

OXNARD COLLEGE

4000 S. Rose Avenue

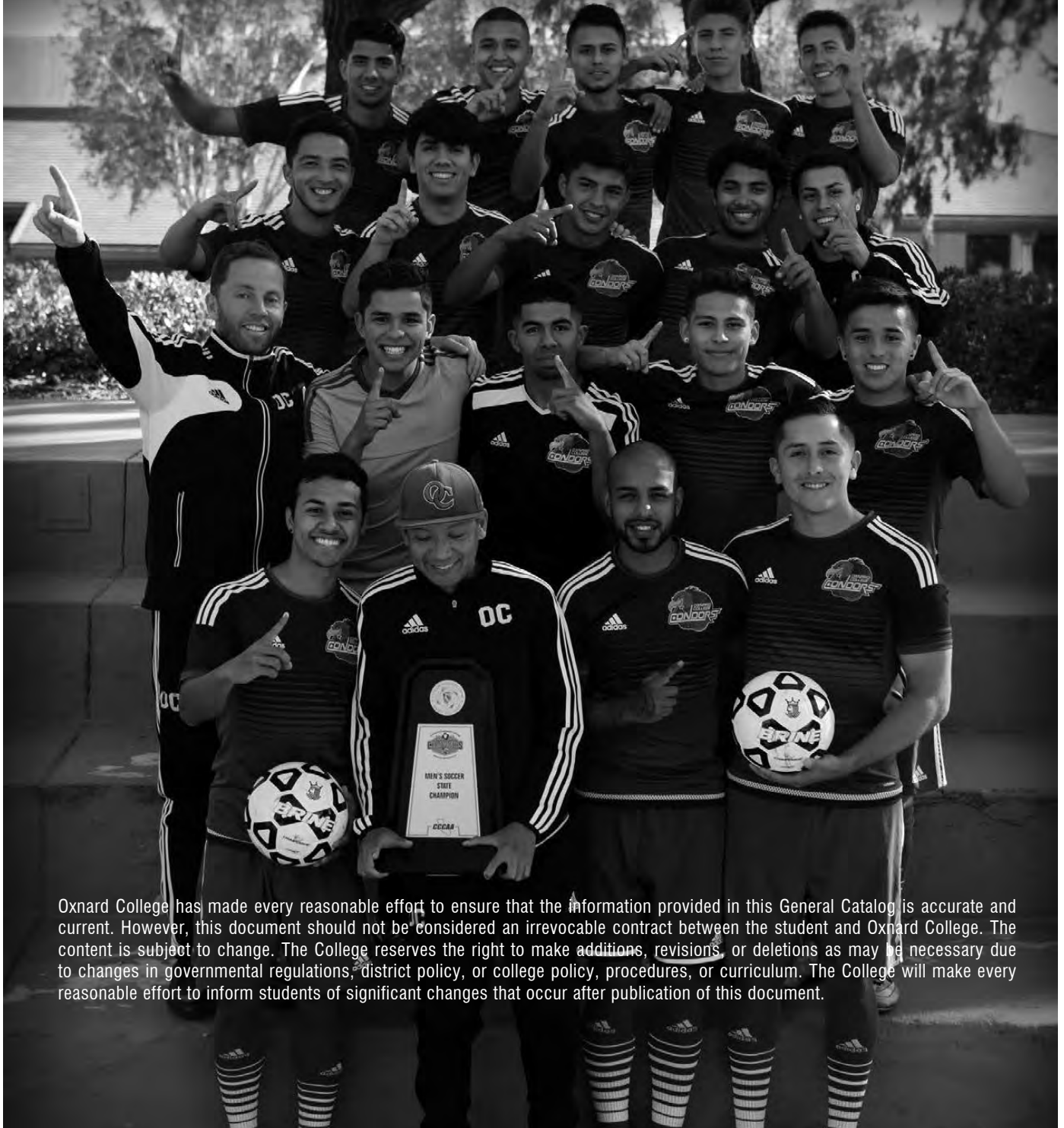
Oxnard, CA 93033-6699

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www.oxnardcollege.edu

2016 • 2017 GENERAL CATALOG



Oxnard College has made every reasonable effort to ensure that the information provided in this General Catalog is accurate and current. However, this document should not be considered an irrevocable contract between the student and Oxnard College. The content is subject to change. The College reserves the right to make additions, revisions, or deletions as may be necessary due to changes in governmental regulations, district policy, or college policy, procedures, or curriculum. The College will make every reasonable effort to inform students of significant changes that occur after publication of this document.

President's Message

Welcome to Oxnard College!



