policy and stability.
- discuss the link between changes in the international system in the time of globalization and its interaction with comparative political thinking.
POLS 310 Introduction to International Relations

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Completion of ENGWR 101 or eligibility for ENGWR 300 is advised.
Transferable: CSU; UC
General Education: AA/AS Area V(b); CSU Area D; IGETC Area 4
C-ID: C-ID POLS 140
Catalog Date: June 1, 2020

This course is an introduction to international relations that surveys the nation-state system, techniques of interaction, the issue of war, nationalism, power alignments, international actors, transnational movements, diplomacy, political economy, and perceptions in world politics. Particular emphasis is placed on understanding the processes associated with globalization and the impact such processes have upon the conduct of international relations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the historical development of the field of international relations and a conceptualization of the methods associated with the research into international phenomena.
- analyze the evolution of the current nation-state system and the problems associated with the conduct of relations among sovereign actors in the international arena.
- conceptualize the primary topics of focus of the field.
- demonstrate an understanding of and the ability to apply international relations theory to ongoing global issues.

POLS 320 Introduction to Political Theory

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area V(b); CSU Area D; IGETC Area 4
C-ID: C-ID POLS 120
Catalog Date: June 1, 2020

This survey course examines the ideas that have shaped political thought. Concepts and principles such as the individual, community, liberty, equality, justice, natural law and civil society as developed in the works of the major Western, Eastern, and Middle Eastern political philosophers will be analyzed.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- convey the ideas of western, Middle-Eastern, and eastern political philosophers from ancient through modern times and the impact it has had on the development of past and current political institutions.
- trace the evolution and meaning of justice, order, liberty, and the rights and responsibilities of citizens.
- illustrate how the principles of political theory have influenced the development of past and current political institutions and civil society.
- critically analyze and juxtapose the diverse ideas and viewpoints of western, middle-eastern, and eastern political philosophers from history.
- identify and articulate the challenges of modern political theory.

POLS 495 Independent Studies in Political Science

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Transferable: CSU
Catalog Date: June 1, 2020
Folsom Lake College’s project management program is highly relevant to professional services like health care, pharmacy, human resources, finance, manufacturing, construction, and information technology, which is largely being driven by government modernization and large scale outsourcing.

This dynamic curriculum provides advanced skills and practical instruction on the processes, organizational structure, and tools that assure that project work yields the desired business results. This is a fully online program and is thus ideal for professionals who want to enhance their ability to integrate complex projects, motivate people, and achieve cost-effective results.

Dean
Carlos Lopez

Department Chairs
C.D. Vickrey

(916) 361-6330
lopezc@flic.losrios.edu

Certificate of Achievement

Project Management Certificate

This dynamic curriculum provides advanced skills and practical instruction on the processes, organizational structure, and tools which assure that project work yields the desired business results in professional services such as Health Care, Pharmacy, Human Resources, Finance, Manufacturing, Construction, and Information Technology, which is largely being driven by government modernization and large scale outsourcing. This program is thus ideal for professionals who want to enhance their ability to integrate complex projects, motivate people, and achieve cost-effective results.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>PRJMG 300</td>
<td>Introduction to Project Management</td>
<td>3</td>
</tr>
<tr>
<td>PRJMG 310</td>
<td>Project Integration and Scope Management</td>
<td>3</td>
</tr>
<tr>
<td>PRJMG 320</td>
<td>Project Time and Cost Management</td>
<td>3</td>
</tr>
<tr>
<td>PRJMG 330</td>
<td>Project Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>PRJMG 340</td>
<td>Project Communication and Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PRJMG 350</td>
<td>Project Risk Management and Project Procurement Management</td>
<td>3</td>
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<tr>
<td><strong>Total Units:</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply a significant range of professional and business skills, practices and techniques in project management.
- initiate, manage and drive change through the application of sound financial and business competence.
- undertake individual and team research and/or consultancy based projects.
- describe the nature and functions of project management as well as understand the project life cycle and processes.
• build a cohesive and productive project team and learn techniques to deal with the practical and emotional issues involved in team building including coordinating efforts across multiple units of the organization.

• apply and use project management software and techniques to plan, monitor, control, and evaluate a project.

Career Information

The Project Management program is designed for professionals seeking to improve their professional repertoire with knowledge of project management. The project management practice can be applied to several career fields such as health care, pharmaceutical, service/outourcing information technology, manufacturing, construction, and government. This certificate is a management development program suitable for: • Graduates who wish to pursue a career in Project Management. • Project Managers who wish to develop their professional practice and gain a qualification in this specialist area. • People from a range of disciplines who undertake Project Management as part of their job role or who wish to move into this professional area.

Project Management (PRJMGT)

PRJMGT 300 Introduction to Project Management

This is an introductory course covering the following topics: fundamental project management terminology, skills, concepts and techniques, how the project management processes are linked together, and role of stakeholders and organizational influences on projects.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• identify and describe the responsibilities of a project manager.

• compare and contrast theories of leadership and motivation.

• examine and analyze case examples and justify solutions.

• define and apply project management processes and work products.

• demonstrate using project control techniques during planning, and implement the techniques during the execution of a project.

• identify and integrate into a project plan the ten knowledge areas of project management: integration, scope, time, cost, quality, human resources, communication, risk, and procurement, and stakeholder management.

• describe and incorporate the characteristics of a project life cycle.

• develop a class project using a project management software.

PRJMGT 310 Project Integration and Scope Management

Successful project outcomes depend on an effective project management plan, development and execution, as well as adherence to a scope management process. This also begins with the proper integration of related project elements across project process groups and knowledge areas.

The course builds on the introductory project management class to explore the project integration management processes to successfully integrate processes and activities required to define and coordinate the project effort within and across the project process including: project plan development, project plan execution, and overall change control.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- identify, locate, and use project data and resources to prepare a comprehensive and coherent project plan.
- develop a project plan and other relevant data to execute the project so the project meets the project sponsor and stakeholders expectations.
- prepare, develop, and implement a change-control process to ensure the integrity of the project during execution.
- compose a project charter to obtain approval from the sponsor for initiation of the project.
- demonstrate knowledge how to develop and define a project scope management.

PRJMG 320 Project Time and Cost Management

| Units:     | 3         |
| Hours:     | 54 hours LEC |
| Prerequisite: | PRJMG 310 with a grade of “C” or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course provides project managers methods to effectively plan and manage the project schedule and cost. The time management portion of this course covers activity breakdown, estimation, sequencing and scheduling. The cost management portion discusses how to estimate and develop a budget, and why any budget is an estimate prior to the reporting of the actual costs. The cost topic also covers resource planning, cost estimation, cost control systems, project budgeting and the basic accounting principles needed to ensure the success of the project.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge as well as compare and contrast of the basic concepts of time and cost management.
- build the activities for developing a project schedule.
- analyze the activities to determine a critical path schedule.
- demonstrate knowledge of managing and controlling the schedule.
- compose the activities for estimating costs and developing budgets.
- demonstrate knowledge of the processes for managing and controlling costs.
- demonstrate knowledge of the project manager’s role in project time and cost management.

PRJMG 330 Project Quality Management

| Units:     | 3         |
| Hours:     | 54 hours LEC |
| Prerequisite: | PRJMG 310 with a grade of “C” or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course builds on the introductory project management class to explore the project quality management processes of quality planning, quality assurance, and quality control necessary to successfully meet conformance to project requirements and fitness of use. Quality standards and various methodologies are explored as tools and techniques used to manage project quality. The cost of poor quality is explained, as well as the cost/benefit associated with quality processes and procedures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate the phases of project quality and how to apply these phases to a project.
- cite quality terms and definitions, such as: ISO 9000, Pareto diagrams, Ishikara diagrams, 3 or 6 Sigma.
- discuss the historical background of the founders of quality management.
- develop a quality management plan including: purpose, measurable outcomes, work breakdown, cost/benefit, budget, staff allocations, and tool identification.
- develop various quality inspection processes and tools to analyze project and product quality.
analyze data and information to measure quality, develop control charts, and determine corrective action processes to correct quality issues.

PRJMG 340 Project Communication and Human Resource Management

Units: 3
Hours: 54 hours LEC
Prerequisite: PRJMG 310 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

The course explores the multiple communication channels within a project team and between a project and its various stakeholders. The class evaluates leadership styles that creates motivating team atmosphere, guide the team through change and conflict while practicing ethical principles during the project. The course also assess the human resource issues around the management of the performance of all individuals involved in ensuring project success. The class analyzes techniques for teams to understand performance expectations, improve team productivity, and communicate how the project aligns with the organization's strategic goals and objectives.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- conduct a stakeholder analysis to gather the information needed to plan how to manage communication with the stakeholders in the project as well as identify the levels of support needed from them and the roles the stakeholders will play in the project.
- analyze and discuss techniques to manage stakeholder and the project team expectations as well as how to influence and win support from project stakeholders to approve a change request for a project’s scope, budget, and/or schedule.
- examine organization types and using tools to manage matrix teams and the added complexity of managing virtual team(s).
- develop a human resources plan to achieve project goals.
- identify, document, and explain roles and responsibilities to team members as well as establish reporting relationships within the project.

PRJMG 350 Project Risk Management and Project Procurement Management

Units: 3
Hours: 54 hours LEC
Prerequisite: PRJMG 310 with a grade of "C" or better
Transferable: CSU
Catalog Date: June 1, 2020

This course prepares project managers to gather information to successfully manage and respond to risks and opportunities through probability assessment and developing mitigation strategies for risks that may impact the project’s triple constraint. The course also equips project managers with tools to research and acquire goods and services needed by the project either within or external to the organization.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess and define the benefit of applying risk information to practical project situations.
- demonstrate knowledge of risk management concepts, including how risk is assessed through the lifecycle of the program.
- Demonstrate knowledge of a risk management plan that includes how to identify risk, to determine risk tolerances, to determine who is accountable for the risk, to develop response planning, and how to monitor and control risk, and select the most successful options to respond to a project risk assessment.
- develop strategies for open discussions of risk with project stakeholders.
- develop and adapt procedures and techniques to enhance opportunities and reduce threats from risk.
- discuss and analyze different approaches to procurement planning, contract types, solicitation and selection and procurement closeout as well as select the best practices of procurement planning using a hypothetical project case study.
- compare and contrast the best practices of project contract and subcontract administration using a hypothetical or real project case study.
This course involves a student working individually on a topic of study and research beyond the scope of regularly offered courses. Upon the approval of the proposed topic, the student will work and keep in contact with the advisory faculty to successfully complete the topic study. Students may take this course up to four times without duplication of the topics.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the understanding of concepts, processes, and techniques of topic of study.
- discriminate and analyze through projects the major concerns of the techniques and methods in the topic of study.
- recognize and evaluate the topic of study throughout the visual arts and society.
Folsom Lake College's psychology program studies behavior and mental processes. Part of its appeal and fascination is the fact that it involves both pure science and the practical application of science to matters of everyday life. Those pursuing psychology as a field of study will find many career options centering around helping others understand, predict, and control or modify behavior.

Dean
Carlos Lopez

Department Chairs  Danielle Beck

(916) 361-6330
lopezc@flc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Psychology

The Associate in Arts in Psychology for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Psychology at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   A. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   B. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>PSYC 300</td>
<td>General Principles</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 312</td>
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</tr>
<tr>
<td>PSYC 320</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences</td>
<td>3</td>
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<tr>
<td>PSYC 335</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>PSYC 340</td>
<td>Abnormal Behavior (3)</td>
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<tr>
<td>PSYC 356</td>
<td>Human Sexuality (3)</td>
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<tr>
<td>PSYC 360</td>
<td>Psychology of Women (3)</td>
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</tbody>
</table>
The Associate in Arts in Psychology for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate familiarity with the major concepts and theoretical perspectives in psychology.
- evaluate the influence of biological and environmental factors on behavior and mental processes.
- apply psychological concepts and theories to personal and social issues.
- apply basic research methods to evaluate psychological issues.
- demonstrate the appropriate use and interpretation of various descriptive and inferential statistics relevant to psychology.

Career Information

The Psychology degree is designed to facilitate students’ successful transfer to four-year Psychology programs which prepare students for advanced study in a variety of graduate programs and for entry level positions in a variety of careers such as sales, marketing, teaching, and law enforcement. Psychologists with graduate degrees and professional certificates have a broad range of employment opportunities including, but not limited to, clinical practice, research, and teaching. Clinical psychologists work in a variety of settings and with a wide range of clients. Research psychologists work in a range of fields associated with the study of human behavior, including biomedical, sports psychology, and cognitive neuroscience.

Associate Degrees

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed "Area of Emphasis". This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an "Area of Emphasis" in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td></td>
<td>A minimum of 18 units from the following:</td>
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<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<td>COURSE CODE</td>
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<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
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<tr>
<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>ANTH 323</td>
<td>Introduction to Archaeology (3)</td>
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<tr>
<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
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<tr>
<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<tr>
<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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<tr>
<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<tr>
<td>BUS 340</td>
<td>Business Law (3)</td>
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<tr>
<td>BUS 345</td>
<td>Law and Society (3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<td>COMM 341</td>
<td>Organizational Communication (3)</td>
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<td>COMM 351</td>
<td>Mass Media and Society (3)</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory (3)</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<td>ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<td>Concepts in Personal Finance (3)</td>
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<td>ECE 312</td>
<td>Child Development (3)</td>
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<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development (3)</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education (3)</td>
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<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes (3)</td>
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<td>GEOG 322</td>
<td>Geography of California (3)</td>
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<tr>
<td>HIST 307</td>
<td>History of World Civilizations to 1500 (3)</td>
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<td>History of World Civilizations, 1500 to Present (3)</td>
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<td>History of the United States (3)</td>
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<td>Women in American History (3)</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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The Interdisciplinary Studies: Social and Behavioral Sciences Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- evaluate how societies and social subgroups operate (Social and Behavioral Sciences).

A.A. in Psychology

The psychology degree is designed to facilitate students' successful transfer to BA programs, completion of which, prepares them for advanced study in a variety of graduate programs. Psychologists with graduate degrees and professional certificates have a broad range of employment opportunities including, but not limited to, clinical practice, research, and teaching. Clinical psychologists work in a variety of settings and with a wide range of clients. Research psychologists work in a range of fields associated with the study of human behavior, including biomedical, sports psychology, and cognitive neuroscience.

Catalog Date: June 1, 2020

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<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<tr>
<td>ECE 312</td>
<td>Child Development (3)</td>
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<tr>
<td>or PSYC 372</td>
<td>Child Development (3)</td>
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<tr>
<td>PSYC 495</td>
<td>Independent Studies in Psychology (1 - 3)</td>
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<tr>
<td>PSYC 499</td>
<td>Experimental Offering in Psychology (0.5 - 4)</td>
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</table>

Total Units: 19

The Psychology Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate familiarity with the major concepts and theoretical perspectives in psychology.
- evaluate the influence of biological and environmental factors on behavior and mental processes.
- apply psychological concepts and theories to personal and social issues.
- apply basic research methods to evaluate psychological issues.
- demonstrate the appropriate use and interpretation of various descriptive and inferential statistics relevant to psychology.

Psychology (PSYC)

PSYC 10 Support for Introductory Statistics for the Behavioral Sciences

Units: 2
Hours: 36 hours LEC
Prerequisite: None
Corequisite: PSYC 330
Catalog Date: June 1, 2020

This course provides intensive instruction and practice in the core skills, competencies, and concepts necessary for success in PSYC 330, Introductory Statistics for the Behavioral Sciences. You must be enrolled in the corresponding section of PSYC 330 while taking this course. Topics and homework assignments are connected to the assignments in PSYC 330. Students will be expected to use technology for data analysis including a scientific calculator and SPSS. This class is graded on a pass/no pass basis and does not meet math competency.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply appropriate learning strategies and study habits to improve understanding and performance of the material in PSYC 330.
- demonstrate relevant arithmetic, algebraic, and geometric skills in the context of statistics.
- use problem solving techniques in the context of data analysis and statistical methods.
PSYC 300 General Principles

Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. This course is designed for psychology majors, behavioral and social science majors, and other students who desire a broad overview of the field.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify various subject areas and theoretical perspectives in psychology.
- evaluate the influence of biological, psychological, and social-cultural factors on behavior and mental processes.
- apply psychological concepts, theories, and research findings to personal and social contexts.

PSYC 312 Biological Psychology

This course will focus on how the brain produces thought and behavior. It will explore the physiological, biochemical, genetic, and evolutionary mechanisms underlying fundamental human capacities such as sensory perception, movement, sleep, dreaming, emotion, motivation, memory and language. Students will explore the broader ethical and societal implications of recent advances in neuroscience, as well as the variety of research methods used to achieve these advances. Students will dissect brains and other nervous tissue and record psychophysiological signals to provide a deeper understanding of nervous system anatomy and physiology. This is a basic course for psychology, biological science and allied health majors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify key brain structures involved in central elements of cognition and behavior such as sensory perception, movement, regulation of sleep, emotions, motivation, memory and language.
- relate behavior and mental processes to physiological, biochemical, genetic, and evolutionary mechanisms.
- analyze changes in human cognition and behavior in terms of the development, plasticity, and pathology of the nervous system.
- understand the strengths and limitations of neuroscience research methods and evaluate the broader implications of recent research advances.

PSYC 320 Social Psychology

This course focuses on the scientific study of human interaction, with an emphasis on the individual within a social context. Study includes: social perception, social cognition, attitudes and attitude change, the self and social identity, prejudice, interpersonal attraction, close relationships, social
influence, prosocial behavior, aggression, and group behavior.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain key concepts, theories, and research findings in social psychology.
- compare and contrast concepts and theories across social psychology.
- apply social psychological research and theories to explain social issues.
- explain how key social psychological concepts were developed from a scientific approach.
- identify social, biological, and cultural influences on behavior.

PSYC 330 Introductory Statistics for the Behavioral Sciences

Units: 3  
Hours: 54 hours LEC  
Prerequisite: MATH 120 (Intermediate Algebra) or 125 (Intermediate Algebra with Applications) with a grade of "C" or better, or placement through the assessment process.  
Transferable: CSU, UC (UC credit limitation: 330 and STAT 300 combined: maximum credit, one course)  
General Education: AA/AS Area II(b); CSU Area B4; IGETC Area 2  
C-ID: C-ID SOCI 125  
Catalog Date: June 1, 2020

This course focuses upon the concepts and applications of descriptive and inferential statistics in psychology and other behavioral sciences. Topics include: descriptive statistics; probability and sampling distributions; parametric and nonparametric statistical methods; hypothesis testing, statistical inference and power; correlation and regression; chi-square; t-tests; and analysis of variance procedures. Application of both hand-computation and statistical software to data in a social science context will be emphasized to include the interpretation of the relevance of the statistical findings.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe the standard methods of obtaining data and describe the advantages and disadvantages of each.
- interpret data displayed in tables and graphs.
- calculate and interpret the following: measures of central tendency and variability (mean, median, mode, range, variance, standard deviation), measures of relative standing, probability (for both normal and t-distributions), sample space, one-sample z-test, one-sample t-test, independent samples t-test, correlated groups t-test, analysis of variance, correlation, regression, chi-square test of independence, and chi-square goodness of fit, confidence intervals, p-values.
- describe the role the following concepts play in hypothesis testing: sample versus population distributions, Central Limit Theorem, null and alternative hypotheses, statistical significance, Type I and Type II errors, power, alpha, directional versus non-directional tests.
- identify when to use the following tests and formulate the correct null and alternative hypothesis for each test: one-sample z-test, one-sample t-test, independent groups t-test, correlated groups t-test, one-way between subjects ANOVA, Pearson’s correlation, simple linear regression, chi-square test of independence, and chi-square goodness of fit.
- use SPSS (Statistical Package for the Social Sciences) to analyze data from social science, psychology, health science, and education and interpret the output.

PSYC 335 Research Methods in Psychology

Units: 3  
Hours: 54 hours LEC  
Prerequisite: PSYC 300 and 330 with grades of "C" or better  
Transferable: CSU, UC  
General Education: AA/AS Area II(b); CSU Area D  
C-ID: C-ID PSY 200  
Catalog Date: June 1, 2020

This course introduces students to the basic principles and methods of conducting psychological research. The course is designed to expose students to the different experimental and non-experimental research methods used by psychologists to study human behavior and thought processes. In this course, students will engage in each step of the research process including developing a hypothesis, conducting a literature review, designing a study, collecting data, analyzing data, and writing up and presenting the results.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the strengths and weaknesses of the different research methods used by psychologists.
- evaluate the appropriateness of conclusions derived from psychological research and the generalizability of research findings.
- describe the ethical treatment of participants.
- design and conduct basic studies to address psychological questions using appropriate research methods.
- demonstrate proficiency in APA style.

PSYC 340 Abnormal Behavior

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU; UC
General Education: AA/AS Area V(b); AA/AS Area III(b) (effective Summer 2020); CSU Area D; CSU Area E1; IGETC Area 4
C-ID: C-ID PSY 120
Catalog Date: June 1, 2020

This course is an exploration of the broad questions of normality and abnormality. It includes an investigation of specific mental, emotional, and behavioral difficulties as viewed from the biological, psychoanalytic, behavioral, cognitive, humanistic and socio-cultural perspectives. Current approaches to psychological assessment and treatment modalities will be covered, including current community mental health practices. Students will learn research methodology in psychopathology including descriptive, epidemiological, experimental, and single-subject approaches.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify, describe, and discuss various aspects of normal and abnormal behavior, including specific mental, emotional, and behavioral difficulties.
- demonstrate an understanding of clinical ethics and psychological research including research methodology in psychopathology including descriptive, epidemiological, experimental and single-subject approach research designs.
- analyze, evaluate and categorize the impact of specific stereotypes and prejudices that surround people experiencing severe problems in adaptive behavior.
- identify, review and critique the current approaches to psychological intervention including current community mental health practices.
- evaluate and understand the contribution of biological, psychological and socio-cultural factors that contribute to the development and persistence of psychological disorders.

PSYC 356 Human Sexuality

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU; UC
General Education: AA/AS Area V(b); AA/AS Area III(b); AA/AS Area VI; CSU Area D; CSU Area E1; IGETC Area 4
C-ID: C-ID PSY 130
Catalog Date: June 1, 2020

This course offers a balanced scientific understanding of the biopsychosocial perspective on human sexual behavior from birth through adulthood. The course provides factual, up-to-date nonjudgmental information designed to dispel myths, facilitate problem identification and possible solutions. The course explores the impact of cultural influences on human sexual behaviors of different ethnic groups. A survey of the historical, biological, psychological and sociocultural perspectives and aspects of the diversity of human sexual behavior is compared and contrasted. Topics include sexual anatomy and physiology, conception and childbirth, contraception, sexual development, variations and deviations, sex research, sexually transmitted diseases, sex therapy, intimacy and relationships, and sexual victimization.

Student Learning Outcomes

Upon completion of this course, the student will be able to:
PSYC 360 Psychology of Women

Units: 3  
Hours: 54 hours LEC  
Prerequisite: None.  
Transferable: CSU; UC  
General Education: AA/AS Area III(b); CSU Area E1; IGETC Area 4  
Catalog Date: June 1, 2020

This course examines the human development process as it relates to women with an emphasis on the understanding of the specific female experiences in adolescence, adulthood and old age. Course topics include an examination of relevant research methods, theoretical perspectives, gender comparisons, gender stereotypes, the specific experiences of women of color, women across the lifespan, female sexuality, reproductive processes, physical and mental health, achievement of women, work by women and violence toward women. A major component of this course emphasizes a comprehensive understanding of the specific experiences women have in our society and throughout the world.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast the major theoretical perspectives as they pertain to the psychology of women.
- demonstrate knowledge of the human development process as it relates to women with an emphasis on the understanding of the specific female experiences in adolescence, adulthood and old age.
- evaluate and demonstrate an understanding of the individual, social and cross-cultural factors that impact the female experiences, feelings, thoughts and behaviors in all aspects of life as children, mothers, partners, workers, etc.
- identify and explain the processes and outcomes involved in female sexual and reproductive behavior and the development of sexual orientation and sexual identity along with factors related to exploitation and victimization of women.

PSYC 368 Cross Cultural Psychology

Same As: SWHS 331  
Units: 3  
Hours: 54 hours LEC  
Prerequisite: PSYC 300  
Transferable: CSU; UC  
General Education: AA/AS Area V(b); AA/AS Area III(b); AA/AS Area VI; CSU Area D; IGETC Area 4  
Catalog Date: June 1, 2020

This course explores the impact of cultural influences on the psychological and individual development of ethnic group members. Emphasis will be placed on integrating traditional theoretical approaches and current cross-cultural statistical research and theory in the study of African-Americans, Asian Americans, Hispanic Americans, Native Americans, gays & lesbians, the elderly, and the disabled. This course is not open to those who have completed SWHS 331.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define culture; ethnic group demographics; family and gender roles; collectivism and individualism; research methodologies; identity formation and ethnicity; stereotypes, prejudice and discrimination; cognition and intelligence; language, bilingualism and non-verbal communication; psychosocial stressors; and behavior disorders.
- recognize, understand and analyze psychological issues related to individual and institutionalized ethnocentrism, stereotyping, and prejudice, including recognizing one's own ethnocentrism, stereotypes and prejudice.
- demonstrate an understanding of, describe, and critically analyze the research on the impact of culture and minority status on basic psychological processes.
• compare and contrast research biases in the study of individuals from diverse populations.

PSYC 370 Human Development: A Life Span

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 300 with a grade of "C" or better
Transferable: CSU, UC (ECE 312, FCS 324, PSYC 370 and PSYC 372: maximum credit, two courses)
General Education: AA/AS Area V(b); AA/AS Area III(b); CSU Area D; CSU Area E1; IGETC Area 4
C-ID: C-ID PSY 180
Catalog Date: June 1, 2020

This course provides an overview of human development across the lifespan, from conception through death. Students will be introduced to theoretical and practical applications of developmental principles from the physical, cognitive, and social-emotional domains. Included in these broad developmental areas are topics such as temperament, attachment, learning, self-esteem, gender and sexuality, family and peer influences, parenting, work and achievement, and death and bereavement. This course should help you apply knowledge about human development to your life, caregiving, and careers in psychology, education, nursing, medicine, and social work. This course is not open to those who have previously completed FCS 324.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• examine the physical, cognitive, and social-emotional factors that influence development throughout the lifespan.
• compare and contrast different theoretical perspectives used in explaining human development and behavior
• identify and describe methodological approaches to studying human development.
• identify developmental factors that are influenced by heredity and environment including factors that lead to atypical and delayed development.
• demonstrate the application of principles and theories of developmental psychology to personal, interpersonal, occupational, and/or social contexts.

PSYC 372 Child Development

Same As: ECE 312
Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: ENGWR 101 or 103; or ESL 310, ESLR 320, and ESLW 320.
Transferable: CSU, UC (ECE 312, FCS 324, PSYC 370 and PSYC 372: maximum credit, two courses)
General Education: AA/AS Area V(b); AA/AS Area III(b); CSU Area D; CSU Area E1; IGETC Area 4
C-ID: C-ID CDEV 100
Catalog Date: June 1, 2020

This course will examine the physical, cognitive, social and emotional development of the child from the prenatal period through adolescence. Scientific findings and theoretical insights from a range of disciplines will inform an integrated examination of development during the childhood years. This course is designed to fulfill general education, Psychology degree, and Early Childhood Education requirements. This course is not open to those who have previously taken ECE 312.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• analyze developmental stages and growth processes across the domains of development, from the prenatal period through adolescence.
• evaluate individual growth processes and the influence of genes and the environment on the growth and development of children.
• compare and contrast different theoretical perspectives used in the study of child development.
• integrate developmental theories to real life situations with children.
• compare and contrast individual differences among children.
• differentiate typical and atypical behavior of children.
• analyze the influence of the cultural and familial contexts on the developing child.
identify and demonstrate an understanding of the scientific method in the study of child development.

**PSYC 495 Independent Studies in Psychology**

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None.</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
Real Estate | Los Rios

Folsom Lake College offers a variety of courses available which satisfy the State of California prerequisites for the Real Estate Salesperson and Real Estate Broker examinations.

Dean
Carlos Lopez

Department Chairs
C.D. Vickrey

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Certificate

Real Estate Sales Certificate

This certificate introduces the basic concepts of the real estate career field. Topics include the principles of real estate, law, economics, finance, practice and appraisal.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>RE 110</td>
<td>Legal Aspects of Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>RE 120</td>
<td>Real Estate Practice</td>
<td>3</td>
</tr>
<tr>
<td>RE 300</td>
<td>California Real Estate Principles</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- apply a basic knowledge of the fundamental concepts of real estate.
- define the technical terminology involved in the real estate field.
- interpret and apply a knowledge of real estate transactions.
- qualify for the California Real Estate Salesperson’s License Examination.
- analyze real estate situations and property, interpret the data, and properly complete deposit receipts.

Career Information

Career Opportunities: Career opportunities include Real Estate Salesperson, Real Estate Broker, Real Estate Investor, Real Estate Lender, and Small Business Owner.
RE 110 Legal Aspects of Real Estate

This course introduces California Real Estate law. Topics include: the sources of law and the judicial system; agency; duties and responsibilities of licensees; contracts and their application to real estate; property ownership and management; real estate security devices; property rights, liens and homesteads; and landlord-tenant law, land use controls, and title insurance and escrow. Completion of the course applies toward the California Department of Real Estate education requirements for the broker’s examination.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate, assess and critique the principles and concepts of California real estate law.
- analyze factual situations and case problems and apply the applicable legal principles to resolve them.
- recognize and evaluate potential real estate legal problems and understand methods to prevent such occurrences.
- compare and contrast different legal systems as they apply to real property law.

RE 120 Real Estate Practice

This course covers practices and techniques of residential real estate brokerage and sales, including ethics, fair housing agency, goal setting, prospecting, listing, advertising, escrow procedures, financing, taxation, marketing, property management, leasing and business opportunities. This course applies toward California Department of Real Estate education requirements for the broker’s examination.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a basic understanding of the fundamental concepts and practices of real estate with an emphasis on residential property.
- define, understand, and use the technical terminology involved in the real estate field.
- interpret real estate practices and real estate transactions.
- develop the necessary background and qualifications for the California Real estate Broker’s license examination.

RE 295 Independent Studies in Real Estate

RE 300 California Real Estate Principles
This fundamental real estate course covers the basic laws and principles of California real estate, introducing students to the background and terminology necessary for advanced study in specialized real estate courses. Topics include real estate regulation, title, possession, encumbrances and financing. This course is required by the California Department of Real Estate prior to taking the real estate salesperson’s examination.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- exhibit a basic knowledge of the fundamental concepts and principles of real estate.
- define and use industry standard terminology involved in the real estate field.
- explain the processes associated with real estate purchases and sale transactions, including offers, acceptance, disclosure, agency, escrow, financing and federal real estate settlement regulations.
- demonstrate an understanding of the basic residential real estate purchase and sale transaction, methods of holding and vesting of title, ownership rights and responsibilities, governmental and private regulation of land use, and real estate financing.

RE 495 Independent Studies in Real Estate

<table>
<thead>
<tr>
<th>Units:</th>
<th>1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>
Sign Language Studies | Los Rios

Folsom Lake College’s sign language studies curriculum offers courses designed to introduce students to American sign language. Students learn basic conversational skills to communicate with members of the deaf community. Moreover, students learn about deaf culture, such as cultural behaviors and values.

Sign language courses are transferable to UC and CSU. Students who are interested in pursuing the interpreting field would be able to transfer to American River College’s Interpreter Preparation Program.

Dean
Francis Fletcher

Department Chairs
Michelle Lennert

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Sign Language Studies (SILA)

SILA 305 American Sign Language 1

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | None |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; IGETC Area 6 |
| Catalog Date: | June 1, 2020 |

This is a beginning course in a series of four courses in American Sign Language, ASL. ASL employs the visual language, which Deaf Americans and Deaf Canadians use. The instructional activities are based on immersion approach, which the learners develop the language competency to communicate with ASL users. This course is designed for students who have limited or no exposure to ASL. Moreover, the engagement of audism-free environment will be fostered in the classroom. Students may be required to attend to local deaf event(s).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- generate simple syntactic responses in both modes: receptive and expressive competencies of targeted lexical, syntactical and narrative constructs of American Sign Language.
- explain the facets of American Deaf community.
- formulate appropriate communicative engagements based on cultural interaction and audism-free practices.

SILA 306 American Sign Language 2

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | SILA 305 with a grade of “C” or better |
| Advisory: | ENGRD 310 with a grade of “C” or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; IGETC Area 6 |
| Catalog Date: | June 1, 2020 |

SILA 306 is second course in a series of four courses in American Sign Language, ASL, which is designed for students who have completed SILA 305. The study in this course continues on vocabulary, syntactic structures, conversational skills and narrative skills. In addition to these, the learners’ language monitoring skills will be improved with accuracy. The learners will learn on how to engage in discussions with peers. Moreover,
the application of audism-free environment will be engaged to foster the cultural understanding and respect of Deaf people. Students may be required to attend local deaf event(s). SILA 306 is a former course name of DEAF 312.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- formulate complex dialogs receptively and expressively of targeted situational lexical items based on daily life activities.
- compose narrations utilizing basic role shifting, mannerism and targeted syntactical items.
- construct appropriate communicative responses in imitating, conducting, and terminating dialogs.
- demonstrate audism-free social customs and cultural interactions within the Deaf communities.

SILA 315 American Sign Language 3

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
<td>SILA 306 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
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</tr>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course is third level of ASL courses. This course is designed for students who have completed SILA 306 or two years of high school ASL study. It emphasizes expressive and receptive visual language acquisition. It provides an understanding of deaf cultural processes by identifying behaviors and norms from activities assigned in the class. It also includes dialogs that involve asking, empathizing, negotiating and agreeing or disagreeing. Moreover, this course covers the language and cultural relationship to onomatopoeia. The deaf perspectives of U.S. and Canada history will be examined. Audism-free will be emphasized to appreciate and respect the struggles of Deaf people in its relationship to White Western colonialism.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- assess appropriate pragmatic responses receptively and expressively.
- generate appropriate narrative construction with role shifting, spatial structuring, sequencing events and establishing time references.
- evaluate the functions of social relationships within the framework of cross-cultural mediation.
- adopt audism-free social customs and cultural interactions within the Deaf communities.

SILA 316 American Sign Language 4

<table>
<thead>
<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>72 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>SILA 315 with a grade of &quot;C&quot; or better</td>
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<td>Transferable:</td>
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<td>General Education:</td>
<td>AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

The fourth course of the series explores in the domains of presentation, discussion, negotiation, and inquiry in the targeted language, ASL. The platform of this course is to strengthen the fluency in ASL receptively and expressively. In addition to these, the Deafhood theory, social norms and history will be explored.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate the ideas, facts and processes receptively and expressively in the domains of everyday interaction.
- design presentations informally and formally with complex ideas such as health conditions, facts, major life decisions, politics, current events and money.
- produce translations from ASL to written text.
- demonstrate spontaneous language-responsive behaviors in order to connect and maintain conversations with the Deaf community.
<table>
<thead>
<tr>
<th><strong>Units:</strong></th>
<th>1 - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours:</strong></td>
<td>54 - 162 hours LAB</td>
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<tr>
<td><strong>Prerequisite:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Transferable:</strong></td>
<td>CSU</td>
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<tr>
<td><strong>Catalog Date:</strong></td>
<td>June 1, 2020</td>
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</tbody>
</table>
Social Justice Studies | Los Rios

The social justice studies program examines the sociology, history, economy, and psychology of oppression based on race, ethnicity, class, gender, sexuality, and other aspects of group identity and experience in the U.S. These courses also explore the histories, strategies, and structures of movements for social justice and liberation, as well as investigating how creating and undoing asymmetrical power relations are linked to social structures, institutional processes, and culture. Additionally, it provides a basis for a better understanding of socioeconomic, political, and cultural conditions of key social groups in the United States.

Dean
Carlos Lopez

Department Chairs
Dr. Diane Carlson

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lopezc@flc.losrios.edu

Social Justice Studies (SJS)

SJS 300 Introduction to Social Justice Studies

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU
General Education: AA/AS Area V(b) (effective Summer 2020); AA/AS Area VI (effective Summer 2020); CSU Area D (effective Fall 2020)
C-ID: SJS 110
Catalog Date: June 1, 2020

This interdisciplinary course introduces students to the social structures, institutional processes, power relationships, and cultural mechanisms that construct and resist oppression. The course examines the sociology, history, economy, and psychology of oppression based on race, ethnicity, class, gender, sexuality, and other aspects of group identity and experience in the U.S. The course also explores the histories, strategies, and structures of movements for social justice and liberation, as well as investigating how creating and undoing asymmetrical power relations are linked to social structures, institutional processes, and culture. Additionally, it provides a basis for a better understanding of socioeconomic, political, and cultural conditions of key social groups in the United States. Topics include theoretical foundations of social justice and oppression, history and politics of group identity, culture and ideologies, forms of oppression, privilege, and forms of resistance.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain and apply the foundational theories within social justice studies, especially relating to race and ethnicity and their intersections with class, political economy, gender, and sexuality.
- compare and contrast the histories, experiences, and contributions of groups oppressed because of race, ethnicity, class, gender, and sexuality in the United States.
- identify and analyze the role of culture in oppression and in empowerment, including art, film, literature, or music reflecting different groups.
- identify structural and institutional forms of oppression, and analyze the role that privilege and asymmetrical power play.
- assess the importance and practice of human and civil rights efforts in promoting social justice, liberation, and decolonization.
- Explore and assess histories of colonization, segregation, slavery, genocide, persecution, internment, and other forms of systematic dehumanization experienced by different groups.
Social Work/Human Services | Los Rios

The Folsom Lake College social work/human services program prepares students for employment as an associate professional and for transfer to four-year colleges and universities to continue their studies in psychology and social work. Courses in the social work/human services program may also be applicable foundation courses for further study toward licensure as marriage and family therapists, social workers, and psychologists.

All courses in the human services program are CSU transferrable and may fulfill lower-division requirements for a bachelor’s degree in psychology. Coursework emphasizes performance-based training in client screening, intake, assessment, orientation, individual counseling, group counseling, consultation, client’s rights, confidentiality, crisis intervention, client education, professional ethics, reports, and record keeping.

If you are interested in transferring to a four-year college or university to pursue a bachelor’s degree in social work/human services, you should meet with a counselor to select and plan the courses for your major as transfer institutions vary widely in the courses required for undergraduate preparation.

Dean
Carlos Lopez

Department Chairs
Dr. Jill Bradshaw

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lopezc@flc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Social Work & Human Services

The Associate in Arts in Social Work and Human Services for Transfer degree program provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. Students interested in transferring to a CSU campus to pursue a bachelor’s degree in Social Work and Human Services should meet with a counselor to confirm the courses required for lower-division preparation in the major.

This program has the following completion requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(2) Obtainment of a minimum grade point average of 2.0.

Associate Degrees for Transfer also require that students must earn a C or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>BIOL 300</td>
<td>The Foundations of Biology (3)</td>
<td>3 - 4</td>
</tr>
<tr>
<td>or BIOL 307</td>
<td>Biology of Organisms (4)</td>
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<tr>
<td>or BIOL 310</td>
<td>General Biology (4)</td>
<td></td>
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<tr>
<td>ECON 302</td>
<td>Principles of Macroeconomics (3)</td>
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<tr>
<td>COURSE CODE</td>
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<tr>
<td>or ECON 304</td>
<td>Principles of Microeconomics (3)</td>
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<tr>
<td>PSYC 300</td>
<td>General Principles</td>
<td>3</td>
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<tr>
<td>SOC 300</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
<td>3 - 4</td>
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<tr>
<td>or PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences (3)</td>
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<tr>
<td>SWHS 300</td>
<td>Introduction to Human Services</td>
<td>3</td>
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<tr>
<td>SWHS 366</td>
<td>Practices in Human Services</td>
<td>3</td>
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<tr>
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<td>A minimum of 6 units from the following:</td>
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<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<tr>
<td>ADMJ 320</td>
<td>Concepts of Criminal Law</td>
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<tr>
<td>ANTH 310</td>
<td>Cultural Anthropology</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication</td>
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<tr>
<td>ENGWR 302</td>
<td>Advanced Composition and Critical Thinking (3)</td>
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<tr>
<td>ECE 314</td>
<td>The Child, the Family and the Community (3)</td>
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<td>HIST 310</td>
<td>History of the United States (3)</td>
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<tr>
<td>HIST 311</td>
<td>History of the United States (3)</td>
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<td>PSYC 340</td>
<td>Abnormal Behavior (3)</td>
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<tr>
<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
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<td>PSYC 372</td>
<td>Child Development (3)</td>
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<tr>
<td>or ECE 312</td>
<td>Child Development (3)</td>
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<tr>
<td>SOC 301</td>
<td>Social Problems (3)</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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</tbody>
</table>

Total Units: 27 - 29

The Associate in Arts in Social Work & Human Services for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- define the functions of social service delivery systems.
- analyze public policy issues, complexities and controversies affecting social service agencies and their clients.
- integrate different theoretical approaches in working with clients.
- identify the community resources used in assisting clients.
- appraise and apply the knowledge of existing California professional codes of ethics for the helping professions.
- describe the application of clients’ rights in the social service delivery system.
- evaluate one’s own values and attitudes as they apply to ethical decision making.
- demonstrate effective individual and group setting interpersonal and social skills in interactions with a demographically diverse population.

### Career Information
The Social Work & Human Services degree is designed to facilitate students' successful transition to four-year Social Work programs which prepare students for advanced studies in a variety of graduate programs and for entry level positions in a variety of social service settings. Social Workers with graduate degrees and professional licensure have a broad range of employment opportunities, including, but not limited to, clinical practice, community organizing, policy, advocacy, research, and teaching. Social Workers work in a variety of settings and with a wide range of clients.

Associate Degrees

A.A. in Social Work/Human Services, General

The A.A. degree program in Human Services provides performance-based training for both associate level employment and transfer preparation. This degree provides training for Psychology and Social Work majors towards Marriage Family Therapists, Social Workers, and Psychologists. All courses within this curriculum are transferable to CSU four-year degree programs. Coursework includes performance-based training in client screening, intake, assessment, orientation, individual counseling, group counseling, consultation, client's rights, confidentiality, crisis intervention, client education, professional ethics, reports and record keeping.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>PSYC 300</td>
<td>General Principles</td>
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<tr>
<td>SWHS 300</td>
<td>Introduction to Human Services</td>
<td>3</td>
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<tr>
<td>SWHS 302</td>
<td>Introduction to Psychology of Human Relations</td>
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<tr>
<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
<td>3</td>
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<tr>
<td>or PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<tr>
<td>SWHS 350</td>
<td>Ethical Issues in Social Work/Human Services</td>
<td>3</td>
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<tr>
<td>SWHS 360</td>
<td>Techniques of Interviewing and Counseling</td>
<td>3</td>
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<td>SWHS 365</td>
<td>Techniques of Group Counseling (3)</td>
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<tr>
<td>SWHS 366</td>
<td>Practices in Human Services</td>
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<tr>
<td>SWHS 367</td>
<td>Advanced Practices in Human Services</td>
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<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>PSYC 320</td>
<td>Social Psychology (3)</td>
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<tr>
<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<tr>
<td>SWHS 304</td>
<td>Introduction to Counseling Children (3)</td>
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<td>SWHS 340</td>
<td>Introduction to Chemical Dependency (3)</td>
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<td>SWHS 494</td>
<td>Topics in Human Services (0.5 - 4)</td>
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<td>Total Units:</td>
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</table>

The Social Work/Human Services, General Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- define the functions of social service delivery systems.
- analyze public policy issues, complexities and controversies affecting social service agencies and their clients.
- integrate different theoretical approaches in working with clients.
• identify the community resources used in assisting clients.
• appraise and apply the knowledge of existing California professional codes of ethics for the helping professions.
• describe the application of clients’ rights in the social service delivery system.
• evaluate one’s own values and attitudes as they apply to ethical decision making.
• demonstrate effective individual and group setting interpersonal and social skills in interactions with a demographically diverse population.

Career Information

Career opportunities may include but are not limited to: Peer Support Group Facilitator; Youth Group Home Worker; Alcoholism Program Worker; Family, Welfare, and Health Agencies Worker; Ombudsman Program Workers; Work with Correctional Agencies; Consumer Consultant; County or State Eligibility Worker; Conflict Containment Workers.