On behalf of Oxnard College faculty, staff, and administrators, welcome to Oxnard College. I invite you to enroll in classes that will enable you to earn an associate degree, transfer to a university or earn a professional or technical certificate. Oxnard College maintains articulation agreements with UC and CSU campuses as well as Associate Degrees for Transfer that provide a clear pathway to a CSU major and baccalaureate degree.

Oxnard College, an accredited, comprehensive two-year institution, has been a part of the Ventura County Community College District since 1975. Located in the heart of Ventura County, Oxnard College is part of the largest and most vibrant city in Ventura County with a rich multi-cultural diversity that makes our college unique and exciting.

The faculty and staff at Oxnard College are dedicated to the success of our students and the mission of the institution: Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.

In addition to your academic coursework, take advantage of the many extra-curricular opportunities available to our students. Take the time to learn about our support services which will help you develop effective study skills and time management practices that will benefit you throughout your academic career.

Thank you for choosing Oxnard College and I wish you continued success in your pursuit of academic excellence.

*Sincerely,
Cynthia E. Azari, Ed.D.
President*



ADMINISTRATIVE OFFICES

President	678-5808
Vice President of Academic Affairs and Student Learning	678-5814
Vice President of Business Services	678-5813
Vice President of Student Development	678-5847

INSTRUCTIONAL DIVISIONS AND SERVICES

Career and Technical Education, Dean	678-5824
Fire Academy/Fire Technology/EMT, Assistant Dean	678-5026
Liberal Studies, Dean	678-5804
Mathematics/Science/Health/ Physical Education/Athletics, Dean	678-5803
Transitional Studies, Academic Support, and Library Services, Assistant Dean	678-5949



IMPORTANT CAMPUS PHONE NUMBERS

Area Code	(805)
General Information	678-5800
Admissions and Records	678-5810
Assessment/Orientation	678-5864
Athletics/Health/Physical Education	678-5825
Bookstore	678-5826
CalWORKs Services	678-5887
Campus Police	678-5805
Career and Technical Education	678-5824
CARE	678-5827
Child Development Center	678-5801
Counseling	678-5816
Dental Hygiene Program	678-5823
Disabled Students Program/ Educational Assistance Center	678-5830
EOPS	678-5827
Facility Use	678-5813
Financial Aid	678-5828
Fine & Performing Arts	678-5804
Fire Academy/Fire Technology	678-5115
Instruction	678-5814
Letters	678-5804
Library Learning Resource Center	678-5819
Marine Center	678-9801
Matriculation	678-5864
Math	678-5803
Outreach and Recruitment	678-5907
Oxnard College Foundation	678-5889
Registrar	678-5843
Scholarships	678-5889
Science	678-5803
Social Science	678-5804
Student Activities	678-5187
Student Business Office	678-5811
Student Health Center	678-5832
Transcripts	678-5810
Transfer Center	678-5837
Deaf and Hearing Impaired TTY	488-8022
Veterans Center	678-5845
Welcome Center	678-5907