Certificate of Achievement

Social Work/Human Services, General Certificate

The certificate program in Human Services provides performance-based training for both associate level employment and transfer preparation. This certificate provides training for Psychology and Social Work majors towards Marriage Family Therapists, Social Workers, and Psychologists. All courses within this curriculum are transferable to CSU four-year degree programs. Coursework includes performance-based training in client screening, intake, assessment, orientation, individual counseling, group counseling, consultation, client’s rights, confidentiality, crisis intervention, client education, professional ethics, reports and record keeping.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 300</td>
<td>General Principles</td>
<td>3</td>
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<tr>
<td>SWHS 300</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>SWHS 302</td>
<td>Introduction to Psychology of Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
<td>3</td>
</tr>
<tr>
<td>or PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<tr>
<td>SWHS 350</td>
<td>Ethical Issues in Social Work/Human Services</td>
<td>3</td>
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<tr>
<td>SWHS 360</td>
<td>Techniques of Interviewing and Counseling</td>
<td>3</td>
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<tr>
<td>SWHS 365</td>
<td>Techniques of Group Counseling (3)</td>
<td>3</td>
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<tr>
<td>SWHS 366</td>
<td>Practices in Human Services</td>
<td>3</td>
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<tr>
<td>SWHS 367</td>
<td>Advanced Practices in Human Services</td>
<td>3</td>
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<tr>
<td>A minimum of 6 units from the following:</td>
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<tr>
<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
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<tr>
<td>PSYC 320</td>
<td>Social Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>SOC 300</td>
<td>Introductory Sociology (3)</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States (3)</td>
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<tr>
<td>SWHS 304</td>
<td>Introduction to Counseling Children (3)</td>
<td></td>
</tr>
<tr>
<td>SWHS 340</td>
<td>Introduction to Chemical Dependency (3)</td>
<td></td>
</tr>
<tr>
<td>SWHS 494</td>
<td>Topics in Human Services (0.5 - 4)</td>
<td></td>
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<td>Total Units:</td>
<td>33</td>
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</table>
Student Learning Outcomes

Upon completion of this program, the student will be able to:

- define the functions of social service delivery systems.
- analyze public policy issues, complexities and controversies affecting social service agencies and their clients.
- integrate different theoretical approaches in working with clients.
- identify the community resources used in assisting clients.
- appraise and apply the knowledge of existing California professional codes of ethics for the helping professions.
- describe the application of clients’ rights in the social service delivery system.
- demonstrate effective individual and group setting interpersonal and social skills in interactions with a demographically diverse population.

Career Information

Career opportunities may include but are not limited to: Peer Support Group Facilitator; Youth Group Home Worker; Alcoholism Program Worker; Family, Welfare, and Health Agencies Worker; Ombudsman Program Workers; Work with Correctional Agencies; Consumer Consultant; County or State Eligibility Worker; Conflict Containment Workers.

Certificate

Social Work/Human Services, Home Caregiver Certificate

The Home Caregiver Certificate prepares recipients with in-home ethical and legal preparation, interpersonal skill training, and information regarding the needs affiliated with aging. All courses transfer to California State Universities. Students planning to continue specialization in gerontology by transferring to a four-year college should consult the Requirements for Transfer Institutions section of this catalog.

Catalog Date: June 1, 2020

Certificate Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>GERON 300</td>
<td>Sociology of Aging (3)</td>
<td>3</td>
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<tr>
<td></td>
<td>A minimum of 3 units from the following:</td>
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<tr>
<td>GERON 498</td>
<td>Work Experience in Gerontology (1 - 4)</td>
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<tr>
<td>SWHS 302</td>
<td>Introduction to Psychology of Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>SWHS 350</td>
<td>Ethical Issues in Social Work/Human Services</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
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<td>12</td>
</tr>
</tbody>
</table>

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate skill, ease, confidence, rapport, and listening skills when communicating with the elderly at different cognitive levels.
- evaluate and discuss similarities and differences surrounding diverse aging populations as they relate to life expectancy, mortality, mobility, family, work, retirement, mental health, death, lifestyles, sexuality, and use of services.
- discuss the impact of language and other cultural factors that influence drug education, drug use, and treatment options with the elderly.
- evaluate common methods of care for the dying including hospitals, skilled nursing facilities, and hospice care.
- recognize and identify risk of caregiver stress in cases of Alzheimer’s and other dementia.
- identify and evaluate elder abuse causes, prevention strategies, and resources.
- identify strategies for meeting the challenges of aging within a socio-cultural framework.
- recognize and evaluate demographic, socioeconomic, legal, and physiologic aspects of aging.
Social Work/Human Services (SWHS)

SWHS 300 Introduction to Human Services

This course provides an overview of social service agencies, social work, and human services. Students will understand the historical and current delivery of social services by exploring problems of living such as poverty, substance abuse, and mental health. Emphasis is on the knowledge and tasks used by skilled, ethical, and culturally responsive social service workers. Students will have the opportunity to visit a social service agency and create a career plan or an internship program proposal. This course is not open to students who have completed HSER 300.

Upon completion of this course, the student will be able to:

- compare the historical and current characteristics of human services delivery systems.
- develop the identity of a skilled, ethical, and culturally responsive human services professional.
- analyze the organizational structure and delivery system of a local social service agency.
- create a personal career plan or internship program proposal that integrates knowledge of the field of social work and human services.

SWHS 302 Introduction to Psychology of Human Relations

This course introduces the skills of communicating and relating to others by improving attitudes, values, and methods that enhance communication skills in human relations. This course will improve the students' interpersonal self-awareness skills and assertiveness techniques. This course is open to all students and is a required course for the Human Services/Gerontology degree and certificate program. This course is not open to students who have completed HSER 302.

Upon completion of this course, the student will be able to:

- choose appropriate physical, tonal, and verbal responses in an interpersonal setting.
- confirm when a contradiction is presented between client’s spoken words, or between client’s spoken words and non-verbal behavior in an interpersonal setting.
- detect differences between poor responses and effective responses.
- describe the innate emotional basis influencing the individual response patterns of different persons which affect how they respond to their environment.

SWHS 304 Introduction to Counseling Children

This course provides practical workplace skills and knowledge needed for employment.
This course explores the skills and tools to counsel and support children in learning effective coping strategies to: address feelings, adjust to changes, overcome disappointment and trauma, make sense of the world around them and grow in their various relationships. Self-awareness and issues which may impact the therapeutic relationship are emphasized. Strategies and frameworks related to caregiver needs are developed and integrated throughout the course material. A variety of children’s play mediums will be experienced with special emphasis on the importance of imagination and the use of fantasy. This class is comprised of lecture, experiential components, individual and group projects and weekly homework assignments. This course is not open to students who have completed HSER 304.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- construct a synthesized curriculum of counseling tools and resources which will be used to demonstrate the ability to engage children in therapeutic play utilizing a variety of mediums as measured by classroom participation and written journal homework assignments.
- assess, contrast and categorize the behavioral and emotional symptoms related to specific childhood mental health impairments.
- define through written and verbal recall the concept of projection.
- describe and demonstrate the effective use of projection in therapeutic play.

SWHS 331 Cross Cultural Psychology

Same As: PSYC 368
Units: 3
Hours: 54 hours LEC
Prerequisite: None
Advisory: PSYC 300
Transferable: CSU, UC
General Education: AA/AS Area V(b); AA/AS Area III(b); AA/AS Area VI; CSU Area D; IGETC Area 4
Catalog Date: June 1, 2020

This course explores the impact of cultural influences on the psychological and individual development of ethnic group members. Emphasis will be placed on integrating traditional theoretical approaches and current cross-cultural statistical research and theory in the study of African-Americans, Asian-Americans, Hispanic-Americans, Native-Americans, gays & lesbians, the elderly, and the disabled. This course is not open to those who have completed PSYC 368 or HSER 331.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- define culture; ethnic group demographics; family and gender roles; collectivism and individualism; research methodologies; identity formation and ethnicity; stereotypes, prejudice and discrimination; cognition and intelligence; language, bilingualism and non-verbal communication; psychosocial stressors; and behavior disorders.
- recognize, understand and analyze psychological issues related to individual and institutionalized ethnocentrism, stereotyping, and prejudice, including recognizing one's own ethnocentrism, stereotypes and prejudice.
- demonstrate an understanding of, describe, and critically analyze the research on the impact of culture and minority status on basic psychological processes.
- compare and contrast research biases in the study of individuals from diverse populations.

SWHS 340 Introduction to Chemical Dependency

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Transferable: CSU
General Education: AA/AS Area III(b); CSU Area E1
Catalog Date: June 1, 2020

This course introduces and examines the psychological and physiological effects of chemical dependency on the individual. Also included is an analysis of the effects of substance abuse on the family: the sociological and economic conditions contributing to substance abuse, and a description of communication efforts at prevention and treatment. Field trips may be required. This course is not open to students who have completed HSER 340.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate the ability to use the assessment tools - from screening to placement to treatment planning - as used in human service agencies providing treatment for addiction.
- assess the behavioral symptoms belonging to the different classes of psychoactive drugs including street and prescription drugs.
- formulate and describe the medical and psychological markers of use as well as the risks of complications due to long-term chemical use.
- evaluate the effects of chemical dependency on family members and become familiar with assessment and treatment of family issues.
- identify and define the different substance abuse treatments available and be able to design appropriate referrals into treatment including detox, residential, outpatient, sober living environments, 12-step, and prevention programs.
- differentiate between the modalities of substance abuse treatment and how psychological theory interfaces with treatment including group, individual, and family services.

**SWHS 350 Ethical Issues in Social Work/Human Services**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | None |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course introduces students to the legal and ethical issues of interviewing and counseling individuals, families, and groups. Course topics include family system dynamics, family and drug intervention, crisis intervention, court mandated reporting, legislative mandates required of counselors, and laws pertaining to counseling minors and other client populations within Human Services Agencies. This is a required course for the Human Services/Gerontology degree and certificate. This course is not open to students who have completed HSER 350.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate and recognize the difference between the following limits to confidentiality: Tarasoff "Duty to Warn" and "5150" danger to self or others.
- research the Diagnostic and Statistical Manual and be able to define the major categories of diagnosis.
- design a full assessment of a client and be able to recommend appropriate treatment.
- analyze and apply ethical guidelines to situations such as dual relationships and self-disclosure.

**SWHS 360 Techniques of Interviewing and Counseling**

| Units: | 3 |
| Hours: | 54 hours LEC |
| Prerequisite: | SWHS 302 with a grade of "C" or better |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This course introduces students to effective counseling and interviewing techniques as applied to associate para professional experiences as counselors, group counselor aides, mental health workers, social service technicians and other new careers in human services. This is a required course for the Human Services/Gerontology degree and certificate. This course is not open to students who have completed HSER 360.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- recommend and refer a client or person requesting help to at least three different community agencies appropriate for client's needs, demographics, etc.
- assess when to utilize basic empathy skills in an interpersonal setting, and when to utilize challenging skills.
- justify and demonstrate effective utilization of both basic and challenging skills.
- differentiate among skills used with special needs individuals, the skills used with a chemical dependency population, and the skills used with a senior diagnosed with dementia.
SWHS 365 Techniques of Group Counseling

This course introduces the basic elements and techniques of group counseling. Through class discussions, in-class practice, and role plays students will learn the knowledge and skills needed for effective group facilitation. The course emphasizes different types of groups, stages of group process, and techniques for counseling specific populations including individuals with substance use disorders and those from diverse backgrounds. This course is not open to students who have completed HSER 365.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between techniques used in group and individual counseling.
- evaluate their use of effective group counseling techniques when facilitating and co-facilitating groups.
- choose effective group counseling techniques that facilitate change in clients’ behaviors.
- research culturally responsive group counseling techniques.
- choose professional development goals related to their on-going growth in the use of effective group facilitation skills.

SWHS 366 Practices in Human Services

This course provides students with a supervised internship in a community organization, agency, or institution that provides social services. Through weekly class meetings, students review knowledge and skills learned in previous social work/human services courses. This course focuses on developing skills for future work as a human services professional. Students must provide their own transportation to internships. This course is not open to students who have completed HSER 366.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- integrate knowledge of the field of human services into fieldwork experiences.
- incorporate the ethical code into fieldwork practice.
- manage client information within the appropriate legal, ethical, privacy, and agency guidelines.
- choose culturally responsive services that incorporate cultural humility and cultural engagement.
- evaluate their developing identity as a skilled, ethical, and culturally responsive human services professional.

SWHS 367 Advanced Practices in Human Services

This advanced practicum course provides research and supervised field experience in public and/or private agencies providing mental health, corrections, chemical dependency, and child/adolescent treatment services. Students integrate concepts, values, and skills acquired from previous courses and apply their knowledge to the process of helping others via internships. Field trips are required and students provide their own transportation. This course is not open to students who have previously taken HSER 499: Experimental Offering in Human Services (Advanced Practices in Human Services). This course is not open to students who have completed HSER 367.
Upon completion of this course, the student will be able to:

- demonstrate the ability to assess an actual work problem and choose intelligent and thoughtful solutions.
- utilize professional written communication skills, including a clear writing style and the ability to write grammatically correct case studies, reports, memos, and letters.
- utilize professional oral communication skills including oral presentations, case presentations, group interaction, peer review, and group problem solving.
- demonstrate an understanding of working with diverse client populations by referring a client to at least one agency for each population age-group: newborn to senior.
- demonstrate professional competency using integrated understanding for individual improvement by developing additional skills.

**SWHS 494 Topics in Human Services**

**Units:** 0.5 - 4
**Hours:** 9 - 72 hours LEC
**Prerequisite:** SWHS 300 and 350 with grades of "C" or better
**Transferable:** CSU
**Catalog Date:** June 1, 2020

This practicum course provides research and classroom experience in designing programs for public and/or private agencies providing mental health, corrections, chemical dependency, and child/adolescent treatment services. Students integrate concepts, values, and skills acquired from previous courses and apply their knowledge to the process of helping others via project planning. This course is not open to students who have previously taken HSER 499: Experimental Offering in Human Services (Advanced Practices in Human Services). This course is not open to students who have completed SWHS 367.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- assess work problems and choose intelligent and thoughtful solutions.
- produce professional writing samples that demonstrate the use of professional written communication skills, including a clear writing style and the ability to write grammatically correct.
- select the most effective oral communication skills for use in different professional modalities of communication such as case studies, oral presentations, group interaction, peer review, and group problem solving.
- integrate culturally responsive interventions into written and oral communication.
- evaluate the effectiveness of their professional practice through the use of reflection, peer feedback, and supervisor suggestions.
- create a social services program that can be implemented in their community.

**SWHS 495 Independent Studies in Human Services**

**Units:** 1 - 3
**Hours:** 54 - 162 hours LAB
**Prerequisite:** None
**Transferable:** CSU
**Catalog Date:** June 1, 2020

**SWHS 498 Work Experience in Human Services**

**Units:** 1 - 4
**Hours:** 60 - 300 hours LAB
**Prerequisite:** None
**Enrollment Limitation:** Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.
**Advisory:** ENGWR 101 or ESLW 320
**Transferable:** CSU
**General Education:** AA/AS Area III(b)
**Catalog Date:** June 1, 2020
This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Social Work/Human Services. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students must have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Sociology | Los Rios

Folsom Lake College’s sociology program examines the social and cultural bases that impact human behavior, interaction, and life changes. Courses in sociology enable students to see their own contexts, their connections to social structures and natural environments, and provide important tools for thinking critically about our world.

Dean
Carlos Lopez

Department Chairs
Diane Carlson

(916) 361-6330
lopezc@flc.losrios.edu

Associate Degrees for Transfer

A.A.-T. in Social Justice Studies

The Associate in Arts in Social Justice Studies for Transfer Degree program provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. Students interested in transferring to a CSU campus to pursue a bachelor’s degree in Social Justice Studies should meet with a counselor to confirm the courses required for lower-division preparation in the major.

This program has the following completion requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
   (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(2) Obtainment of a minimum grade point average of 2.0.

Associate Degrees for Transfer also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>SJS 300</td>
<td>Introduction to Social Justice Studies</td>
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<tr>
<td>SOC 321</td>
<td>Race, Ethnicity and Inequality in the United States</td>
<td>3</td>
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<tr>
<td>SOC 341</td>
<td>Sex and Gender in the U.S.</td>
<td>3</td>
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</table>

A minimum of 9 units from the following:

Select 3 courses from at least two of the following areas:

Area 1 - History or Government

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>HIST 331</td>
<td>Women in American History (3)</td>
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<tr>
<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective (3)</td>
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Area 2 - Arts and Humanities
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<tr>
<td>ARTH 312</td>
<td>Women in Art (3)</td>
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<td>ARTH 328</td>
<td>Survey of African Art (3)</td>
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<td>ARTH 330</td>
<td>Survey of African-American Art (3)</td>
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<td>ENGLT 330</td>
<td>African American Literature (3)</td>
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<td>ENGLT 360</td>
<td>Women in Literature (3)</td>
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<td>HUM 320</td>
<td>Asian Humanities (3)</td>
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<td>HUM 325</td>
<td>Arts and Humanities of the Islamic World (3)</td>
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<td>HUM 370</td>
<td>Women and the Creative Imagination (3)</td>
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<td>MUFHL 330</td>
<td>World Music (3)</td>
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<tr>
<td>TA 304</td>
<td>Women in Theatre (3)</td>
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**Area 3 - Social Science**

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<tr>
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<tbody>
<tr>
<td>COMM 325</td>
<td>Intercultural Communication (3)</td>
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<tr>
<td>PSYC 356</td>
<td>Human Sexuality (3)</td>
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<tr>
<td>PSYC 368</td>
<td>Cross Cultural Psychology (3)</td>
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<tr>
<td>SOC 341</td>
<td>Sex and Gender in the U.S. (3)</td>
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<tr>
<td>SOC 379</td>
<td>Making Social Change (3)</td>
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<tr>
<td>SWHS 331</td>
<td>Cross Cultural Psychology (3)</td>
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</table>

**Area 4 - Quantitative Reasoning and Research Methods**

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<tr>
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<tbody>
<tr>
<td>STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
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<tr>
<td>or PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences (3)</td>
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</table>

Total Units: 18

The Associate in Arts in Social Justice Studies for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- research how theoretical perspectives and critical theories on social justice inform the social, political, economic, historical, and cultural circumstances surrounding justice as they relate various intersectional aspects of life in society.
- define and analyze power and oppression to better understand how they operate at the individual, cultural, and institutional levels.
- explain how intersectional formations of social identity reflecting various levels of power and privilege impact social justice at the individual, cultural, and institutional levels.
- identify and practice the methods people use to fight for social justice at local, national, and international.

**Career Information**

The AA-T degree provides students with a solid foundation in Social Justice Studies as well as prerequisites for upper division coursework leading to the baccalaureate degree in a variety of Areas of Emphasis. The degree gives students a pathway to possibilities, options, and baccalaureate degrees focusing on social justice. In addition, a student can use the AA-T in Social Justice Studies to get into a CSU and then complete a graduate degree in a related field. Students with degrees in this field often assume careers as (or in) the following: activists, community organizers, political campaigners, human rights groups, religious organizations, international agencies, lobbyists, and mediators. This program is also an excellent starting point for students interested in a career in law, law enforcement, social work, clinical psychology, or any social science, politics, business, education, or public policy.
A.A.-T. in Sociology

The Associate in Arts in Sociology for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Sociology at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

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

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

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

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

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>SOC 300</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 301</td>
<td>Social Problems</td>
<td>3</td>
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<tr>
<td>PSYC 330</td>
<td>Introductory Statistics for the Behavioral Sciences (3)</td>
<td>3 - 4</td>
</tr>
<tr>
<td>or STAT 300</td>
<td>Introduction to Probability and Statistics (4)</td>
<td></td>
</tr>
</tbody>
</table>

A minimum of 9 units from the following:

Choose two courses from list A and one additional course from either list A or list B.

List A

SOC 321 Race, Ethnicity and Inequality in the United States (3)

SOC 341 Sex and Gender in the U.S. (3)

SOC 310 Marriage and the Family (3)

PSYC 320 Social Psychology (3)

List B

SOC 379 Making Social Change (3)

ANTH 310 Cultural Anthropology (3)

GEOG 310 Human Geography: Exploring Earth's Cultural Landscapes (3)

HIST 344 Survey of California History: A Multicultural Perspective (3)

PSYC 300 General Principles (3)

PSYC 335 Research Methods in Psychology (3)

Total Units: 18 - 19

The Associate in Arts in Sociology for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- compare and contrast the major theoretical perspectives in sociology.
- integrate sociological principles and concepts in analyses of social life, social structures, and socio-economic, political, and cultural institutions.
- critically evaluate data, draw reasonable conclusions, and apply these conclusions to personal, community, and societal-level problems.
- evaluate the role of theory and social research methods in sociology.
- assess the history and significance of social change and activism.
- analyze, interpret, and critically consider sociological and interdisciplinary perspectives relating to social inequalities such as racism, economic inequality, gender inequality, homophobia, and other areas of social identity.

Career Information

Sociologists with graduate degrees may teach at the high school, college, and graduate levels. Research sociologists may manage and execute research at the local, state, and federal levels in both the private and public sectors. Additional careers facilitated by the advanced study of sociology include public policy analysis, jurisprudence, and careers in international fields. Applied sociologists work in human service agencies and organizations supporting and developing resources and programs for community needs.

Associate Degrees

A.A. in Interdisciplinary Studies: Social and Behavioral Sciences

The Interdisciplinary Studies degree is designed for students who wish a broad knowledge of arts and sciences plus additional coursework in a prescribed “Area of Emphasis”. This program is a good choice for students planning on transferring to the California State University or University of California. The student will be able to satisfy general education requirements, plus focus on transferable coursework that relates to a specific major and/or individual interest. This degree will have an “Area of Emphasis” in Social and Behavioral Sciences. These courses emphasize the perspectives, 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 others as members of a larger society. Topics and discussions 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. (Possible majors at a four-year institution include, but are not limited to: history, sociology, social studies, psychology, and family consumer science.)

It is highly recommended that students consult a counselor to determine the classes within each area that will best prepare them for their intended transfer major.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ADMJ 300</td>
<td>Introduction to Administration of Justice (3)</td>
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<tr>
<td>ADMJ 302</td>
<td>Community Relations: Multicultural Issues (3)</td>
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<td>ADMJ 320</td>
<td>Concepts of Criminal Law (3)</td>
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<td>ANTH 310</td>
<td>Cultural Anthropology (3)</td>
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<td>ANTH 319</td>
<td>Visual Anthropology: Introduction to Ethnographic Film (3)</td>
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<td>ANTH 320</td>
<td>Introduction to Archaeology and World Prehistory (3)</td>
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<td>ANTH 323</td>
<td>Introduction to Archaeology (3)</td>
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<td>ANTH 330</td>
<td>Magic, Witchcraft, and Religion (3)</td>
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<td>ANTH 341</td>
<td>Introduction to Linguistics (3)</td>
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<td>BUS 320</td>
<td>Concepts in Personal Finance (3)</td>
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<td>BUS 330</td>
<td>Managing Diversity in the Workplace (3)</td>
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<td>COURSE CODE</td>
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<tr>
<td>BUS 340</td>
<td>Business Law</td>
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<td>BUS 345</td>
<td>Law and Society</td>
<td>(3)</td>
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<tr>
<td>COMM 325</td>
<td>Intercultural Communication</td>
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<td>COMM 341</td>
<td>Organizational Communication</td>
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<td>COMM 351</td>
<td>Mass Media and Society</td>
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<td>COMM 363</td>
<td>Introduction to Communication Theory</td>
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<td>ECON 302</td>
<td>Principles of Macroeconomics</td>
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<td>ECE 312</td>
<td>Child Development</td>
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<td>ECE 314</td>
<td>The Child, the Family and the Community</td>
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<td>ECE 330</td>
<td>Infant and Toddler Development</td>
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<td>ECE 430</td>
<td>Culture and Diversity in Early Childhood Education</td>
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<td>GEOG 310</td>
<td>Human Geography: Exploring Earth's Cultural Landscapes</td>
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<td>GEOG 322</td>
<td>Geography of California</td>
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<td>HIST 307</td>
<td>History of World Civilizations to 1500</td>
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<td>HIST 308</td>
<td>History of World Civilizations, 1500 to Present</td>
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<td>History of the United States</td>
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<td>HIST 311</td>
<td>History of the United States</td>
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<td>Recent United States History</td>
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<td>HIST 319</td>
<td>American Environmental History</td>
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<td>HIST 331</td>
<td>Women in American History</td>
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<td>HIST 344</td>
<td>Survey of California History: A Multicultural Perspective</td>
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<td>HIST 368</td>
<td>History of France</td>
<td>(3)</td>
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<td>JOUR 310</td>
<td>Mass Media and Society</td>
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<td>NUTRI 310</td>
<td>Cultural Foods of the World</td>
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<td>POLS 301</td>
<td>Introduction to Government: United States</td>
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<td>POLS 302</td>
<td>Comparative Politics</td>
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<td>POLS 310</td>
<td>Introduction to International Relations</td>
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<td>POLS 320</td>
<td>Introduction to Political Theory</td>
<td>(3)</td>
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<td>PSYC 300</td>
<td>General Principles</td>
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<td>PSYC 312</td>
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<td>PSYC 320</td>
<td>Social Psychology</td>
<td>(3)</td>
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<td>PSYC 335</td>
<td>Research Methods in Psychology</td>
<td>(3)</td>
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<td>PSYC 340</td>
<td>Abnormal Behavior</td>
<td>(3)</td>
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<td>PSYC 356</td>
<td>Human Sexuality</td>
<td>(3)</td>
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<tr>
<td>PSYC 368</td>
<td>Cross Cultural Psychology</td>
<td>(3)</td>
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<tr>
<td>PSYC 370</td>
<td>Human Development: A Life Span</td>
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</table>
Sociology (SOC)

SOC 300 Introductory Sociology

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area V(b); CSU Area D; IGETC Area 4
C-ID: C-ID SOCI 110
Catalog Date: June 1, 2020

This course introduces the social and cultural bases that impact human behavior, social interaction, and life opportunities. This course will cover sociological concepts, theoretical approaches, and major fields of sociological inquiry including culture, socialization, social structures and institutions, inequalities and stratification, deviance, and social change.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compare and contrast major theoretical orientations in sociology and analyze social phenomenon using three of these theories.
- analyze the societal dynamics of socialization, social interaction, group interaction, deviance, and other social processes.
- evaluate social institutions such as family, education, government, and the economy in the context of the larger society.
- assess the causes and impacts of social inequality.
This course investigates current social problems in the United States. It examines these problems through sociological and ideological perspectives and evaluates how these perspectives influence both definitions of problems as well as proposed solutions. Topics include: racism, economic inequality, sexism and heterosexism, as well as problems arising in the areas of education, marriage and family, crime, health and healthcare, and the environment. Particular attention is paid to the impact of media on perceptions of social problems.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- evaluate the objective and subjective components of social problems and examine specific contemporary problems from different theoretical and ideological perspectives.
- assess the impact of media on how social problems are defined, interpreted, and addressed.
- evaluate racism as a system and determine its particular relationship to other structural inequalities and social problems.
- analyze the structural causes of contemporary social problems.
- research and recommend solutions to specific social problems.

**SOC 310 Marriage and the Family**

This course examines the social, historical, cultural, and structural factors that impact families and influence societal definitions and expectations of the concepts of marriage and family. This course also examines the internal dynamics of families, as well as the ways in which they are shaped by the hierarchies of the larger social world. Gender roles and expectations, media impact, intimacy, violence in families, parenting, and public policies are also explored. Special emphasis will be placed on the diversity of families and family forms.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- assess the impact of social, historical, and cross-cultural factors on kinship and family arrangements.
- investigate the diversity of families in relation to race, ethnicity, class, immigration status, age, class, gender, and sexuality and how those experiences relate to contemporary family issues and social inequality.
- evaluate constructions of birth and parenting.
- compare definitions and experiences of marriage.
- research public policies relating to families and marriage.

**SOC 321 Race, Ethnicity and Inequality in the United States**

This course uses the sociological perspective to examine the relationship between race, ethnicity, and inequality in the U.S. and covers topics including: prejudice, discrimination, ethnocentrism, individual and institutional racism, privilege, assimilation, civil rights, and other related issues. This course includes an analysis of the social and historical contexts of major racialized and ethnic groups in the U.S. and how these contexts impact current conditions and experiences.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- uncover the diverse histories and social contexts of major ethnic and racialized groups in the U.S.
- synthesize course concepts and themes in order to assess the overall arrangements of racial and ethnic inequality in the U.S.
- evaluate the relationship between societal structures and institutional discrimination.
- investigate connections between individual social location and broader societal patterns of privilege and inequality.
- devise personal responses to racism and other forms of inequality.

SOC 341 Sex and Gender in the U.S.

- Units: 3
- Hours: 54 hours LEC
- Prerequisite: None.
- Transferable: CSU; UC
- General Education: AA/AS Area V(b); AA/AS Area III(b); AA/AS Area VI; CSU Area D; IGETC Area 4
- C-ID: C-ID SOCI 140
- Catalog Date: June 1, 2020

This course introduces gender issues from a sociological perspective and examines how gender is constructed and embodied in the U.S. It examines historical, social, economic, political, and cultural forces in shaping gender identity and gender roles. The course also emphasizes the intersections of gender with other identities including those relating to race, ethnicity, sexuality, income, and wealth, etc. Specifically, the course examines the experience of people of diverse economic, racial, and ethnic origins within a historical and cross-cultural perspective. Finally, this course explores the role that social movements and organizations play in working for gender equality.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply sociological concepts, perspectives, and theories to the concepts of sex and gender.
- analyze the social and historical constructions of sex and gender in relation to their intersections with other identities such as race, sexuality, socioeconomic status, age, etc.
- evaluate the role of social, economic, political, religious, and cultural institutions in creating, reinforcing, and perpetuating gender inequality and stratification.
- examine the role of social movements in challenging gender inequality and working for social change.

SOC 379 Making Social Change

- Units: 3
- Hours: 54 hours LEC
- Prerequisite: None.
- Transferable: UC
- General Education: AA/AS Area V(b); CSU Area D; IGETC Area 4
- Catalog Date: June 1, 2020

Empowerment through the development of technological skills and access to tools is and will continue to be a significant issue in social justice work and social change. In this interdisciplinary course, students will explore social change through historical and contemporary movements, organizations, and groups and the ways those entities use, create, modify, and improve tools and technologies to support and drive change. Students will research and analyze the contexts and tactics of these movements and synthesize their discoveries with hands-on experience using tools and technologies of the maker movement to develop projects designed to address social, environmental, and economic needs.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- examine how social change can be seen through the lens of social movements and social movement organizations.
- use social movement theories to analyze the historical, social, economic, political, resource, and geographical contexts of social movements and their organizations.
- evaluate the relationship of social movements and social movement organizations to technology and tools.
- assess ethical dilemmas and choices both within social movements themselves and in relation to the tools and technology they use.
- evaluate the relationship of access to tools and technology to power and empowerment.
- research, design, develop and prototype possible solutions and responses to social justice issues, using a variety of technologies, tools, techniques and materials.
- synthesize understanding of social movements with material skills learned in the course to design and create a project to address a particular social justice issue.

### SOC 495 Independent Studies in Sociology

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

### SOC 498 Work Experience in Sociology

| Units: | 1 - 4 |
| Hours: | 60 - 300 hours LAB |
| Prerequisite: | None. |
| Advisory: | ENGWR 101 or ESLW 320 |
| Transferable: | CSU |
| General Education: | AA/AS Area III(b) |
| Catalog Date: | June 1, 2020 |

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Sociology. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify competencies for effective and competitive workforce performance as written in the minimum three (3) learning objectives created by the student and his/her employer or work site supervisor at the start of the semester.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibiting adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, leadership skills at work, with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Spanish | Los Rios

Folsom Lake College offers the fundamental communication courses for proficiency in Spanish. Students will be able to understand the spoken language and to speak, read, and write at a proficient level.

Spanish leads as the most career-applicable foreign language in the State of California. Spanish speaker demographics remain the most stable and fastest growing.

Dean
Francis Fletcher

Department Chairs
Juan Carlos Morago

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Spanish (SPAN)

SPAN 401 Elementary Spanish

This is the first semester introduction to the Spanish language. It is designed for beginning students with little or no previous exposure to the language. It is characterized by an emerging ability to understand and produce appropriate responses in high-frequency situations utilizing learned materials. Speaking will be comprehensible to a sympathetic listener. Verbal and written expression is limited to short, culturally appropriate communication. Students will acquire knowledge of the geography, culture and people of regions where Spanish is spoken and of Spanish-speakers contributions to North American and world cultures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write basic communication of information, concepts and ideas.
- speak basic communication of information, concepts and ideas with sufficient pronunciation to be understood.
- read and understand materials at course level relating familiar topics such as travel, family, university life, favorite pastimes, and weather.
- listen to spoken Spanish at course level and give evidence of comprehension.
- demonstrate knowledge of geography and the culture through literature, music, art and folklore of the regions where Spanish is spoken.

SPAN 402 Elementary Spanish

This is the second semester introduction to the Spanish language. It is designed for beginning students with little or no previous exposure to the language. It is characterized by an emerging ability to understand and produce appropriate responses in high-frequency situations utilizing learned materials. Speaking will be comprehensible to a sympathetic listener. Verbal and written expression is limited to short, culturally appropriate communication. Students will acquire knowledge of the geography, culture and people of regions where Spanish is spoken and of Spanish-speakers contributions to North American and world cultures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write basic communication of information, concepts and ideas.
- speak basic communication of information, concepts and ideas with sufficient pronunciation to be understood.
- read and understand materials at course level relating familiar topics such as travel, family, university life, favorite pastimes, and weather.
- listen to spoken Spanish at course level and give evidence of comprehension.
- demonstrate knowledge of geography and the culture through literature, music, art and folklore of the regions where Spanish is spoken.
This is the second semester of elementary Spanish. It is designed for students who have completed SPAN 401 or two years of high school Spanish. It provides refinement of skills acquired in SPAN 401. Utilizing learned materials, students will gain increased accuracy and ability to understand and produce appropriate responses in high-frequency situations. Speaking and writing will be comprehensible to a sympathetic listener. Verbal and written expression will be limited to short, culturally appropriate communication on a wider range of topics than at the SPAN 401 level. Students will acquire knowledge of the geography, culture, and people of regions where Spanish is spoken and of contributions to North American and other world cultures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write information, concepts, and ideas at the Intermediate – Low level (ACTFL Proficiency Standards).
- speak information, concepts, and ideas with pronunciation at the Intermediate – Low level.
- read and understand a selection based on familiar topics that primarily focus on the past.
- listen to spoken Spanish at course level and give evidence of comprehension.
- demonstrate knowledge of geography and the culture through literature, music, art, and folklore of the regions where Spanish is spoken.

SPAN 411 Intermediate Spanish

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: SPAN 402 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6
C-ID: C-ID SPAN 200
Catalog Date: June 1, 2020

This is first semester Intermediate Spanish. It is designed for students who have completed SPAN 402 or three years of high school Spanish. It provides refinement of skills attained in SPAN 402. Students will work toward the ability to create with the language without relying on learned responses, to understand main ideas in routine speech and to understand main ideas in written texts. Listening and reading comprehension continue to develop; speaking and writing will be comprehensible to a somewhat sympathetic native speaker. Students will develop the ability to respond in an unrehearsed manner on concrete topics in known situations. Written expression will meet limited personal needs and culturally appropriate language at a higher level of accuracy than found in SPAN 402. The student will continue acquisition of knowledge of geography, culture, and people of regions where Spanish is spoken and of Spanish-speakers' contributions to North American and world cultures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- write information, concepts, and ideas at the Intermediate – High level (ACTFL Proficiency Standards).
- speak information, concepts, and ideas with pronunciation at the Intermediate – High level.
- read and understand a selection based on familiar topics that primarily focus on the past.
- listen to spoken Spanish at Intermediate – High level and demonstrate comprehension.
- demonstrate knowledge of geography and the culture through literature, music, art, and folklore of the regions where Spanish is spoken.

SPAN 412 Intermediate Spanish

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: SPAN 411 with a grade of "C" or better; or four years of high school Spanish with a "C" grade or better.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6
C-ID: C-ID SPAN 210
Catalog Date: June 1, 2020

This course will provide continued development of the Intermediate low and Intermediate Mid Level listening/speaking skills attained in SPAN 411 while helping the student work toward the Intermediate High level. The course will focus on development of written narratives and expository prose along with increased awareness of cultural concerns, norms, values, and culture-specific customs and events, with emphasis placed on culturally-authentic reading and writing through the introduction and application of basic literary analysis. The course will help to develop the student's emerging ability to handle complicated situations, to discuss topics beyond immediate personal needs (e.g., current events, media, politics, values, history, traditions, social issues and customs), and to use forms indicating past and future time frames. The student will also acquire knowledge and an appreciation of the geography, culture, and people from Spanish-speaking countries and their contributions to North American and world-
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- communicate in complex situations about topics beyond immediate and personal needs such as current events, politics, business, cultural and moral issues, history and customs in the present, past and future and conditional tenses, or hypothetical events.
- speak and respond, using the target language in culturally appropriate ways.
- reflect on and evaluate cross-cultural differences through cohesive written narratives and expository prose and culturally authentic texts.
- explore the culture of the target language by way of readings, short films in Spanish and the exploration of the perspectives, products and practices of the culture.

SPAN 495 Independent Studies in Spanish

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None
Transferable: CSU
Catalog Date: June 1, 2020
Student Government | Los Rios

Folsom Lake College’s student government curriculum is designed for students interested in developing their leadership skills and participating in planning and organizing college activities. They are open to all students. Student government is a pathway to participating in the Associated Students of Folsom Lake College (ASFLC) organization representing the student body.

Students who enroll in SGVT 300 are voting members of either the ASFLC Student Senate or Club and Events Board (CAEB). They will also have the opportunity to serve on a variety of college committees and attend leadership conferences.

Dean
Dr. Molly Senecal

Department Chairs
Jessica Pressley

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presslj@folsom.losrios.edu

Student Government (SGVT)

SGVT 300 Introduction to Student Government

| Units: | 2 |
| Hours: | 18 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |

This class provides a study of the legal, educational and philosophical basis of student government. The course may include travel to other campuses, area conferences and state conferences and provides the opportunity to participate on faculty and administrative committees. Topics are designed to teach leadership skills and to give practical experience in the field of student government.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- recommend appropriate advocacy strategies using acquired knowledge of Title V, Parliamentary Procedure, committee structures and campus resources.
- evaluate and develop effective leadership skills which may include delegating, problem solving, critical thinking, effective meeting planning, time management and budgeting.
- assess interpersonal skills which may include goal setting, stress management, motivation, oral and written communication skills, active listening, group participation and diversity awareness.
- organize a variety of campus activities
- Analyze and create a budget for student organizations

SGVT 495 Independent Studies in Student Government

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Prerequisite: | None. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2020 |
Theatre Arts | Los Rios

Folsom Lake College’s theatre arts program provides a broad foundation in various aspects of theatre including history, diversity, and production. Students have the opportunity to learn the basics of acting, theatre design and technology, and an overview of the historical and social context of theatre. Additionally, this program exposes students to core principles and practices in the field. Students gain real world experience in an on-campus performing arts facility, the Harris Center for the Arts (/about-us/our-facilities/harris-center-for-the-arts).

Dean
Francis Fletcher

Department Chairs
Ian Wallace

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Associate Degree for Transfer

A.A.-T. in Theatre Arts

The Associate in Arts in Theatre Arts for Transfer Degree program provides students with a major that fulfills the general requirements for transfer to the California State University. Students with this degree will receive priority admission with junior status to the California State University system. Students should work closely with their Folsom Lake College counselor to ensure that they are taking the appropriate coursework to prepare for majoring in Theatre Arts at the institution they wish to transfer to because major and general education requirements may vary for each CSU and the degree may only transfer to specific institutions.

This program has the following completion requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis.

Catalog Date: June 1, 2020

Degree Requirements

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<tr>
<th>COURSE CODE</th>
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<tbody>
<tr>
<td>TA 300</td>
<td>Introduction to the Theatre (3)</td>
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<tr>
<td>or TA 302</td>
<td>History and Theory of the Theatre I (3)</td>
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<tr>
<td>TA 340</td>
<td>Beginning Acting (3)</td>
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<tr>
<td>or TA 350</td>
<td>Theory and Techniques of Acting I (3)</td>
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<td>A minimum of 12 units from the following:</td>
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<td>For this program, students must take 3 units of Performance or 3 units of Technical Theater. The remaining 9 units come from the other two categories within the maximums defined.</td>
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Theater Performance (Maximum of 3 units.)

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<tr>
<td>TAP 300</td>
<td>Modern Rehearsal and Performance I (1 - 3)</td>
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<tr>
<td>TAP 301</td>
<td>Modern Rehearsal and Performance II (1 - 3)</td>
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<td>TAP 302</td>
<td>Modern Rehearsal and Performance III (1 - 3)</td>
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<td>Modern Rehearsal and Performance IV (1 - 3)</td>
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<td>TAP 320</td>
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<td>Children’s Theatre Rehearsal and Performance IV (1 - 3)</td>
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<td>TAP 380</td>
<td>Repertory/Touring Rehearsal and Performance I (1 - 3)</td>
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<tr>
<td>TAP 381</td>
<td>Repertory/Touring Rehearsal and Performance II (1 - 3)</td>
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<td>TAP 382</td>
<td>Repertory/Touring Rehearsal and Performance III (1 - 3)</td>
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<tr>
<td>TAP 383</td>
<td>Repertory/Touring Rehearsal and Performance IV (1 - 3)</td>
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**Technical Theater** (Maximum of 3 units.)

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<th>COURSE CODE</th>
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<tr>
<td>TAP 310</td>
<td>Modern Technical Production I (1 - 3)</td>
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<td>TAP 311</td>
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<td>Repertory and Touring Technical Production I (1 - 3)</td>
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<td>TAP 391</td>
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<tr>
<td>TAP 392</td>
<td>Repertory and Touring Technical Production III (1 - 3)</td>
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<td>TAP 393</td>
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**General Electives** (Maximum of 9 units.)

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<td>TA 350</td>
<td>Theory and Techniques of Acting I (3)</td>
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<td>TA 351</td>
<td>Theory and Techniques of Acting II (3)</td>
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<tr>
<td>TA 420</td>
<td>Stagecraft (3)</td>
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<tr>
<td>TA 422</td>
<td>Stage Lighting (3)</td>
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<td>TA 424</td>
<td>Advanced Technical Theatre (3)</td>
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<tr>
<td>TA 430</td>
<td>Costume Construction (3)</td>
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Total Units: 18

1. TA 350 cannot be used towards the general electives if it is used in the core. Up to 3 units of TAP not used above can be used in the General Electives area.

The Associate in Arts in Theatre Arts for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

**Student Learning Outcomes**

Upon completion of this program, the student will be able to:

- evaluate the historical, artistic, social, and philosophical environments in which theatre exists.
- critique dramatic literature, production, and performance.
- employ performance, design, technical, and/or artisanal skills in community, educational, and/or professional theatres.

**Career Information**

People with advanced degrees in Theatre have a broad range of employment opportunities including, but not limited to, acting, design/technology for the theatre, publicity and public relations, teaching, theatre technician, stage management, and box office management.

**Certificate of Achievement**

**Theatre Arts: Technical Certificate**

The program in technical theatre prepares students for an entry-level career in technical theatre arts. Career options include roadhouse stagehand, rigger, audio engineer, scene shop technician, scenic artist, property artisan, electrician, costume technician, or stage manager.

**Catalog Date:** June 1, 2020

**Certificate Requirements**

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<tr>
<th>COURSE CODE</th>
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<tr>
<td>TA 420</td>
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<td>TA 422</td>
<td>Stage Lighting</td>
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<td>TA 424</td>
<td>Advanced Technical Theatre</td>
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<tr>
<td>TA 426</td>
<td>Stagehand Practices</td>
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<td>TA 427</td>
<td>Stagehand Pre-Apprenticeship</td>
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A minimum of 6 units from the following:
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<tr>
<td>TAP 310</td>
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<td>Total Units:</td>
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### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- demonstrate proficiency in technical production skills.
- analyze the role of technical elements in the production process.
- analyze production requirements and develop practical and artistic solutions.
- analyze and apply information from scenic, lighting and/or costuming plans.
- identify and evaluate tools, materials and processes used in technical theatre areas.

### Career Information

Students with a Technical Theatre Certificate may become stagehands, set builders, lighting and sound technicians, costume and makeup artists, properties artisans, or stage managers in the performing arts.

### Theatre Arts (TA)

#### TA 300 Introduction to the Theatre

Units: 3
This theatre arts survey course focuses on the relationship of theatre to various cultures throughout history, and on the contributions of significant individual artists. This course introduces students to elements of the production process including playwriting, acting, directing, design, and criticism. Students will also survey different periods, styles, and genres of theatre through play reading, discussion, films, and viewing and critiquing live theatre, including required attendance of theatre productions. Field trips might be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze and evaluate the contributions of the theatre arts and its relationship to other parts of society.
- assess the historical, artistic, social and philosophical environments in which theatre exists.
- apply critical viewing methods for live theatre.
- recognize and evaluate elements of the production process, including different aspects of playwriting, acting, directing, design, and criticism.

**TA 302 History and Theory of the Theatre I**

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None
- **Advisory:** ENGRD 110, ENGWR 300, and TA 300
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area I; CSU Area C1; IGETC Area 3A
- **C-ID:** C-ID THTR 113
- **Catalog Date:** June 1, 2020

This course follows the development of the theatre arts from ancient Greece through the 19th Century. The history and evolution of theatre is studied in relationship to the socio-political and cultural conditions of the time. Plays will be read that exemplify major trends and prominent artists. Students might be required to attend plays off campus.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- analyze and describe the connection between cultural and historical location in the development of theatrical styles, performance and architecture.
- evaluate significant work of playwrights from distinct periods in theatre history.
- create a compilation of theatrical conventions and distinguishing characteristics of each major theatre period.
- demonstrate an understanding of the connection between theatrical performance and cultural, historical, and national identity.
- distinguish evolving stylistic conditions of performance intention and audience response to performance.

**TA 303 History and Theory of the Theatre II**

- **Units:** 3
- **Hours:** 54 hours LEC
- **Prerequisite:** None
- **Advisory:** ENGRD 110, ENGWR 300, and TA 300
- **Transferable:** CSU; UC
- **General Education:** AA/AS Area I; CSU Area C1; CSU Area C2 (effective Fall 2020); IGETC Area 3A
- **Catalog Date:** June 1, 2020

This course is a study of the theatre and drama from the 17th century to the present, with emphasis on the historical and cultural environment of the theatre. Plays will be read focusing on their relevance to history and their lasting impact upon contemporary audiences. Students might be required to attend plays off campus.
Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and describe the connection between cultural and historical location in the development of theatrical styles, performance and architecture.
- evaluate significant work of playwrights from distinct trends from the 17th century to the present day.
- create a compilation of theatrical conventions and distinguishing characteristics of each major theatre trend from the 17th century to present day.
- demonstrate an understanding of the connection between theatrical performance and cultural, historical, and national identity.