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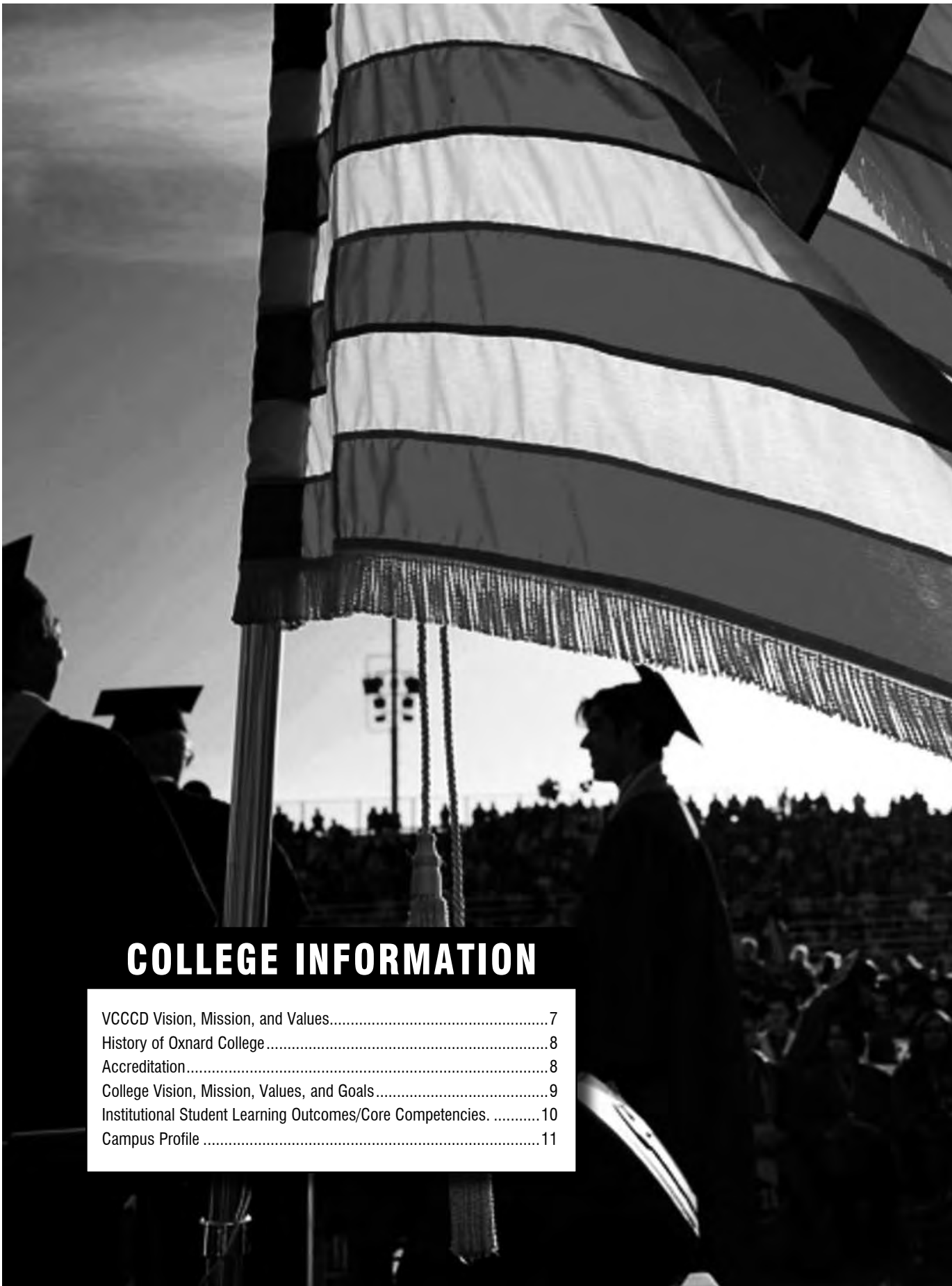
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VCCCD VISION, MISSION, AND VALUES

District Vision Statement

The Ventura County Community College District will become the leader in the development of high quality, innovative educational programs and services. Keeping in mind that students come first, we will model best practice in instructional and service delivery, student access, community involvement, and accountability.

District Mission Statement

Ventura County Community College District provides students, in its diverse community, with access to comprehensive quality educational opportunities that support student learning and student success.



District Values Statement

- We base our actions on what will best serve students and the community.
- We maintain high standards in our constant pursuit of excellence.
- We recognize and celebrate creativity, innovation, and entrepreneurship.
- We demonstrate integrity and honesty in action and word.
- We communicate openly and respectfully to students, colleagues and members of the public.
- We hire and retain personnel who reflect the diversity of the communities we serve.
- We promote inclusiveness, and openness to differing viewpoints.
- We use data, research and open discussion to drive our plans and decisions.
- We demonstrate responsible stewardship for our human, financial, physical and environmental resources.
- We seek and maintain long-term partnerships with the communities we serve.

VCCCD Board of Trustees

- Mr. Stephen P. Blum, Esq.,** Trustee
- Mr. Arturo D. Hernández,** Trustee
- Mr. Larry Kennedy,** Chair
- Ms. Dianne McKay,** Trustee
- Mr. Bernardo M. Perez,** Vice-Chair
- Josue Ruiz,** Student Trustee

District Administrators

- Dr. Bernard Luskin,**
Interim Chancellor
- Dr. David El Fattal,**
Vice Chancellor, Business & Administrative Services
- Dr. Rick Post,**
Vice Chancellor, Educational Services
- Mr. Michael Shanahan,**
Vice Chancellor, Human Resources

College Presidents

- Mr. Luis Sanchez,** President, Moorpark College
- Dr. Cynthia Azari,** President, Oxnard College
- Dr. Greg Gillespie,** President, Ventura College



Back row, left to right: Mr. Larry Kennedy, Chair; Mr. Arturo D. Hernandez, Trustee
Front row, left to right: Mr. Stephen P. Blum, Esq., Trustee; Ms. Dianne McKay, Trustee; Mr. Bernardo M. Perez, Vice-Chair