TA 304 Women in Theatre

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C1; IGETC Area 3A
Catalog Date: June 1, 2020

This course is an exploration of women’s contributions to the performing arts as actors, playwrights, directors, designers, and theorists. Studies will include understanding creative interpretations by women artists and will be approached from a western cultural perspective.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- investigate the sociopolitical status and theatrical representation of women in selected periods of theatre history from Ancient Greece to the present.
- evaluate the working conditions of women involved in all areas of theatre production and the challenges that they face.
- analyze how gender is constructed in literary texts and presented in performance.
- conceive of and/or construct a playscript, a characterization, a design element, or a thematic representation in a piece of woman-driven theatre arts.

TA 331 Film Making

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: TAFILM 300 with a grade of “C” or better
Transferable: CSU; UC
Catalog Date: June 1, 2020

This course covers contemporary methods of motion picture production, including low-budget cinema, with a concentration on the aesthetics of motion pictures. Stressed are techniques of direction, lighting, photography, editing, and other aspects of the motion picture theatre arts. Equipment and supplies for individual projects must be furnished by each student. Supplies and equipment are furnished for students working on group projects.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the use and purpose of equipment and technology specific to motion pictures.
- critique a motion picture from a technical and artistic point of view.
- organize and execute a short subject motion picture project.
- demonstrate the ability to support the production of a short subject motion picture by developing skills in one of the motion picture theatre arts, such as production design or editing.
TA 339 Screenwriting

This course explores the motion picture theatre art of screenwriting. Students will view and analyze motion pictures, participate in exercises and workshops, compose a screenplay for a short film, and plot a feature-length professionally formatted screenplay.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose the screenplay for a short theatrical motion picture and plot a full-length motion picture applying the elements of a performance based narrative form.
- produce character dialogue in motion picture theatre format, develop three-dimensional characters, and create multi-layered narratives.
- critique a screenplay’s strengths and weaknesses, and recommend a direction for improvement.
- analyze screenplay structure and the motion picture theatre arts’ narrative form.

TA 340 Beginning Acting

This course is an introduction to stage performance. Students will practice basic acting theory through scene study. Included is a classroom investigation of performance through the use of theatre games, movement, voice, sensory awareness, and improvisation. The course is designed for students new to acting wishing to explore self-expression through performance, and for those more experienced students wishing to begin the degree sequence.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply elementary participatory techniques used in the process of acting.
- demonstrate a knowledge of basic terminology and process of the craft.
- analyze, by means of assigned structured improvisation, the elemental tools of the actors craft.
- demonstrate an understanding of how to approach a scene.

TA 350 Theory and Techniques of Acting I

This course explores contemporary concepts in scene study and the creation of a character in the style of Realism for a modern play. Students stage and perform memorized scenes from the Modern Realism period in class.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate competency in the application of technical skills in acting.
- create a character using modern approaches to scene study.
- identify the objectives, actions, and given circumstances of a character's situation.
- verbally critique an acting performance's strengths and weaknesses, and recommend a direction for improvement.
- distinguish between levels of quality in an acting performance.
- write a critique of an acting performance.

**TA 351 Theory and Techniques of Acting II**

Units: 3  
Hours: 36 hours LEC; 54 hours LAB  
Prerequisite: TA 350 with a grade of "C" or better  
Transferable: CSU; UC  
C-ID: C-ID THTR 152  
Catalog Date: June 1, 2020

This course explores more challenging concepts in scene study and the creation of a character for a modern play than those studied in TA 350. Students stage and perform memorized scenes and monologues from modern plays in class.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- integrate fully and with competence the technical skills used in acting.
- create a set of unique characters using a variety of modern approaches to scene study.
- critique their own artistic strengths and weaknesses and develop strategies for future advancement and growth.
- evaluate varying theories and techniques of scene study more deeply through observational criticism of other actors.
- criticize with clarity and distinction in writing the application of techniques in an acting performance.
- demonstrate a mastery in identifying the objectives, actions, and given circumstances of more than two characters' situations.

**TA 356 Acting for the Camera I**

Units: 3  
Hours: 36 hours LEC; 54 hours LAB  
Prerequisite: TA 340 or 350 with a grade of "C" or better  
Transferable: CSU; UC  
Catalog Date: June 1, 2020

This is an introductory course in the theories and techniques of acting for the camera. This course compares the differences between acting on the stage and acting for the camera. Scenes and commercials will be rehearsed, performed, and critiqued.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate competency in the fundamental skills of acting for the camera.
- create a character in the style of Modern Realism for the camera.
- distinguish the technical and stylistic differences between acting for the stage and acting for the camera.
- demonstrate an understanding of the use and purpose of studio equipment.
- analyze the strengths and weaknesses of an acting performance for the camera, and recommend a direction for improvement.
TA 395 Playwriting

This course explores the writing, reading, performing, and critiquing of original plays for the theatre. Students will write plays and revise their work continually throughout the semester. Plays written by students will be read, performed, and discussed in class. Students will complete a full-length play by the end of the semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose a full-length play applying the elements of the theatrical narrative form.
- construct a story arc using the theatrical techniques of conflict, crisis, climax, and denouement.
- demonstrate an understanding of the theatrical techniques used in creating unique characterizations in plays.
- analyze dramatic structure and the theatrical narrative form.
- critique a play’s strengths and weaknesses, and recommend a direction for improvement.
- compare and contrast the theatrical craft of playwriting with narrative literature.

TA 420 Stagecraft

This course will serve as an introduction to technical theatre specifically related to stage-craft and the elements of scenic construction, construction tools, types of theatres, and theatre safety. Practical experience is gained by working on department productions. Stagecraft work often requires moving semi-heavy objects, tools, and ladders.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of theatre technology, terminology, and the backstage and scene shop environments.
- read design plans and renderings to identify and evaluate the elements and materials used in creating scenic elements for the stage.
- produce basic scenic elements by utilizing a variety of power and hand tools.
- analyze how stagecraft works collaboratively with the other areas of technical theatre.

TA 422 Stage Lighting

This course is an introduction to the basic concepts of lighting for the stage, motion pictures, and television. Topics include the basic elements of
lamps and fixtures, electricity, dimmers and control consoles. It also covers the design elements of color, distribution, and space to produce a lighting design. Practical lighting skills are gained from work on department productions. Stage lighting work often requires moving semi-heavy objects, tools, and ladders, and carrying lighting equipment up to a height of 14 feet.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate practical stage lighting and rigging techniques.
- analyze and apply the basic components of stage lighting such as optics, electricity, and instrumentation.
- analyze artistic lighting components such as color, angle, and style.
- evaluate a script and setting, and design an appropriate light plot.
- assess how lighting and sound work collaboratively with the other areas of technical theatre.

TA 423 Introduction to Scene Design for the Stage

Units: 3
Hours: 36 hours LEC, 72 hours LAB
Prerequisite: None.
Advisory: ART 300 and TA 420
Transferable: CSU; UC
C-ID: C-ID THTR 172
Catalog Date: June 1, 2020

This course will serve as an introduction to the techniques and practices of designing and painting scenery for the stage including design, color, perspective, tool use, notation, and drafting. It will consist of developing design plans, methods of visual representation of ideas, scale drawings and models (both physical and virtual), and practice in scenic painting. It will also provide an introduction to all theatrical design areas such as costumes and makeup, lights, sound and properties and how they work collaboratively with other areas of theater.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- devise solutions for theatrical design problems identified and evaluated within a script.
- draft both hand-drawn and computer-aided scenic renderings.
- create a complete scenic design for a script to include: sketches of design concept, visual research, drafted ground plan, drafted elevations, finished color rendering or color scale model (physical or virtual).
- analyze how scenic, costume, lighting and sound design disciplines relate to each other and work collaboratively with all areas of theatre.
- practice contemporary techniques in scenic painting.

TA 424 Advanced Technical Theatre

Units: 3
Hours: 36 hours LEC, 72 hours LAB
Prerequisite: TA 420 with a grade of "C" or better
Advisory: Students should be able to climb a ladder and lift a minimum of 30 pounds.
Transferable: CSU; UC
C-ID: C-ID THTR 171
Catalog Date: June 1, 2020

This course will explore advanced technical theatre and production techniques in the areas of scenery, properties, lighting, sound, scenic painting, rigging, and stage management. Practical experience is gained by working on productions for the Department of Theatre and Cinema Arts, Department of Music, Dance program, and/or the guest speaker series. Technical theatre often requires moving semi-heavy objects, tools, and ladders.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a mastery of the use of tools, the various materials, and the technology used in the execution of a complex production design.
interpret design renderings and/or blueprints in multiple theatrical disciplines for complex and varied production environments.

- appraise the various construction methods available and prioritize the use of resources and labor in the execution of a complex production design.
- manage the technical and the rehearsal aspects of a complex theatrical production.

**TA 426 Stagehand Practices**

**Units:** 3
**Hours:** 36 hours LEC; 72 hours LAB
**Prerequisite:** TA 424 with a grade of "C" or better
**Advisory:** Students should be able to climb a ladder and lift a minimum of 30 pounds.
**Transferable:** CSU
**Catalog Date:** June 1, 2020

This course will serve as an introduction to union stagehand practices. Topics include concepts of trade unionism and the function and services of the various professional unions involved in theatrical and motion picture production. The class will focus on developing basic skills of professional stagehand work and on trade safety. Practical experience is gained by working on department productions. Stagehand work often requires moving semi-heavy objects, tools, and ladders, and carrying scenic elements or lighting instruments up to a height.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- combine the skills utilized by professional tradespeople in the installation, operation, and removal of the technology and machinery used in live theatrical productions, motion pictures, trade shows, and other production environments.
- demonstrate a mastery of the safety procedures used while working in union production environments.
- criticize and evaluate the structure of stagehand unions, including methods of operation, rules and regulations, professional standards, and apprenticeship processes.
- evaluate the types of work that various professional theatrical trade unions engage in and assess the personnel needs of individual producers.
- critique the concept of trade unionism, especially the various professional unions involved in theatre production and their interaction.

**TA 427 Stagehand Pre-Apprenticeship**

**Units:** 2
**Hours:** 108 hours LAB
**Prerequisite:** TA 426 with a grade of "C" or better
**Advisory:** Students must be able to climb a ladder and lift a minimum of 30 pounds.
**Transferable:** CSU
**Catalog Date:** June 1, 2020

This course will serve as practical stagehand experience for students working alongside professional union stagehands on department and visiting productions. Students will earn apprenticeship hours towards the required minimum for the professional stagehand union’s apprenticeship program. Stagehand work often requires the moving of semi-heavy objects, tools, and ladders, and carrying scenic elements or lighting instruments up to a height.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate a mastery of the various skills necessary to work in a professional environment as a stagehand, such as audio, video, electrics, rigging, carpentry, wardrobe and general stagecraft.
- operate the equipment and machinery used in a professional production environment in a safe manner.
- identify and evaluate potential problems within a complex professional production environment and devise solutions.
- apply learned strategies for successfully loading a complex professional theatrical production into and out of a theatre.
TA 430 Costume Construction

This course explores the basic areas of costume construction. Topics include fabrics, color, patterns, sewing techniques, costume pieces, and accessories. Period styles, costume analysis, and basic design are also covered. It offers experience in constructing costumes for theatrical productions. Students will be required to purchase a pair of 9-inch fabric scissors.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate basic costume construction, patterning, and alteration techniques using the common machine and hand tools of the craft.
- apply elementary techniques in costume design.
- analyze the artistic and social environments of various periods in theatrical costume design and construction.
- evaluate the costumes in a live theatrical presentation.
- integrate an artistic and practical solution to the costume requirements of a theatrical production.

TA 495 Independent Studies in Theatre Arts

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Theatre Arts. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and...
Theatre Arts Film (TAFILM)

TAFILM 300 Introduction to Film

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<thead>
<tr>
<th>Units:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area I, CSU Area C1, IGETC Area 3A</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</tbody>
</table>

This course explores the artistic, business, and social elements of modern cinema. It examines components of movie making, such as acting, directing, cinematography, writing and editing. Film making techniques are analyzed, along with the impact of motion pictures and the movie business. Not open to students who have completed TA 310.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- analyze and evaluate the impact of cinema on culture.
- assess the historical, artistic, social, business, and philosophical environments in which cinema exists.
- apply critical viewing methods for motion pictures.
- evaluate and critique elements of the motion picture production process, including different aspects of screenwriting, acting, directing, design, artisanal and technical skills.

TAFILM 303 History of Film: 1880's through 1950's

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>Prerequisite:</td>
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<td>Advisory:</td>
<td>Eligibility for ENGWR 300.</td>
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</table>

This course is a historical and critical survey of motion pictures as an art form. It emphasizes the evolution of artistic and technical facets of production in features, documentaries, and experimental films, focusing on movies from the 1880s through 1950s.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the history and development of the art of filmmaking.
- distinguish some of the major historical, cultural, political, and economic forces that have shaped world cinema.
- compare and contrast different cinematic styles and structures.
- evaluate prominent director's works and their contribution to world cinema.
- formulate an independent and critical aesthetic perspective on the cinema.

TAFILM 304 History of Film: 1950's to Present

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<tbody>
<tr>
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<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
<tr>
<td>Advisory:</td>
<td>Eligibility for ENGWR 300.</td>
</tr>
</tbody>
</table>
This course is a historical and critical survey of motion pictures as an art form. It emphasizes the evolution of artistic and technical facets of production in features, documentaries, and experimental films, focusing on movies from the 1950s to present.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- explain the history and development of the art of filmmaking.
- distinguish some of the major historical, cultural, political, and economic forces that have shaped world cinema.
- compare and contrast different cinematic styles and structures.
- analyze selected films for their effective use of visual techniques.
- evaluate prominent artists’ works and their contributions to world cinema.
- formulate an independent and critical aesthetic perspective on the cinema.

TAFILM 330 Film Making

Units: 3
Hours: 36 hours LEC; 54 hours LAB
Prerequisite: TAFILM 300 with a grade of "C" or better
Transferable: CSU; UC
General Education: AA/AS Area I (effective Summer 2020)
Catalog Date: June 1, 2020

This course covers contemporary methods of motion picture production, including low-budget cinema, with a concentration on the aesthetics of motion pictures. Stressed are techniques of direction, lighting, photography, editing, and other aspects of the motion picture theatre arts. Equipment and supplies for individual projects must be furnished by each student. Supplies and equipment are furnished for students working on group projects. This course is not open to students who have completed TA 331.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the use and purpose of equipment and technology specific to motion pictures.
- critique a motion picture from a technical and artistic point of view.
- organize and execute a short subject motion picture project.
- demonstrate the ability to support the production of a short subject motion picture by developing skills in one of the motion picture theatre arts, such as production design or editing.

TAFILM 360 Screenwriting

Units: 3
Hours: 54 hours LEC
Prerequisite: Eligibility for ENGWR 300.
Advisory: TAFILM 300
Transferable: CSU; UC
General Education: AA/AS Area I
Catalog Date: June 1, 2020

This course explores the motion picture theatre art of screenwriting. Students will view and analyze motion pictures, participate in exercises and workshops, compose a screenplay for a short film, and plot a feature-length professionally formatted screenplay. Not open to students who have completed TA 399.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- compose the screenplay for a short theatrical motion picture and plot a full-length motion picture applying the elements of a performance
Based narrative form.

- produce character dialogue in motion picture theatre format, develop three-dimensional characters, and create multi-layered narratives.
- critique a screenplay's strengths and weaknesses, and recommend a direction for improvement.
- analyze screenplay structure and the motion picture theatre arts' narrative form.

**TAFILM 365 Acting for the Camera**

**Units:** 3  
**Hours:** 36 hours LEC; 54 hours LAB  
**Prerequisite:** None  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This is an introductory course in the theories and techniques of acting for the camera. This course compares the differences between acting on the stage and acting for the camera. Scenes and commercials will be rehearsed, performed, and critiqued. This course is not open to students who have completed TA 356.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate competency in the fundamental skills of acting for the camera.
- create a character in the style of Modern Realism for the camera.
- distinguish the technical and stylistic differences between acting for the stage and acting for the camera.
- demonstrate an understanding of the use and purpose of studio equipment.
- analyze the strengths and weaknesses of an acting performance for the camera, and recommend a direction for improvement.

**Theatre Arts Performance (TAP)**

**TAP 300 Modern Rehearsal and Performance I**

**Units:** 1 - 3  
**Hours:** 54 - 162 hours LAB  
**Course Family:** Modern Performance and Technical Production [http://flc.losrios.edu/course-families#id_100003](http://flc.losrios.edu/course-families#id_100003)  
**Prerequisite:** None  
**Enrollment Limitation:** Students must audition and/or interview with the director to participate in this course.  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This course is the first level of four courses in the rehearsal and performance of modern theatre. It provides workshop training for students performing in their first modern theatre production. Students audition or interview with the director for participation in a modern drama or comedy. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the audition, rehearsal, and performance processes in a modern theatrical production.
- demonstrate basic understanding of modern script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate the basic skills and rehearsal methods necessary for performing a modern role on stage including using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.
TAP 301 Modern Rehearsal and Performance II

This course is the second level of four courses in the rehearsal and performance of modern theatre. It provides workshop training for students performing in their second modern theatre production. Students audition or interview with the director for participation in a modern drama or comedy. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the audition, rehearsal, and performance processes in a modern theatrical production.
- demonstrate understanding of modern script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate the skills and rehearsal methods necessary for performing a modern role on stage including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 302 Modern Rehearsal and Performance III

This course is the third level of four courses in the rehearsal and performance of modern theatre. It provides workshop training for students performing in their second modern theatre production. Students audition or interview with the director for participation in a modern drama or comedy. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate intermediate understanding of the audition, rehearsal, and performance processes in a modern theatrical production.
- demonstrate intermediate understanding of modern script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate intermediate skills and rehearsal methods necessary for performing a modern role on stage including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 303 Modern Rehearsal and Performance IV

This course is the fourth level of four courses in the rehearsal and performance of modern theatre. It provides workshop training for students performing in their third modern theatre production. Students audition or interview with the director for participation in a modern drama or comedy. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate advanced understanding of the audition, rehearsal, and performance processes in a modern theatrical production.
- demonstrate advanced understanding of modern script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate advanced skills and rehearsal methods necessary for performing a modern role on stage including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.
This course is the fourth level of four courses in the rehearsal and performance of modern theatre. It provides workshop training for students performing in their fourth modern theatre production. Students audition or interview with the director for participation in a modern drama or comedy. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate advanced understanding of the audition, rehearsal, and performance processes in a modern theatrical production.
- demonstrate advanced understanding of modern script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate advanced skills and rehearsal methods necessary for performing a modern role on stage including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 310 Modern Technical Production I

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Course Family: | Modern Performance and Technical Production [http://flc.losrios.edu/course-families#id_100003] |
| Prerequisite: | None |
| Enrollment Limitation: | Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester. |
| Transferable: | CSU; UC |
| C-ID: | C-ID THTR 192 |
| Catalog Date: | June 1, 2020 |

This course is the first level of four courses which provides a workshop training experience for students working in their first position on the production crew of a modern theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate a basic understanding of the responsibilities of the set designer, lighting designer, sound designer, special effects coordinator, technical director, director and audience in relationship to the crew in a modern production.
- demonstrate a basic understanding of scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a modern theatrical production.
- demonstrate a basic understanding of the importance of teamwork in carrying out a group project as it relates to technical theatre in a modern theatrical production.
- demonstrate a basic understanding of technicians’ responsibilities in a modern theatrical production.

TAP 311 Modern Technical Production II

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Course Family: | Modern Performance and Technical Production [http://flc.losrios.edu/course-families#id_100003] |
| Prerequisite: | TAP 310 with a grade of "C" or better |
| Enrollment Limitation: | Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester. |
| Transferable: | CSU; UC |
| C-ID: | C-ID THTR 192 |
| Catalog Date: | June 1, 2020 |

This course is the second level of four courses which provides a workshop training experience for students working in their second position on the
production crew of a modern theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate a basic proficiency in the responsibilities of the set designer, lighting designer, sound designer, special effects coordinator, technical director, performers, and the director and audience in relationship to the crew in a modern production.
- demonstrate a basic proficiency in scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a modern theatrical production.
- demonstrate a basic proficiency in the importance of teamwork in carrying out a group project as it relates to technical theatre in a modern theatrical production.
- demonstrate a basic proficiency of technicians' responsibilities in a modern theatrical production.

**TAP 312 Modern Technical Production III**

| Units: 1 - 3 |
| Hours: 54 - 162 hours LAB |
| Course Family: Modern Performance and Technical Production [http://flc.losrios.edu/course-families#id_100003](http://flc.losrios.edu/course-families#id_100003) |
| Prerequisite: TAP 311 with a grade of "C" or better |
| Enrollment Limitation: Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester. |
| Transferable: CSU; UC |
| C-ID: C-ID THTR 192 |
| Catalog Date: June 1, 2020 |

This course is the third level of four courses which provides a workshop training experience for students working in their third position on the production crew of a modern theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate an intermediate proficiency in working and collaborating with the set designer, lighting designer, sound designer, special effects coordinator technical director, performers, and the director and audience in relationship to the crew in a modern production.
- demonstrate an intermediate proficiency in scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a modern theatrical production.
- demonstrate an intermediate proficiency in the importance of teamwork in carrying out a group project as it relates to technical theatre in a modern theatrical production.
- demonstrate an intermediate proficiency in technicians' responsibilities in a modern theatrical production.

**TAP 313 Modern Technical Production IV**

| Units: 1 - 3 |
| Hours: 54 - 162 hours LAB |
| Course Family: Modern Performance and Technical Production [http://flc.losrios.edu/course-families#id_100003](http://flc.losrios.edu/course-families#id_100003) |
| Prerequisite: TAP 312 with a grade of "C" or better |
| Enrollment Limitation: Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester. |
| Transferable: CSU; UC |
| C-ID: C-ID THTR 192 |
| Catalog Date: June 1, 2020 |
This course is the fourth level of four courses which provides a workshop training experience for students working in their fourth position on the production crew of a modern theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate leadership in a crew through their interactions and collaborations with the set designer, lighting designer, sound designer, special effects coordinator, technical director, performer, and the director in relationship to the crew in a modern production.
- demonstrate leadership in a crew through mentoring other crew members in scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a modern theatrical production.
- demonstrate leadership in a crew through mentoring other crew members in the importance of teamwork in carrying out a group project as it relates to technical theatre in a modern theatrical production.
- demonstrate leadership in a crew through mentoring other crew members in technicians’ responsibilities in a modern theatrical production.