HISTORY OF OXNARD COLLEGE

History of Oxnard College

Historically, the need for a community college serving the Oxnard Plain was recognized by the Oxnard, Camarillo and Port Hueneme communities and the Governing Board of the Ventura County Community College District when the district was initially founded in 1962. A 118-acre site of farmland located in south Oxnard was purchased in 1968, and by the next year classes were offered by the "Oxnard Center" at Ramona School in Oxnard. In 1969 the architectural firms of Fisher and Wilde of Ventura, and Austin, Field and Fry of Los Angeles were chosen to design the Oxnard College campus. The Oxnard Center program expanded in the fall of 1973 with the Oxnard Education Center at Ninth and B streets in Oxnard. By February 1974, a Camarillo Center opened as a satellite of Moorpark College. With community support led by Ventura County Community College District trustee Dr. William Simpson, and based on data from the "2000 A.D. Educational Master Plan" report, the Governing Board of the Ventura County Community College District voted on March 26, 1974, to build Oxnard College.

In April 1975, Dr. Arthur J. Schechter was named president. Oxnard College officially opened its doors in June, 1975, for its first summer session, utilizing the Oxnard and Camarillo centers begun by Ventura and Moorpark colleges. Classes were added at a variety of other sites throughout Oxnard and by mid-Fall 1975 Oxnard College reported 4,400 students enrolled. During the spring semester the number of student enrollments continued to climb, in all likelihood setting a record for first-year community colleges in California.

During its early years, Oxnard College classes operated out of borrowed facilities in churches, K-12 schools, military bases, firehouses, public athletic facilities and two storefront centers. In 1976, the college's first Child Care Center opened and the Oxnard College seal – featuring a condor atop a stack of textbooks – was introduced with the words "Truth, Knowledge, Wisdom." In June, the college's first commencement exercises were held at the Oxnard Civic Auditorium with student C.J. Wood receiving the first OC diploma. In September, the North Hall and South Hall modular buildings were moved to campus. In 1977 there was a groundbreaking for permanent classroom buildings and later that year administration offices moved onto campus. In fall of

1979, the first two permanent buildings were occupied on the Oxnard College campus: the Liberal Arts (LA) building housing 20 classrooms, including science and business laboratories and faculty office wings; and a Library/Learning Resource Center (LRC) that included the College Library, Learning Center, and general classrooms.

In 1986 the Occupational Education complex of buildings was completed and classes were offered for computer information systems, air conditioning and refrigeration, culinary arts and engineering technology programs. A new Child Development Center opened in early 1992 and a new Physical Education Complex with basketball and racquetball courts, dance studio and weight training facilities officially opened in fall 1994. The new Letters and Science complex with labs, lecture halls and faculty and administrative offices opened in 1997.

Additional programs established in 1997 were the Oxnard College Dental Hygiene program, with classroom and clinic facilities opened on campus and the Oxnard College Regional Firefighter Academy, which was established during the 1997-1998 academic year with portable classroom and training facilities at the Camarillo Airport. Other campus buildings include an automotive technology shop and automotive painting booth, a center for the Associate Student Government and Student Lounge and an off-campus Marine Education Center in the Channel Islands Harbor commercial center.

As a result of the passage of the Measure S bond in 2002, a \$356 million bond project for the colleges of the Ventura County Community College District included \$129 million designated for new buildings and major renovation projects. At Oxnard College, a new Performing Arts Building opened in Spring 2011 and the new Library Learning Resource Center (LLRC) was opened in June 2012. There is also a new Maintenance and Operations warehouse that also serves as a designated Emergency Operations facility and the North Campus parking lot with more than 900 parking spaces. Remodeling projects included the expansion of classrooms in the Child Development Center, the renovation and expansion of athletic facilities, including a new track/soccer stadium with bleacher seating for 2,500, a new softball field and upgraded baseball facilities. At the District's Camarillo Airport facility, a Fire/Sheriff Training Academy shared use by the Oxnard College Fire Technology program and Firefighter Academy and the Ventura County Sheriff's Academy opened in June 2011. Construction of a new Dental Hygiene Building began in late 2013. Finally, in 2014 renovation and seismic retrofitting began on the old Learning Resource Center Building, now known as Condor Hall. Once completed, Condor Hall will include an additional five classrooms and a conference room.

Oxnard College is committed to maintaining a comprehensive educational experience with state-of-the-art facilities for the students in its service area.

Accreditation

Oxnard College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.