TAP 320 Classical Rehearsal and Performance I

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<td>Hours:</td>
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<td>Prerequisite:</td>
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<td>Transferable:</td>
<td>CSU; UC</td>
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<td>C-ID THTR 191</td>
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<tr>
<td>Catalog Date:</td>
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</tbody>
</table>

This course is the first level of four courses in the rehearsal and performance of a classical theatre production. It provides workshop training for students performing in their first classical theatre production. Students audition or interview with the director for participation in a classical drama or comedy. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a basic understanding of the audition, rehearsal, and performance process in a classical theatrical production.
- demonstrate a basic understanding of classical script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate basic skills and rehearsal methods necessary for performing a classical role on stage including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 321 Classical Rehearsal and Performance II

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<td>Prerequisite:</td>
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<td>Enrollment Limitation:</td>
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<td>Transferable:</td>
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<td>C-ID THTR 191</td>
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<td>Catalog Date:</td>
<td>June 1, 2020</td>
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</table>

This course is the second level of four courses in the rehearsal and performance of a classical theatre production. It provides workshop training for students performing in their second classical theatre production. Students audition or interview with the director for participation in a classical drama or comedy. Field trips may be required.
Upon completion of this course, the student will be able to:

- demonstrate understanding of the audition, rehearsal, and performance process in a classical theatrical production.
- demonstrate understanding of classical script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate skills and rehearsal methods necessary for performing a classical role on stage including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

**TAP 322 Classical Rehearsal and Performance III**

- **Units:** 1 - 3
- **Hours:** 54 - 162 hours LAB
- **Course Family:** Classical Performance and Technical Production (http://flc.losrios.edu/course-families#id_100004)
- **Prerequisite:** None.
- **Enrollment Limitation:** Students must audition and/or interview with the director to participate in this course.
- **Transferable:** CSU; UC
- **C-ID:** THTR 191
- **Catalog Date:** June 1, 2020

This course is the third level of four courses in the rehearsal and performance of a classical theatre production. It provides workshop training for students performing in their third classical theatre production. Students audition or interview with the director for participation in a classical drama or comedy. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate an intermediate understanding of the audition, rehearsal, and performance process in a classical theatrical production.
- demonstrate an intermediate understanding of classical script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate intermediate skills and rehearsal methods necessary for performing a classical role on stage including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

**TAP 323 Classical Rehearsal and Performance IV**

- **Units:** 1 - 3
- **Hours:** 54 - 162 hours LAB
- **Course Family:** Classical Performance and Technical Production (http://flc.losrios.edu/course-families#id_100004)
- **Prerequisite:** None.
- **Enrollment Limitation:** Students must audition and/or interview with the director to participate in this course.
- **Transferable:** CSU; UC
- **C-ID:** THTR 191
- **Catalog Date:** June 1, 2020

This course is the fourth level of four courses in the rehearsal and performance of a classical theatre production. It provides workshop training for students performing in their fourth classical theatre production. Students audition or interview with the director for participation in a classical drama or comedy. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate advanced understanding of the audition, rehearsal, and performance process in a classical theatrical production.
- demonstrate advanced understanding of classical script analysis and the techniques of character analysis through collaboration with the director and other artists.
TAP 330 Classical Technical Production I

Units: 1 - 3
Hours: 54 - 162 hours LAB
Course Family: Classical Performance and Technical Production
Prerequisite: None.
Enrollment Limitation: Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester.
Transferable: CSU; UC
C-ID: C-ID THTR 192
Catalog Date: June 1, 2020

This course is the first level of four courses which provides a workshop training experience for students working in their first position on the production crew of a classical theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate a basic understanding of the responsibilities of the set designer, lighting designer, sound designer, special effects coordinator, technical director, director and audience in relationship to the crew in a classical production.
- demonstrate a basic understanding of scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a classical theatrical production.
- demonstrate a basic understanding of the importance of teamwork in carrying out a group project as it relates to technical theatre in a classical theatrical production.
- demonstrate a basic understanding of technicians' responsibilities in a classical theatrical production.

TAP 331 Classical Technical Production II

Units: 1 - 3
Hours: 54 - 162 hours LAB
Course Family: Classical Performance and Technical Production
Prerequisite: TAP 330 with a grade of "C" or better
Enrollment Limitation: Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester.
Transferable: CSU; UC
C-ID: C-ID THTR 192
Catalog Date: June 1, 2020

This course is the second level of four courses which provides a workshop training experience for students working in their second position on the production crew of a classical theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate a basic proficiency in the responsibilities of the set designer, lighting designer, sound designer, special effects coordinator, technical director, performers, and the director and audience in relationship to the crew in a classical production.
- demonstrate a basic proficiency in scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a classical theatrical production.
TAP 332 Classical Technical Production III

This course is the third level of four courses which provides a workshop training experience for students working in their third position on the production crew of a classical theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate an intermediate proficiency in working and collaborating with the set designer, lighting designer, sound designer, special effects coordinator, technical director, performers, and the director and audience in relationship to the crew in a classical production.
- demonstrate an intermediate proficiency in scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a classical theatrical production.
- demonstrate an intermediate proficiency in the importance of teamwork in carrying out a group project as it relates to technical theatre in a classical theatrical production.
- demonstrate an intermediate proficiency in technicians’ responsibilities in a classical theatrical production.

TAP 333 Classical Technical Production IV

This course is the third fourth of four courses which provides a workshop training experience for students working in their fourth position on the production crew of a classical theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate leadership in a crew through their interactions and collaborations with the set designer, lighting designer, sound designer, special effects coordinator, technical director, performers, and the director and audience in relationship to the crew in a classical theatrical production.
production.

- demonstrate leadership in a crew through mentoring other crew members in scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a classical theatrical production.

- demonstrate leadership in a crew through mentoring other crew members in the importance of teamwork in carrying out a group project as it relates to technical theatre in a classical theatrical production.

- demonstrate leadership in a crew through mentoring other crew members in technicians’ responsibilities in a classical theatrical production.

### TAP 340 Musical Rehearsal and Performance I

**Units:** 1 - 3  
**Hours:** 54 - 162 hours LAB  
**Course Family:** Musical Performance and Technical Production  
**Prerequisite:** None.  
**Enrollment Limitation:** Students must audition and/or interview with the director to participate in this course.  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This course is the first level of four courses in the rehearsal and performance of a musical theatre production. It provides workshop training for students performing in their first musical theatre production. Students audition with the director for acting, singing or dancing roles in a comedy or drama.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate a basic understanding of the audition, rehearsal, and production processes in a musical theatre production.

- demonstrate a basic understanding of musical theatre script analysis and the techniques of character analysis through collaboration with the director and other artists.

- demonstrate basic skills and rehearsal methods necessary to performing a musical role on stage including: using vocal, instrumental, dance and movement skills, and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.

- work effectively as an ensemble member of a theatre company.

### TAP 341 Musical Rehearsal and Performance II

**Units:** 1 - 3  
**Hours:** 54 - 162 hours LAB  
**Course Family:** Musical Performance and Technical Production  
**Prerequisite:** None.  
**Enrollment Limitation:** Students must audition and/or interview with the director to participate in this course.  
**Transferable:** CSU; UC  
**Catalog Date:** June 1, 2020

This course is the second level of four courses in the rehearsal and performance of a musical theatre production. It provides workshop training for students performing in their second musical theatre production. Students audition with the director for acting, singing or dancing roles in a comedy or drama.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate understanding of the audition, rehearsal, and production processes in a musical theatre production.

- demonstrate understanding of musical theatre script analysis and the techniques of character analysis through collaboration with the director and other artists.

- demonstrate skills and rehearsal methods necessary to performing a musical role on stage including: using vocal, instrumental, dance and movement skills, and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
TAP 342 Musical Rehearsal and Performance III

This course is the third level of four courses in the rehearsal and performance of a musical theatre production. It provides workshop training for students performing in their third musical theatre production. Students audition with the director for acting, singing or dancing roles in a comedy or drama.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an intermediate understanding of the audition, rehearsal, and production processes in a musical theatre production.
- demonstrate an intermediate understanding of musical theatre script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate intermediate skills and rehearsal methods necessary to performing a musical role on stage including using vocal, instrumental, dance and movement skills, and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 343 Musical Rehearsal and Performance IV

This course is the fourth level of four courses in the rehearsal and performance of a musical theatre production. It provides workshop training for students performing in their fourth musical theatre production. Students audition with the director for acting, singing or dancing roles in a comedy or drama.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate advanced understanding of the audition, rehearsal, and production processes in a musical theatre production.
- demonstrate advanced understanding of musical theatre script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate advanced skills and rehearsal methods necessary to performing a musical role on stage including using vocal, instrumental, dance and movement skills, and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 350 Musical Technical Production I

This course provides laboratory training for students interested in the technical aspects of preparing a musical theatre production. This includes: production design, design for the stage, prop and costume construction, lighting design, and stagecrafting.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an intermediate understanding of the design and technical processes involved in preparing a musical theatre production.
- demonstrate intermediate skills in the use of technical tools and equipment needed to execute design concepts for a musical theatre production.
- work effectively as a member of a theatre company.
This course is the first level of four courses which provides a workshop training experience for students working in their first position on the production crew of a musical theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate a basic understanding of the responsibilities of the set designer, lighting designer, sound designer, special effects coordinator, technical director, director and audience in relationship to the crew in a musical production.
- demonstrate a basic understanding of scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a musical theatrical production.
- demonstrate a basic understanding of the importance of teamwork in carrying out a group project as it relates to technical theatre in a musical theatrical production.
- demonstrate a basic understanding of technicians’ responsibilities in a musical theatrical production.

**TAP 351 Musical Technical Production II**

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Course Family: | Musical Performance and Technical Production (http://flc.losrios.edu/course-families#id_100005) |
| Prerequisite: | TAP 350 with a grade of "C" or better |
| Enrollment Limitation: | Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester. |
| Transferable: | CSU; UC |
| C-ID: | C-ID THTR 192 |
| Catalog Date: | June 1, 2020 |

This course is the second of four courses which provides a workshop training experience for students working in their second position on the production crew of a musical theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate a basic proficiency in the responsibilities of the set designer, lighting designer, sound designer, special effects coordinator, technical director, performers, and the director and audience in relationship to the crew in a musical production.
- demonstrate a basic proficiency in scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a musical theatrical production.
- demonstrate a basic proficiency in the importance of teamwork in carrying out a group project as it relates to technical theatre in a musical theatrical production.
- demonstrate a basic proficiency in technicians’ responsibilities in a musical theatrical production.

**TAP 352 Musical Technical Production III**
This course is the third of four courses which provides a workshop training experience for students working in their third position on the production crew of a musical theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate an intermediate proficiency in working and collaborating with the set designer, lighting designer, sound designer, special effects coordinator technical director, performers, and the director and audience in relationship to the crew in a musical production.
- demonstrate an intermediate proficiency in scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a musical theatrical production.
- demonstrate an intermediate proficiency in the importance of teamwork in carrying out a group project as it relates to technical theatre in a musical theatrical production.
- demonstrate an intermediate proficiency in technicians’ responsibilities in a musical theatrical production.

Student Learning Outcomes

TAP 353 Musical Technical Production IV

This course is the fourth of four courses which provides a workshop training experience for students working in their fourth position on the production crew of a musical theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate leadership in a crew through their interactions and collaborations with the set designer, lighting designer, sound designer, special effects coordinator technical director, performers, and the director and audience in relationship to the crew in a musical production.
- demonstrate leadership in a crew through mentoring other crew members in scene shop operation, maintenance and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a musical theatrical production.
- demonstrate leadership in a crew through mentoring other crew members in the importance of teamwork in carrying out a group project as it relates to technical theatre in a musical theatrical production.
- demonstrate leadership in a crew through mentoring other crew members in technicians’ responsibilities in a musical theatrical production.
TAP 360 Children's Theatre Rehearsal and Performance I

This course is the first level of four courses in the rehearsal and performance of a children's theatre production. It provides workshop training for students performing in their first children's theatre production. Students audition or interview with the director for participation in a children's theatre production. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate a basic understanding of the audition, rehearsal, and performance process in a children's theatre production.
- demonstrate a basic understanding of the techniques of character analysis through collaboration with the director and other artists.
- demonstrate basic skills and rehearsal methods necessary for performing a role in children's theatre, including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 361 Children's Theatre Rehearsal and Performance II

This course is the second level of four courses in the rehearsal and performance of a children's theatre production. It provides workshop training for students performing in their second children's theatre production. Students audition or interview with the director for participation in a children's theatre production. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the audition, rehearsal, and performance process in a children's theatre production.
- demonstrate understanding of the techniques of character analysis through collaboration with the director and other artists.
- demonstrate skills and rehearsal methods necessary for performing a role in children's theatre, including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 362 Children's Theatre Rehearsal and Performance III
This course is the third level of four courses in the rehearsal and performance of a children’s theatre production. It provides workshop training for students performing in their third children’s theatre production. Students audition or interview with the director for participation in a children’s theatre production. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate intermediate understanding of the audition, rehearsal, and performance process in a children’s theatre production.
- demonstrate intermediate understanding of the techniques of character analysis through collaboration with the director and other artists.
- demonstrate intermediate skills and rehearsal methods necessary for performing a role in children’s theatre, including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

**TAP 363 Children's Theatre Rehearsal and Performance IV**

**Units:** 1 - 3  
**Hours:** 54 - 162 hours LAB  
**Course Family:** Children's Theatre Performance and Technical Production  
**Prerequisite:** None  
**Enrollment Limitation:** Students must audition and/or interview with the director to participate in this course.  
**Transferable:** CSU; UC  
**C-ID:** C-ID THTR 191  
**Catalog Date:** June 1, 2020

This course is the fourth level of four courses in the rehearsal and performance of a children’s theatre production. It provides workshop training for students performing in their fourth children’s theatre production. Students audition or interview with the director for participation in a children’s theatre production. Field trips may be required.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate advanced understanding of the audition, rehearsal, and performance process in a children’s theatre production.
- demonstrate advanced understanding of the techniques of character analysis through collaboration with the director and other artists.
- demonstrate advanced skills and rehearsal methods necessary for performing a role in children’s theatre, including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

**TAP 370 Children's Theatre Technical Production I**

**Units:** 1 - 3  
**Hours:** 54 - 162 hours LAB  
**Course Family:** Children's Theatre Performance and Technical Production  
**Prerequisite:** None  
**Enrollment Limitation:** Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester.  
**Transferable:** CSU; UC  
**C-ID:** C-ID THTR 192  
**Catalog Date:** June 1, 2020

This course is the first of four courses that provides a workshop training experience for students working in their first position on the production crew of a children’s theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:
- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate a basic understanding of the responsibilities of the set designer, lighting designer, sound designer, special effects coordinator, technical director, director, and audience in relationship to the crew in a children’s production.
- demonstrate a basic understanding of scene shop operation, maintenance, and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a children’s theatrical production.
- demonstrate a basic understanding of the importance of teamwork in carrying out a group project as it relates to technical theatre in a children’s theatrical production.
- demonstrate a basic understanding of technicians’ responsibilities in a children’s theatrical production.

TAP 371 Children’s Theatre Technical Production II

Units: 1 - 3
Hours: 54 - 162 hours LAB
Course Family: [Children’s Theatre Performance and Technical Production](http://flc.losrios.edu/course-families#id_100046)
Prerequisite: TAP 370 with a grade of “C” or better
Enrollment Limitation: Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester.
Transferable: CSU; UC
C-ID: C-ID THTR 192
Catalog Date: June 1, 2020

This course is the second of four courses that provides a workshop training experience for students working in their second position on the production crew of a children’s theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate an intermediate understanding of the responsibilities of the set designer, lighting designer, sound designer, special effects coordinator, technical director, performers, and the director and audience in relationship to the crew in a children’s production.
- demonstrate an intermediate understanding of scene shop operation, maintenance, and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a children’s theatrical production.
- demonstrate an intermediate understanding of the importance of teamwork in carrying out a group project as it relates to technical theatre in a children’s theatrical production.
- demonstrate an intermediate understanding of technicians’ responsibilities in a children’s theatrical production.

TAP 372 Children’s Theatre Technical Production III

Units: 1 - 3
Hours: 54 - 162 hours LAB
Course Family: [Children’s Theatre Performance and Technical Production](http://flc.losrios.edu/course-families#id_100046)
Prerequisite: TAP 371 with a grade of “C” or better
Enrollment Limitation: Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester.
Transferable: CSU; UC
C-ID: C-ID THTR 192
Catalog Date: June 1, 2020

This course is the third of four courses that provides a workshop training experience for students working in their third position on the production crew of a Children’s theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate an intermediate proficiency in working and collaborating with the set designer, lighting designer, sound designer, special effects coordinator, technical director, performers, director, and audience in relationship to the crew in a children’s theatre production.
- demonstrate an intermediate proficiency in scene shop operation, maintenance, and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a children’s theatrical production.
- demonstrate an intermediate understanding of the importance of teamwork in carrying out a group project as it relates to technical theatre in a children’s theatrical production.
- demonstrate an intermediate proficiency in technicians’ responsibilities in a children’s theatrical production.

TAP 373 Children’s Theatre Technical Production IV

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Course Family: | Children’s Theatre Performance and Technical Production |
| Prerequisite: | TAP 372 with a grade of "C" or better |
| Enrollment Limitation: | Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester. |
| Transferable: | CSU; UC |
| C-ID: | C-ID THTR 192 |
| Catalog Date: | June 1, 2020 |

This course is the fourth of four courses that provides a workshop training experience for students working in their fourth position on the production crew of a children’s theatre production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate leadership in a crew through their interactions and collaborations with the set designer, lighting designer, sound designer, special effects coordinator, technical director, performers, director, and audience in relationship to the crew in a children’s production.
- demonstrate leadership in a crew through mentoring other crew members in scene shop operation, maintenance, and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a children’s theatrical production.
- demonstrate leadership in a crew through mentoring other crew members in the importance of teamwork in carrying out a group project as it relates to technical theatre in a children’s theatrical production.
- demonstrate leadership in a crew through mentoring other crew members in technicians’ responsibilities in a children’s theatrical production.

TAP 380 Repertory/Touring Rehearsal and Performance I

| Units: | 1 - 3 |
| Hours: | 54 - 162 hours LAB |
| Course Family: | Repertory/Touring Performance and Technical Production |
| Prerequisite: | None |
| Enrollment Limitation: | Students must audition and/or interview with the director to participate in this course. |
| Transferable: | CSU; UC |
| C-ID: | C-ID THTR 191 |
| Catalog Date: | June 1, 2020 |

This course is the first level of four courses in the rehearsal and performance of repertory and/or touring theatre. It provides workshop training for students performing in their first repertory and/or touring theatre production. Students audition or interview with the director for participation in a modern drama or comedy. Field trips may be required.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- demonstrate an understanding of the audition, rehearsal, and performance processes in a repertory and/or touring theatrical production.
- demonstrate basic understanding of repertory and/or touring script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate the basic skills and rehearsal methods necessary for performing a repertory and/or touring role on stage including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 381 Repertory/Touring Rehearsal and Performance II

Units: 1 - 3
Hours: 54 - 162 hours LAB
Course Family: Repertory/Touring Performance and Technical Production
Prerequisite: None
Enrollment Limitation: Students must audition and/or interview with the director to participate in this course.
Transferable: CSU; UC
C-ID: C-ID THTR 191
Catalog Date: June 1, 2020

This course is the second level of four courses in the rehearsal and performance of repertory and/or touring theatre. It provides workshop training for students performing in their second repertory and/or touring theatre production. Students audition or interview with the director for participation in a modern drama or comedy. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate an understanding of the audition, rehearsal, and performance processes in a repertory and/or touring theatrical production.
- demonstrate an understanding of repertory and/or touring script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate skills and rehearsal methods necessary for performing a repertory and/or touring role on stage including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 382 Repertory/Touring Rehearsal and Performance III

Units: 1 - 3
Hours: 54 - 162 hours LAB
Course Family: Repertory/Touring Performance and Technical Production
Prerequisite: None
Enrollment Limitation: Students must audition and/or interview with the director to participate in this course.
Transferable: CSU; UC
C-ID: C-ID THTR 191
Catalog Date: June 1, 2020

This course is the third level of four courses in the rehearsal and performance of repertory and/or touring theatre. It provides workshop training for students performing in their third repertory and/or touring theatre production. Students audition or interview with the director for participation in a repertory and/or touring drama or comedy. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate intermediate understanding of the audition, rehearsal, and performance processes in a repertory and/or touring theatrical production.
- demonstrate intermediate understanding of repertory and/or touring script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate intermediate skills and rehearsal methods necessary for performing a repertory and/or touring role on stage including: using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.
furniture to create the world of a chosen play.

- work effectively as an ensemble member of a theatre company.

TAP 383 Repertory/Touring Rehearsal and Performance IV

Units: 1 - 3
Hours: 54 - 162 hours LAB
Course Family: Repertory/Touring Performance and Technical Production
Prerequisite: None
Enrollment Limitation: Students must audition and/or interview with the director to participate in this course.
Transferable: CSU; UC
C-ID: C-ID THTR 191
Catalog Date: June 1, 2020

This course is the fourth level of four courses in the rehearsal and performance of repertory and/or touring theatre. It provides workshop training for students performing in their fourth repertory and/or touring theatre production. Students audition or interview with the director for participation in a repertory and/or touring drama or comedy. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate advanced understanding of the audition, rehearsal, and performance processes in a repertory and/or touring theatrical production.
- demonstrate advanced understanding of repertory and/or touring script analysis and the techniques of character analysis through collaboration with the director and other artists.
- demonstrate advanced skills and rehearsal methods necessary for performing a repertory and/or touring role on stage including using vocal, instrumental, dance, and movement skills and the use and maintenance of basic production elements such as props, costumes, and furniture to create the world of a chosen play.
- work effectively as an ensemble member of a theatre company.

TAP 390 Repertory and Touring Technical Production I

Units: 1 - 3
Hours: 54 - 162 hours LAB
Course Family: Repertory/Touring Performance and Technical Production
Prerequisite: None
Enrollment Limitation: Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester.
Transferable: CSU; UC
C-ID: C-ID THTR 192
Catalog Date: June 1, 2020

This course is the first of four courses that provides a workshop training experience for students working in their first position on the production crew of a repertory and touring production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate a basic understanding of the responsibilities of the set designer, lighting designer, sound designer, special effects coordinator, technical director, director, and audience in relationship to the crew in a repertory and touring production.
- demonstrate a basic understanding of scene shop operation, maintenance, and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a repertory and touring production.
- demonstrate a basic understanding of the importance of teamwork in carrying out a group project as it relates to technical theatre in a repertory and touring production.
- demonstrate a basic understanding of technicians’ responsibilities in a repertory and touring production.
TAP 391 Repertory and Touring Technical Production II

This course is the second of four courses that provides a workshop training experience for students working in their second position on the production crew of a repertory and touring production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate an intermediate understanding of the responsibilities of the set designer, lighting designer, sound designer, special effects coordinator, technical director, director and audience in relationship to the crew in a repertory and touring production.
- demonstrate an intermediate understanding of scene shop operation, maintenance, and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a repertory and touring production.
- demonstrate an intermediate understanding of the importance of teamwork in carrying out a group project as it relates to technical theatre in a repertory and touring production.
- demonstrate an intermediate understanding of technicians' responsibilities in a repertory and touring production.

TAP 392 Repertory and Touring Technical Production III

This course is the third of four courses that provides a workshop training experience for students working in their third position on the production crew of a Repertory and Touring production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate an intermediate proficiency in working and collaborating with the set designer, lighting designer, sound designer, special effects coordinator, technical director, performers, director, and audience in relationship to the crew in a repertory and touring production.
- demonstrate an intermediate proficiency in scene shop operation, maintenance, and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a repertory and touring production.
- demonstrate an intermediate understanding of the importance of teamwork in carrying out a group project as it relates to technical theatre in a repertory and touring production.
TAP 393 Repertory and Touring Technical Production IV

Units: 1 - 3
Hours: 54 - 162 hours LAB
Course Family: Repertory/Touring Performance and Technical Production (http://flc.losrios.edu/course-families#id_100045)
Prerequisite: TAP 392 with a grade of “C” or better
Enrollment Limitation: Students must interview with the technical director to participate in this course. Interviews should be scheduled during the first two weeks of the semester.
Transferable: CSU; UC
C-ID: THTR 192
Catalog Date: June 1, 2020

This course is the fourth of four courses that provide a workshop training experience for students working in their fourth position on the production crew of a repertory and touring production. Students interested in technical work interview for positions in stage management, crewing, set construction, costumes and makeup, lighting and sound, box office and publicity. Students will gain practical experience in applying production responsibilities in any of the following: stage management, house management, construction, scenery, scenic painting, properties, costume, lighting, sound, video/projections, and running crews.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- work as a theatre technician in community, educational, and/or professional theatres.
- demonstrate an advanced proficiency in working and collaborating with the set designer, lighting designer, sound designer, special effects coordinator technical director, performers, director, and audience in relationship to the crew in a repertory and touring production.
- demonstrate an advanced proficiency in scene shop operation, maintenance, and safety procedures regarding the usage of tools and technical equipment, building materials and fastening methods, blueprint readings, and the overall planning of the technical aspects of a repertory and touring production.
- demonstrate an advanced understanding of the importance of teamwork in carrying out a group project as it relates to technical theatre in a repertory and touring production.
- demonstrate an advanced proficiency in technicians’ responsibilities in a repertory and touring production.
Viticulture | Los Rios

The viticulture program is designed to train and develop students who can either work in an existing vineyard/winery business or transfer to a four-year degree program in viticulture, enology, or a related field.

Dean
Greg McCormac

Department Chairs
Max Mahoney

(916) 608-6615  mccormg@flc.losrios.edu

Associate Degree

A.S. in Small Vineyard and Winery Management

This program will provide foundational knowledge and skills for the next generation of wine-grape growers and wine producers in the Sierra Nevada foothills region of northern California. The program offers introductory training appropriate for local and regional wine-related employment opportunities and for further training at 4-year programs in viticulture and enology. Students will gain fundamental skills that will help prepare them to maintain and manage a wine grape vineyard, the wine production process, and an introduction to business methods used to promote and market grapes and/or wine.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VITI 300</td>
<td>Viticulture and Enology</td>
<td>3</td>
</tr>
<tr>
<td>VITI 301</td>
<td>Viticulture Practices from Bud Break to Harvest</td>
<td>3</td>
</tr>
<tr>
<td>VITI 302</td>
<td>Viticulture and Enology Machinery Operations and Safety</td>
<td>2</td>
</tr>
<tr>
<td>VITI 303</td>
<td>Viticulture Practices from Harvest through Dormancy</td>
<td>3</td>
</tr>
<tr>
<td>VITI 304</td>
<td>Wine Component Tasting, Hospitality and Service, and Food Pairing</td>
<td>3</td>
</tr>
<tr>
<td>VITI 308</td>
<td>Fruit to Wine - Enology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A minimum of 9 units from the following:</td>
<td>9</td>
</tr>
<tr>
<td>CHEM 305</td>
<td>Introduction to Chemistry (5)</td>
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</tr>
<tr>
<td>or CHEM 400</td>
<td>General Chemistry I (5)</td>
<td></td>
</tr>
<tr>
<td>BIOL 400</td>
<td>Principles of Biology (5)</td>
<td></td>
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<tr>
<td>or BIOL 310</td>
<td>General Biology (4)</td>
<td></td>
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<tr>
<td></td>
<td>A minimum of 1.5 units from the following:</td>
<td>1.5</td>
</tr>
<tr>
<td>VITI 305</td>
<td>Wines of the World (1.5)</td>
<td></td>
</tr>
<tr>
<td>VITI 306</td>
<td>Wines of California (1.5)</td>
<td></td>
</tr>
<tr>
<td>VITI 307</td>
<td>Wines of the Sierra Foothills (1.5)</td>
<td></td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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</tr>
<tr>
<td>BUS 300</td>
<td>Introduction to Business (3)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Small Business Management/Entrepreneurship (3)</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 401</td>
<td>Elementary Spanish (4)</td>
<td>4</td>
</tr>
</tbody>
</table>

The Small Vineyard and Winery Management Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See FLC graduation requirements.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- assist in the management of a wine grape vineyard including maintenance of vineyard rows, implementation of integrated pest management plan, and evaluation of grapes for wine production.
- assist in the production and marketing of the vineyard grapes and/or a winery's wines.
- analyze and appraise wine for its faults and desirable qualities.
- assist in maintaining a winery's tasting room with hospitality services and wine and food pairings.

Career Information

Technical jobs as assistant vineyard manager, assistant winemaker, cellar worker, and laboratory technician. Non-technical jobs as event manager, logistics coordinator, sales representative, and tasting room associate.

Viticulture (VITI)

VITI 300 Viticulture and Enology

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None |
| Transferable: | CSU; UC |
| Catalog Date: | June 1, 2020 |

The course is an introduction to viticulture and enology practices and will explore the history, principles, and practices of wine grape production and an introduction to enology. Additional topics will cover the history of wine grapes, the current status of wine grape industry, and the classification of wine grapes. The basic principles of vineyard establishment and management will be covered as well as the basic principles of enology. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- evaluate a site for grape production and select a grape varietal suitable for the site.
- plan and plant a vineyard, using the principles and practices of wine grape production, and produce grapes that will lead to successful wines.
- analyze vineyard management problems and develop solutions for those problems.
- evaluate and prepare harvest to produce wine.
- identify basic processes for wine production.

VITI 301 Viticulture Practices from Bud Break to Harvest
This course will cover viticulture practices for the spring and summer growing seasons, from bud-break to harvest. The course will focus on canopy management and wine grape harvest. Canopy management topics will include trellising, suckering, crop estimation, leaf and cluster thinning, petiole analysis, fertilizer application, pest control, and irrigation practices. Wine grape harvest will include quality control measures including measuring Brix, pH and total acidity of grapes samples. This course is a continuation of VITI 300, Viticulture and Enology. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- describe and demonstrate the theory and practices of vineyard management to produce wine grapes of optimum quality.
- properly apply canopy management techniques for crop optimization by suckering, leaf and cluster thinning, petiole analysis and application of fertilizers.
- explain and identify grapevine anatomy and understand how physiology is affected by fertilizer and irrigation techniques for vineyards.
- describe and explain the relationship between environment, common vineyard pests and diseases and know how to effectively control identified pests and diseases.
- describe and demonstrate the measurement of Brix, pH, and total acidity of wine grapes.

VITI 302 Viticulture and Enology Machinery Operations and Safety

This course is designed to introduce viticulture and enology students to the use and safe operation of machinery used in the viticulture and enology industry. In addition to basic safe operating parameters, students will learn about the economics of equipment commonly used in vineyards and wineries, routine maintenance practices and appropriate applications for machinery use. Hands-on experience and vineyard/winery visits will be major components of this course. Students must possess a valid driver’s license to operate this class. Field trip(s) will be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate the safe operating principles of vineyard and winery equipment.
- perform routine safety, maintenance and operational checks of vineyard and winery equipment.
- describe appropriate applications of mechanized equipment in the vineyard and winery.
- evaluate the economics of using mechanized equipment in the vineyard and winery.

VITI 303 Viticulture Practices from Harvest through Dormancy

This course will cover viticulture and enology practices from post-harvest in the fall to bud break in the spring. The course will cover winter pre-pruning, pruning relative to bud break, vineyard management during dormancy, grapevine diseases and post-harvest practices for irrigation, fertilization, erosion control, cover crops and vineyard winterization. Planting of vines as well as grafting of new varietals to an existing rootstock will be covered. Field trips may be required.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- describe and demonstrate the theory and practices of vineyard management post harvest through dormancy.
- describe and demonstrate post-harvest practices for irrigation, fertilization, cover crop planning and pre-pruning.
- describe and explain how to evaluate and effectively control common vineyard pests and diseases for the fall and winter seasons.
- describe and demonstrate proper planting techniques for new vines and grafting techniques for established rootstock.

VITI 304 Wine Component Tasting, Hospitality and Service, and Food Pairing

Units: 3
Hours: 54 hours LEC
Prerequisite: None
Enrollment Limitation: Students must be 21 years of age or older.
Transferable: CSU
Catalog Date: June 1, 2020

This course covers organoleptic wine evaluation, how to pair foods to wine, and wine service hospitality. The course covers organoleptic tasting techniques of wine including varietal characteristics, wine styles, and identification of wine flaws. The course is designed for wine industry personnel and wine enthusiasts. A materials fee of $50.00 is required and payable upon registration.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify common grape and wine varietals by sight and components.
- discuss the history and development of the wine industry in the Sierra Foothills and California.
- identify and describe wine defects.
- discuss wine tasting set up.
- discuss the pairing of food with wine varieties.
- explain the principles involved in the fermentation process.

VITI 305 Wines of the World

Units: 1.5
Hours: 27 hours LEC
Prerequisite: None
Enrollment Limitation: Students must be 21 years of age or older.
Transferable: CSU
Catalog Date: June 1, 2020

The course examines some of the most popular wine varietals of the world compared and contrasted to their California counterparts. Each week we will examine a different grape or related group of grapes and their expression in wine, e.g., California Cabernet Sauvignon, to a similar Chilean varietal, or French Bordeaux. A materials fee of $75 is required and payable upon registration. A field trip may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify world wine grape growing regions and the varietals best suited to that region.
- differentiate the climate, soil and geographic features that contribute to the uniqueness of a wine appellation.
- explain the relationship of viticulture and winemaking practices on the qualities of a particular wine type.
- compare and contrast the sensory characteristics of wines produced from the same varietal when grown in different locations.
- evaluate the quality of wines from particular world wine producing areas.
- define and comprehend world wine label terminology.
VITI 306 Wines of California

This course examines some of the wine varietals grown and produced in California. Each week the course will examine a different grape or related group of grapes and their expression in different regions or appellations of California. A materials fee of $50.00 is required and payable upon registration. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify California wine grape growing regions and the varietals best suited to that region.
- differentiate the climate, soil and geographic features that contribute to the uniqueness of a wine appellation.
- explain the relationship of viticulture and winemaking practices on the qualities of a particular wine type.
- compare and contrast the sensory characteristics of wines produced from the same varietal when grown in different locations.
- evaluate the quality of wines from particular California wine producing areas.
- define and comprehend California wine label terminology.

VITI 307 Wines of the Sierra Foothills

This course introduces some of the wine varietals grown and produced in California’s Sierra Foothills appellation. Each week the course will examine the expression in wine of different varietals, related group of grapes, or a particular vintner’s varietals of wines produced in the Sierra Foothills. A materials fee of $50.00 is required and payable upon registration. Field trips may be required.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify California Sierra Foothills growing regions and the varietals best suited to those regions.
- differentiate the climate, soil and geographic features that contribute to the uniqueness of a Sierra Foothills wine appellation.
- explain the relationship of viticulture and winemaking practices on the qualities of a particular wine type.
- compare and contrast the sensory characteristics of wines produced from the same varietal when grown in different locations within the Sierra Foothills.
- define and comprehend Sierra Foothills wine label terminology.

VITI 308 Fruit to Wine - Enology

This course is an introduction to the science of wine production from grapes and other fruits to the bottle. Topics covered include the history of wine production; grape varieties and wine types; influence of climate and soil; wine fermentation including assessment of wine qualities, handling.
racking, aging, bottling, wine disorders and remedies; and legal compliance. The production of fruit wines may also be covered. Some labs involve local field trips. A lab fee will be assessed to cover the costs of grapes and bottling. Students will have the opportunity to take wine home with them made during the semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- discuss the history of winemaking and the wine producing regions of the world and California.
- assess grapes and fruit to produce wine by applying fermentation principles.
- analyze results of winemaking including composition of wine for percentage alcohol, acidity, flavors, aging and bottling.
- report on wine qualities for bottling, labeling and storage for future consumption.
- define legal compliance requirements for the making, labeling, selling, and distribution of wine.

VITI 498 Work Experience in Viticulture

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None.
Enrollment Limitation: Student must be in a paid or non-paid internship, volunteer opportunity, or job related to career interests.
Advisory: ENGWR 101 or ESLW 320
Transferable: CSU
General Education: AA/AS Area II(b)
Catalog Date: June 1, 2020

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within the field of Viticulture. Course content will include understanding the application of education to the workforce; completing required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
Folsom Lake College’s work experience program is a unique, experiential academic program that allows individuals to apply what they’ve learned in the classroom to a work environment. Upon completion of their work experience, students may earn 1-4 units of transferable credit with a letter grade. This program serves: college interns, volunteers, and employees. It also meets one of the living skills graduation requirement for an associate degree.

Work Experience | Los Rios

Dean: Vicky Maryatt
Department Chairs: Julie Collier
(916) 608-6552
colieij@flc.losrios.edu

WEXP 198 Work Experience - General

Units: 1 - 3
Hours: 60 - 225 hours LAB
Prerequisite: None.
Enrollment Limitation: Students must be in a paid or unpaid internship, volunteer position or job.
Advisory: ENGWR 101 and ESLW 320
General Education: AA/AS Area III(b)
Catalog Date: June 1, 2020

This course provides students with opportunities to develop marketable skills in preparation for employment or advancement within their current job. Course content will include understanding the application of education to the workforce; completion of required forms which document the student’s progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend a weekly orientation. Additionally, students must complete 75 hours of paid work experience, or 60 hours of unpaid work experience, for one unit. An additional 75 hours of paid work experience or 60 hours of unpaid work experience is required for each additional unit. The course may be taken two times for credit, when there is new or expanded learning on the job, for a maximum of 6 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an e-mail account. First time students are required to attend a weekly orientation and a final meeting. Returning participants are required to attend the first class meeting, a mid-semester meeting and a final meeting and may meet individually with the instructor as needed. Students may take up to 16 units total across all Work Experience course offerings. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify competencies for effective and competitive workforce performance as written in the minimum three (3) learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- apply industry knowledge and theoretical concepts as reflected in individualized learning objectives written in partnership with employer work site supervisor.
- analyze local, regional and global changes in the workplace and evaluate their impact on workers and job seekers.
- examine the elements of a balanced lifestyle and relate them to job satisfaction and/or personal and career success.

WEXP 498 Work Experience in (Subject)

Units: 1 - 4
Hours: 60 - 300 hours LAB
Prerequisite: None.
This course provides students with opportunities to develop marketable skills in preparation for employment in their major field of study or advancement within their career. Course content will include understanding the application of education to the workforce; completing required forms which document the student's progress and hours spent at the work site; and developing workplace skills and competencies. During the semester, the student is required to attend orientation. Students must complete 75 hours of related paid work experience, or 60 hours of related unpaid work experience, for one unit. An additional 75 hours of related paid work experience or 60 hours of related unpaid work experience is required for each additional unit. The course may be taken for a maximum of 16 units. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Online students must have an email account. Only one Work Experience course may be taken per semester.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply industry knowledge and theoretical concepts in a field of study or career as written in the minimum 3 learning objectives created by the student and his/her employer or work site supervisor at the start of the course.
- manage personal career plans and decision making using industry & workforce information and online resources.
- behave professionally and ethically, exhibit adaptability, initiative, self-awareness and self-management as needed.
- exhibit effective communication, collaboration, and leadership skills at work with consideration to workplace dynamics and social and diversity awareness.
- demonstrate critical and creative thinking skills as they apply to the workplace.
In This Section

College Administrators (/2020-2021-catalog/administrators-faculty-and-staff/college-administrators)
Learn more about Folsom Lake College's college administrators.

Faculty and Staff (/2020-2021-catalog/administrators-faculty-and-staff/faculty-and-staff)
Learn more about Folsom Lake College's faculty and staff.
College Administrators | Los Rios

President

Yamamura, Whitney (1991)
President
BS, MA, CSU Sacramento; EdD, UC Davis

Vice Presidents

Chavez, Augustine (2007)
Vice President, Administration
BS, Santa Clara University; MBA, Drexel University

Ortiz-Mercedes, Sonia (1986)
Vice President, Student Services
BA, UIC Santa Cruz; MA, CSU Sacramento

Pactol, Monica (2004)
Vice President, Instruction
BA, MA, New Mexico State University; PhD, Colorado State University

Deans

Butler, Kelly (2019)
Dean of Student Success
BA, Texas A&M University; MA, PhD, Rice University

Lopez, Carlos (2002)
Dean of the Rancho Cordova Center, Business, and Social & Behavioral Sciences and Humanities (Interim)
BA, MA, UC Davis

McCormac, Greg (2000)
Dean of Instruction, Math, Science, and Engineering
BS, UC Irvine; MS, CSU Sacramento

Senecal, Molly (2015)
Dean of Student Success (Interim)
BS, UC Davis; MPA, University of Southern California; EdD, UC Davis

Fletcher, Francis (2001)
Dean of Languages & Literature and Visual & Performing Arts (Interim)
BA, MA, MA, CSU Sacramento

Maryatt, Victoria (1998)
Dean of Instruction, Career Education
ADN, De Anza College; BSN, MSN, University of San Francisco; MAOM, University of Phoenix

Robinson, Brian (2000)
Dean of Planning & Research (Interim)
BA, MA, CSU Sacramento

Wright, Matt (2008)
Dean of Instruction, Kinesiology, Health, Athletics, and Nutrition; Athletic Director
BA, MA, CSU Chico

Supervisors, Managers, and Directors

Educational Center Supervisor, El Dorado Center

Burrage, Lisa (2010)
Ticket Office Supervisor, Harris Center for the Arts
BA, Berry College

Estomo, Sharisse (2016)
Student Services Supervisor
BA, Pacific Oaks College

Harman, Joany (2000)
Business Services Supervisor
BA, Colorado State University

Heiland, Joyce (2001)
Educational Center Supervisor, Rancho Cordova Center
AA, Folsom Lake College

Mulligan, Rob (1993)
College Store Manager

Buchanan, Sally (2012)
Director of Donor Relations
AA, American River College; BS, Cal Poly, Pomona; MBA, CSU Sacramento

Callaway, Ronda (2008)
Counseling Supervisor
BS, CSU Fresno

Garza, Eduardo (2011)
Technical Director, Harris Center for the Arts

Hart, Kristy (2005)
Communications & Public Information Officer
BA, CSU Sacramento

Lewis, Jeff (1996)
College IT Systems Supervisor
AA, Cosumnes River College; BA, CSU Sacramento

Financial Aid Supervisor
Peshon, Mari (2018)
   Director, Prison and Re-Entry Education
   BA, UC Davis; MA, PhD University of San Diego

Thiessen, Levi (2014)
   Custodial/Receiving Supervisor
   BS, Cal Poly

Wurzer, Christine (1985)
   Admissions & Records Supervisor
   AA, American River College; BS, CSU Sacramento

AS, American River College; BS, UC Davis; MS, CSU Sacramento

Pier, Dave (2010)
   Executive Director, Harris Center for the Arts
   BA, Carleton College; BS, Columbia University; MS, Stanford University;
   MBA, UCLA

Williams, Melissa (2016)
   Director of Administrative Services
   BA, UC Riverside; MBA, Drexel University
Abraham, Linda (2005)
Professor, Microbiology
BS, University of Natal, South Africa; MSc, University of Witwatersrand, South Africa; PhD, University of British Columbia, Canada

Outreach Specialist
AA, Cosumnes River; BA, CSU Sacramento; MA, University of San Francisco

Al Juboori, Suha (2016)
Assistant Professor, Computer Information Science
BS, MS, PhD, University of Al-Nahrain, Iraq

Anderson, Brittney (2016)
Financial Aid Clerk II
BS, UC Davis

Angove, Philip (2009)
Professor, Music
BM, MM, CSU Sacramento

Atkinson, Laura (2012)
Senior IT Technician
BS, Winthrop University

Bahrens, Candace (2005)
Instructional Assistant - Computer Lab
AA, Folsom Lake College

Battershell, Matthew (2006)
Web and Media Design Specialist
BS, CSU Sacramento

Barnabe, Ramon (2016)
Custodian

Bjerke, Ann Lynn (2006)
Professor, English as a Second Language
BA, CSU Sacramento; MA, UC Davis; MA, CSU Sacramento

Boylan, KC (1994)
Professor, Communication Studies
AA, American River College; BA, CSU Sacramento; MA, CSU Chico

Brinkley, Amy (2015)
Technical Services Librarian
BA, CSU Sacramento; MLIS, San Jose State

Brown, Krisi (2015)
Professor, English
BA, MA, CSU Sacramento

Calise, Susan (2015)
Account Clerk III - Business Services
AA, American River College

Cantu, Jacob (2014)

Accooe, Reynand (2015)
Professor, Administration of Justice, Public Safety Education
Department Coordinator
BA, San Francisco State University

Aldrich, Christina (2008)
Professor, Psychology
AA, Fresno City College; BA, CSU Fresno; MA, PhD, Claremont Graduate University

Anayah, Bernadette M. (2002)
Professor, English as a Second Language
BA, Trinity College, Dublin, Ireland; MA, San Francisco State: PhD, Colorado State University

Anderson, Jae (2001)
Administrative Assistant III
AA, Folsom Lake College; BA, Brandman University; MLS, Arizona State University

Armbrust, Kim (2019)
Assistant Professor, Mathematics
BS, Azusa Pacific University; MS, San Diego State University

Aubert, Shelby (2018)
Athletic Trainer

Barnes-Liguori, Kathy (2002)
Printing Services Operator III

Beck, Danielle (2017)
Assistant Professor, Psychology
BA, Pacific Lutheran University; PhD, University of Washington

Bielefield, Vonnie (2007)
Student Personnel Assistant - Career and Transfer Center
AA, Cosumnes River College; BA, CSU Sacramento; MS, Grand Canyon University

Black, Jennifer (2018)
Assistant Professor, Accounting
BA, UCLA; MPA, University of Texas at Austin

Bradshaw, Jill (2014)
Assistant Professor, Social Work/Human Services, Faculty Research Coordinator
BA, Brigham Young University; MSW, University of Washington; PhD, University of Connecticut

Brown, Gayle (1996)
Admissions & Records Evaluator II

Burke, Talina (2016)
Operations Technician

Campbell, Lindsey (2015)
Confidential Administrative Assistant III
BS, UC Santa Barbara

Carlson, Diane (2009)
Assistant Technical Director - Harris Center for the Arts

Professor, Sociology
BA, JD, University of Arizona; MA, UC Davis; EdD, CSU Sacramento

Chadwick, Sera (2016)
Clerk III - Campus Operations

Chale, Jeffery (2017)
Physical Education/Athletic Attendant

Cheshire, Tamara (2018)
Assistant Professor, Anthropology
BS, MA, Oregon State University; EdD, CSU Sacramento

Chiang-Yamada, Michelle (2001)
Professor, Mathematics
BA, UC Berkeley; MAT, UC Davis

Choa, Victoria (2017)
Assistant Professor, Communication Studies
BA, Delaware State University; MA, CSU Sacramento; EdD, Drexel University

Choe, Valerie (2016)
Student Personnel Assistant – Equity Center
BS, BA, UC Davis

Cisneros, Claudio (2017)
Student Personnel Assistant - Career Education Outreach Services
AS, Modesto Junior College; BA, MBA, CSU Sacramento

Chueh, Michelle (2001)
Assistant Professor, Anthropology
BS, MA, Oregon State University; EdD, CSU Sacramento

Chochezi, Victoire (2017)
Assistant Professor, Communication Studies
BA, Delaware State University; MA, CSU Sacramento; EdD, Drexel University

Clark, Christopher S. (2005)
Counselor, Transfer Services, Professor, Human/Career Development
AA, West Valley College; BA, MS, San Francisco State

Cisneros, Claudio (2017)
Student Personnel Assistant - Career Education Outreach Services
AS, Modesto Junior College; BA, MBA, CSU Sacramento

Clayton, Keith (2015)
Professor, Mathematics
MS, University of Nevada, Reno; BA, UC Berkeley

Collier, Julie (2012)
Work Experience Coordinator
BIS, Weber State University; MS, CSU Sacramento

Conant, Ron (2006)
Custodian

Conley, Nino
Assistant Professor, Communication Studies
AA, American River College; BA, MA, CSU Sacramento

Considine, Daniel (2014)
Professor, Philosophy
BA, UC Berkeley; MA, CSU Long Beach; PhD, University of Southern California

Cosentino, Jim (1996)
IT Systems/Data Base Administrative Analyst II
BM, CSU Sacramento

Cook, Libby (2016)
EDPS/CARE/NextUP Coordinator
BA, MS, CSU Sacramento

Crockett, Jeanne (2006)
Administrative Assistant - Instruction
BS, CSU San Luis Obispo

Crandell, Jane (2014)
Public Relations Technician
BA, University of Reno-Nevada

Curran, Tim (2000)
Professor, Mathematics
BS, Northern Arizona University; MA, CSU San Bernardino

Cunningham, Chris (2008)
Maintenance Technician I

Daven, Lisa (2005)
Professor, English
AA, Los Angeles Pierce College; BA, CSU Northridge; MA, UC Davis

Davila, Rebecca (2008)
Professor, Humanities
BA, UC Berkeley; MA, San Francisco State; MA, UC Davis

Dowell, Zachary (2001)
Instructional Design & Development Coordinator, Innovation Center Makerspace
BA, MA, CSU Los Angeles

Dubinets, Nikolay (2005)
Senior IT Specialist

Eckman, Spencer (2008)
Professor, English as a Second Language
BA, MA, CSU Stanislaus

Ellen, Joseph E. (1997)
Professor, Mathematics
MA, Fresno Pacific University

Ellman, Marsha (1996)
Professor, Business

Ellman, C. Howell (1997)
Professor, Business and Real Estate
AB, Occidental College; JD, Loyola Law School; IEM Certificate, Harvard University

Estep, Gena (2016)
Assistant Professor, History
AA, Sierra College; BA, MA, CSU Sacramento

Evers, Kent (2017)
Account Clerk II - Business Services
AA, West Valley College

Ettner-Haron, Daria (2016)
Professor, Astronomy/Physics
BS, MS, PhD, UC Davis

Farrand, Brittney (2019)
Assistant Professor, English
AA, Folsom Lake College, MA, MA, CSU Sacramento

Farrand, Brittney (2019)
Assistant Professor, English
AA, Folsom Lake College, MA, MA, CSU Sacramento

Fernandez, Josh (2015)
Professor, English
BA, UC Davis; MA, CSU Sacramento

Flores, Juan J. (2004)
Student Success and Support Program Coordinator BA, MS, CSU Sacramento

Foon, Lana (1998)
Foster, Ted (1998)
Fowler, Caleb (2013)
Professor, Computer Information Science
BA, MBA, Cal Poly, Pomona

Franco, Rochelle (1998)
Admissions & Records Evaluator/Degree Auditor
AA, Cosumnes River College; BA, Chapman University

Fuertes, Andrea (2016)
Outreach Specialist
BA, MA, CSU, Chico

Fuller, Annie (2011)
Assistant Financial Aid Officer
AS, Foothill College; AA Folsom Lake College

George, Tanya (1989)
Library/Media Technical Assistant

Professor, Nutrition
BS, MCP Hahnemann; PhD, UC Davis

Goff, Thomas (1996)
Instructional Assistant - Reading and Writing Center
BA, CSU Sacramento; MA, San Francisco Conservatory

Goodman, Pat (2008)
Custodian

Graham, Amber (2018)
Assistant Professor, Kinesiology, Health, & Athletics; Head Softball Coach
BA, San Diego State; MA, Azusa Pacific University

Assistant Professor, Kinesiology, Health, & Athletics; Head Baseball Coach
BA, CSU Chico; MA, National University

Habib, Afshan (1992)
Instructional Services Assistant II

Hale, Daniel (2008)
Professor, Astronomy/Physics
BS, Sonoma State University; MS, Michigan State University

Hansen, Hugh (2007)
Custodian

Hansen, Mary (2008)
College Nurse
BSN, CSU Sacramento; MSN, Dominican University of CA

Hansen, Mary (2008)
College Nurse
BSN, CSU Sacramento; MSN, Dominican University of CA

Harris, David (2007)
Professor, Theatre Arts
BFA, University of Illinois, Urbana-Champaign; MFA, UC San Diego

Haung, Paula (2007)
Professor, Communication Studies
BA, MA, CSU Fresno

Hemmeway, Tracy (2001)
Admissions and Records Educational Center Assistant
BA, University of South Carolina Upstate

Hendricks, Tess (2007)
Laboratory Technician - Science

Hicks, Andrea
Assistant Professor, Communication Studies
BA, CSU Fresno and MA, UC Davis

Hindi, David (2006)
Media Systems/Resources Specialist
BM, Berklee College of Music; ME, University of Toledo

Hintze, Jeanne (2004)
Laboratory Technician - Chemistry
BS, Westminster College-University of Richmond

Holzberg, Steve (2006)
Professor, Biology
BS, UC Irvine; PhD, UC Berkeley

Hoyt, Cameron (2016)
Theater Technician

Humphreys, Tony (2019)
Student Personnel Assistant, Orientation
BA, CSU Sacramento

Hyder, Renee (2004)
Student Support Specialist
BS, University of Wisconsin-Madison

Hwang, Eunyoung (2000)
Professor, Art History
BA, Wagner College; MFA, West Texas A&M; MA, University of North Texas

Ivaska, Devan (2014)
Ticket Office/Customer Relations Assistant - Harris Center for the Arts

Fuertes, Andrea (2016)
Professor, Computer Information Science
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Fuller, Annie (2011)
Assistant Financial Aid Officer
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Library/Media Technical Assistant

Professor, Nutrition
BS, MCP Hahnemann; PhD, UC Davis

Goff, Thomas (1996)
Instructional Assistant - Reading and Writing Center
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Goodman, Pat (2008)
Custodian

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Instructional Services Assistant II

Hale, Daniel (2008)
Professor, Astronomy/Physics
BS, Sonoma State University; MS, Michigan State University

Hansen, Hugh (2007)
Custodian

Hansen, Mary (2008)
College Nurse
BSN, CSU Sacramento; MSN, Dominican University of CA

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College Nurse
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Harris, David (2007)
Professor, Theatre Arts
BFA, University of Illinois, Urbana-Champaign; MFA, UC San Diego

Haung, Paula (2007)
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Hoyt, Cameron (2016)
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Humphreys, Tony (2019)
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Hyder, Renee (2004)
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Jahangiri, Sayna  
Assistant Professor, Biology  
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Javier, Miriam (2014)  
Counselor  
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Jenssen, Wayne (2001)  
Professor, Mathematics  
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Johnson, Justin (2015)  
Professor, Kinesiology, Health, & Athletics; Head Men’s Soccer Coach  
BA, MA, San Jose State

Johnson, Kaleen (2015)  
Admissions & Records Evaluator I

Jones, Kalinda (2015)  
Professor, Social Work/Human Services  
BA, Olivet Nazarene University; MA, Eastern Michigan University; PhD, Indiana State University

Jordan, Denia (2017)  
Assistant Professor, Mathematics  
BS, Liberty University; MS, Virginia Tech

Kingsley, Julie (2018)  
Administrative Assistant I - Planning and Research

Kraft, Lota (2006)  
Custodian

Kroenecke, Mikael (1999)  
Professor, Mathematics and Physics  
BS, MS, UC Davis; MA, San Francisco State

Lagala, David (2008)  
Professor, Biology  
AA, Ventura College; BA, UC Santa Barbara; DC, University of Western States

Lee, Hao (2008)  
Instructional Assistant - Music  
BFA, UCLA; MM, CSU Los Angeles

Lennert, Michelle (2002)  
Professor, Sign Language Studies  
BA, Gallaudet University, Washington, D.C.; MS, Capella University, Minnesota

Longhitano, Amber (2012)  
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BA, UCLA; MA, CSU Sacramento

Lozano, Karla (2017)  
Student Personnel Assistant - EOPS/CalWorks  
BVE, CSU Sacramento

Luchenko, Vadim  
IT Specialist I, IT Services  
AS, American River College

Maduell, Regina (2015)  
Library Technician  
BA, CSU Stanislaus; MA, San Jose State

Martinez, David (1999)  
Counseling Clerk II

Messa, Colleen  
Administrative Assistant I, Career Education  
AA, Folsom Lake College; BA, CSU Sacramento

McHargue, Tim (2004)  
DSPS Coordinator/Counselor  
BA, MS, CSU Sacramento; EdD, University of the Pacific

Mendell, Rebecca (2007)  

Meroux, Linda A. (2001)  

Madden, Michelle (2002)  
Counselor, Professor  
BA, MS, CSU Sacramento

Mahoney, Max (2015)  
Professor, Chemistry  
BS, California Polytechnic State University, SLO; PhD, UC Santa Cruz

Martinez, Lupe (2011)  
Admissions & Records Clerk III  
AA, Evergreen Valley College; BA, San Jose State

McDowell, Lauren (2015)  
Custodian

Melton, Taylor (2016)  
Custodian
Public Access Services Librarian  
BA, UC Davis; MLIS, San Jose State

Michels-Ratliff, Emelia (2017)  
Research Analyst  
BA, MA, CSU Chico

Miller, Travis (2001)  
Maintenance Technician II

Assistant Professor, Kinesiology, Health, & Athletics; Head Women's Basketball Coach  
BA, MS, CSU Sacramento

Moraga, Juan Carlos (1999)  
Professor, Spanish  
BA, MA, University of Northern Iowa

Morrison, Jill (2015)  
Counselor, PASS  
BA, University of Redlands; MS, San Diego State University

Moua, Theng (2002)  
Financial Aid Officer

Mulligan, Terry (2007)  
Head Custodian

Nersesyan, Vadim (2016)  
Assistant Professor, Mathematics  
BS, Portland State University; MS, Oregon State University

Nunez, Mechelle (2014)  
Purchasing Clerk III - Administration, El Dorado Center  
AA, Cosumnes River College

Olsen, Marc (2007)  
Professor, Mathematics  
BS, CSU Chico; MAT, UC Davis

Ozeran, Megan (2020)  
Public Services Librarian, Technology and Electronic Resources  
BA, Pomona College; MLIS, San Jose State

Pedro, Jason (2013)  
Professor, Medical Laboratory Technician Program Coordinator  
BS, UC Davis; MBA, CSU Sacramento

Piedra-Walsh, Lucia (2009)  
Counselor  
BA, MS, CSU Sacramento

Pimental, Christy (2012)  
Student Personnel Assistant - DSPS

Pittman, Jason (2006)  
Professor, Geography and Geology  
BA, UC Davis; MS, Oregon State University

Poteet, Rhonda (1998)  
Buyer I - College Store

Pressley, Jessica  
Student Life Supervisor (Interim)  
BS, MEd, Arizona State University

Quintell, Melonie (2016)  
Administrative Assistant I - Instruction  
BS, University of San Francisco MA, San Jose State University

Public Access Services Librarian  
BA, UC Davis; MLIS, San Jose State

Laboratory Technician – Science  
BS, UC Davis

Stacy Miller  
Athletic Trainer  
BS, CSU Sacramento; MBA, Thomas University

Moldovan, Elena (2017)  
Financial Aid Clerk II

Montez, Dominic (1994)  
Custodian

Moreno, Deborah D. (1993)  
Professor, History  
BA, MA, CSU Sacramento

Moskaluk, Olga (2017)  
Administrative Assistant III - Student Services

Professor, History  
BA, Yale University; MA, UCLA

Ndiaye, Ababacar (2013)  
Receiving Clerk/Storekeeper

Nguyen, Bi (2015)  
Professor, Math  
BA, MA, CSU Sacramento

Oberth, Christa (1998)  
Professor, Chemistry  
BS, PhD, UC Davis; MS, CSU Sacramento

Owens, Colin (2005)  
Stock Clerk - College Store

Palomares, Karen (2006)  
Student Personnel Assistant - EOPS/CalWORKs

Peralta, Marsha (2005)  
Professor, Early Child Education  
BA, CSU Sacramento; MA, Pacific Oaks

Pietromonaco, Dean (2000)  
Professor, Mathematics MA, UC Davis

Piper, Kevin (2005)  
Professor, Mathematics  
BS, MS, CSU Hayward

Pitts, Lorilee (2000)  
Outreach Librarian  
AA, American River College; BA, CSU Sacramento; MLIS, San Jose State University

Prelipski, Angela (2013)  
Professor, Communication Studies  
AA, Merced College; BA, CSU Stanislaus; MA, CSU Northridge; MA, Fresno Pacific University; EdD, Alliant International University

Randak, Irina (2013)  
Financial Aid Officer

Price, Yvonne (2008)  
Professor, English  
BA, Certificate in Teaching Post-Secondary Reading, San Francisco State; PhD, Stanford University
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title/Position</th>
<th>Education/Other Details</th>
</tr>
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<tbody>
<tr>
<td>Raskin, Sam</td>
<td>2015</td>
<td>Learning Skills Coordinator</td>
<td>BA, UC Santa Cruz; MS, CSU Los Angeles</td>
</tr>
<tr>
<td>Reed, Kimberly</td>
<td>2018</td>
<td>Clerk II - EOPS</td>
<td>AA, AAT Folsom Lake College</td>
</tr>
<tr>
<td>Rauschkolb, Tracy</td>
<td>2008</td>
<td>Professor, English</td>
<td>BA, American River College; BS, MA, Certificate in Teaching College</td>
</tr>
<tr>
<td>Reese, David</td>
<td>2004</td>
<td>Professor, Political Science</td>
<td>BA, UC Santa Barbara; MA, San Diego State; PhD, Colorado State University</td>
</tr>
<tr>
<td>Reed, Kimberly</td>
<td>2018</td>
<td>Clerk II - EOPS</td>
<td>AA, AAT Folsom Lake College</td>
</tr>
<tr>
<td>Ribaudo, Donny</td>
<td>2014</td>
<td>Professor, Kinesiology, Health, &amp; Athletics; Head Women’s Soccer Coach</td>
<td>BA, MA, CSU Chico</td>
</tr>
<tr>
<td>Rivas, Sherry M.</td>
<td>1996</td>
<td>Professor, Biology</td>
<td>BS, MA, UC Riverside</td>
</tr>
<tr>
<td>Roehr, Rebecca</td>
<td>2016</td>
<td>Assistant Professor, English</td>
<td>AA, Folsom Lake College; BA, MA, CSU Sacramento</td>
</tr>
<tr>
<td>Ross, Daniel G.</td>
<td>1999</td>
<td>Professor, Computer Information Science and Engineering</td>
<td>BSME, CSU Fresno; MSBME, MSCS, CSU Sacramento</td>
</tr>
<tr>
<td>Rummel, Dana</td>
<td></td>
<td>Printing Services Operator II, Printing/Mail Services</td>
<td>AA, San Joaquin Delta College</td>
</tr>
<tr>
<td>Ryan, Diana</td>
<td>2016</td>
<td>Student Personnel Assistant – DSPS</td>
<td>BA, UC Davis MEd, CSU Sacramento</td>
</tr>
<tr>
<td>Santoro, Linda</td>
<td>2006</td>
<td>Administrative Assistant I</td>
<td>BS, The Ohio State University</td>
</tr>
<tr>
<td>Sayago, Marisa</td>
<td>1999</td>
<td>Professor, Art</td>
<td>BFA, W. Texas A&amp;M University; MFA, University of North Texas</td>
</tr>
<tr>
<td>Schritter, Lele</td>
<td>2007</td>
<td>Professor, Mathematics</td>
<td>BS, Cal Poly, San Luis Obispo; MA, CSU Sacramento</td>
</tr>
<tr>
<td>Silva, Debora</td>
<td>2019</td>
<td>Assistant Professor, Nutrition</td>
<td>BS, MS, PhD, UFPeel in Brazil</td>
</tr>
<tr>
<td>Small, Kim</td>
<td>1990</td>
<td>Senior IT Technician-Lab/Area Microcomputer Support</td>
<td>AS, Folsom Lake College; BA, CSU Sacramento</td>
</tr>
<tr>
<td>Stefanco, Tatiana</td>
<td>2015</td>
<td>Educational Center Clerk</td>
<td>AA, Folsom Lake College</td>
</tr>
<tr>
<td>Taylor, Derrick</td>
<td>2009</td>
<td>Custodian</td>
<td></td>
</tr>
<tr>
<td>Telles, James</td>
<td>2003</td>
<td>Instruction Librarian, Professor</td>
<td>BA, MA, CSU Sacramento; MLSIS, San Jose State</td>
</tr>
<tr>
<td>Tinoco, Diana Chang</td>
<td>2005</td>
<td>Professor, English as a Second Language</td>
<td>AA, Sacramento City College; BA, UC Davis; MA, Columbia International University</td>
</tr>
<tr>
<td>Tran, KC</td>
<td>2018</td>
<td>Assistant Professor, Accounting</td>
<td></td>
</tr>
</tbody>
</table>
Valverde, Tracey (1998)
Library Technician
BA, CSU Sacramento

Confidential Administrative Assistant I - Administrative Services
AA, Folsom Lake College; AA, American River College; AA, Cosumnes River College

Vanegas, Clementina (2000)
Custodian

Professor, Business and Management
AA, Yuba College; BA, CSU Sacramento; MA, National University; MS, CSU East Bay

Valverde, Tracey
Library Technician
BA, CSU Sacramento

Vander Werf, Wenda
Confidential Administrative Assistant I - Administrative Services
AA, Folsom Lake College; AA, American River College; AA, Cosumnes River College

Vanegas, Clementina
Custodian

Vickrey, C.D.
Professor, Business and Management
AA, Yuba College; BA, CSU Sacramento; MA, National University; MS, CSU East Bay

Vanegas, Clementina (2000)
Custodian

Professor, Business and Management
AA, Yuba College; BA, CSU Sacramento; MA, National University; MS, CSU East Bay

Valverde, Tracey (1998)
Library Technician
BA, CSU Sacramento

Confidential Administrative Assistant I - Administrative Services
AA, Folsom Lake College; AA, American River College; AA, Cosumnes River College

Vanegas, Clementina (2000)
Custodian

Professor, Business and Management
AA, Yuba College; BA, CSU Sacramento; MA, National University; MS, CSU East Bay

Vanegas, Clementina
Custodian

Vickrey, C.D.
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Vanegas, Clementina (2000)
Custodian

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Vanegas, Clementina
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Wada, Eric (2007)
Professor, Biology
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AA, Yuba College; BA, CSU Sacramento; MA, National University; MS, CSU East Bay

Vanegas, Clementina (2000)
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Vanegas, Clementina
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Wada, Eric
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BA, BS, UC Berkeley; PhD, UC Davis

Vickrey, C.D.
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Vanegas, Clementina (2000)
Custodian

Wada, Eric (2007)
Professor, Biology
BA, BS, UC Berkeley; PhD, UC Davis

Professor, Business and Management
AA, Yuba College; BA, CSU Sacramento; MA, National University; MS, CSU East Bay

Vanegas, Clementina
Custodian

Wallace, Ian (2012)
Professor, Theatre Arts
BFA, New York University; MFA, UC San Diego

Visentin, Dee
Accountant - Business Services
AA, American River College; BA, CSU Sacramento

Wallace, Ian
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BFA, New York University; MFA, UC San Diego

Ward-Palos, Anne (2014)
Donor Relations Specialist
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Visentin, Dee (1991)
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BFA, New York University; MFA, UC San Diego

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Wallace, Ian
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BFA, New York University; MFA, UC San Diego

Visentin, Dee (1991)
Accountant - Business Services
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Villegas, Sara (2019)
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Visentin, Dee (1991)
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Assistant Professor, Mathematics
BS, UC Davis; MA, University of Texas

Vickrey, C.D.
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AA, Yuba College; BA, CSU Sacramento; MA, National University; MS, CSU East Bay

Walsh, Matt (2018)
Clerk III - Harris Center for the Arts
BS, University of Southern California

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Professor, Business and Management
AA, Yuba College; BA, CSU Sacramento; MA, National University; MS, CSU East Bay

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White, Anne (2007)
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Ward-Palos, Anne
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Ward-Palos, Anne
Donor Relations Specialist
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Wheat, Anne
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BS, UC Irvine

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Zwerenz, Kim
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Worth, Debi
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Counselor
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Zschokke, John (2007)
Instructional Assistant - Computer Lab

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Zschokke, John
Instructional Assistant - Computer Lab
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