COLLEGE VISION, MISSION, VALUES AND GOALS

Vision

The collaborative learning community of Oxnard College will:

- Rely upon scholarly, comprehensive, and current knowledge in all areas of instruction and service;
- Provide innovative, appropriate, and effective instruction for student success;
- Facilitate and maximize students' use of services that enables their educational success;
- Encourage students to enjoy self-reliant, lifelong learning;
- Ensure student and staff access to technology and develop proficiency in all forms of communication, information retrieval, critical thinking and applied analysis;
- Demonstrate and embrace respect for varied educational needs and cultural contributions;
- Enhance our students' connections to the world by promoting leadership qualities, their understanding of global inter-dependence, their appreciation of vast diversity of human cultures, and their cross-cultural competencies;
- Establish mutually beneficial relationships with the industries and communities we serve;
- Provide leadership and resources for economic development and for improving the quality of life within the region;
- Challenge students and the entire staff to a commitment in serving their communities and fellow human beings;
- Promote a community culture of kindness, respect and integrity;
- Secure sufficient resources - material, financial and otherwise to facilitate the accomplishment of all of the above.

Mission

Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.

Values Statement

We, the members of Oxnard College, are inspired by and will strive to exemplify through our collaborative actions the following core values:

DIVERSITY AND COMMONALITY

We value others and ourselves as unique individuals and embrace the commonalities and the differences that promote the best of who we are.

EXCELLENCE

We value vision, creativity, risk taking and innovation to achieve and sustain excellence.

INTEGRITY AND CIVILITY

We value integrity, honesty and congruence in action and word by demonstrating kindness and respect in all our interactions.

LEARNING

We value learning as a lifelong process in the pursuit of knowledge and personal growth.

SHARED DECISION MAKING

We value shared decision making (shared governance) as the process that provides each of us the opportunity to build consensus.

Oxnard College Strategic Goals

VCCCD Strategic Goal 1: Increase Access and Student Success

College Goal 1.1 - Increase the Timely Student Completion of Degrees, Certificates, and Transfer Majors

College Goal 1.2 - Increase Student Success

College Goal 1.3 - Remain Competitive in the Online Market

VCCCD Strategic Goal 2: Partner More Effectively to Meet Community Needs

College Goal 2.1 - Increase the Timely Student Completion of Degrees, Certificates, and Transfer Majors

VCCCD Strategic Goal 3: Promote Effective use of Organizational Resources

College Goal 3.1 - Maintain Organizational Vitality

College Goal 3.2 - Promote Fiscal Stability and the Effective Use of Organizational Resources

Institutional Student Learning Outcomes

Institutional Student Learning Outcomes/Core Competencies for Oxnard College

Throughout your education at Oxnard College, you will hear about Student Learning Outcomes, or what the faculty of Oxnard College believes you should achieve before you graduate with a degree or certificate. Below, you will find the institution-level SLOs, and those have been mapped to program-level SLOs which you will find later in the catalog where program requirements are listed. All courses have SLOs, too, which can be found in individual course syllabi.

The student who graduates from Oxnard College...

- I. Understands the discipline's basic content, principles, methodologies, and perspectives.
- II. Exhibits the ability to communicate clearly and effectively.
- III. Applies critical thinking skills and reasoning to demonstrate continuous inquiry, problem solving, and learning.
- IV. Applies quantitative and symbolic reasoning to obtain solutions to problems and equations.
- V. Expresses originality, imagination, and innovation.
- VI. Demonstrates the ability to find, organize, understand, critically examine, and use information from various sources using a variety of technologies.
- VII. Demonstrates global awareness to look at issues from multiple perspectives and uses skills for participating in global and local societies.
- VIII. Understands the complexities of ethical judgment, leadership, social and/or civil responsibility as applied to social and ethical issues.
- IX. Demonstrates effective self-management and interpersonal skills and the skills for a career, transfer, lifelong learning, health and/or self-improvement.
- X. Applies more than one discipline's approach to a topic, problem, or method.



CAMPUS PROFILE

Oxnard College Student Profile

Fall 2015 Enrollment:

Full-time	28.0%
Part-time	72.0%
TOTAL	7,014

Gender:

Female.....	54.3%
Male	45.5%

Age:

19 or Less	27.1%
20-24	37.9%
25-29	14.8%
30-34	7.2%
35-39	4.3%
40-49	5.1%
50 or more.....	3.7%

Ethnicity:

African American/Black.....	3.1%
Asian/Filipino/Pacific Islander.....	5.5%
Hispanic	72.3%
Multi-Racial	3.0%
Native American	0.3%
White.....	15.1%
Unknown	0.4%

2014-2015 Financial Aid:

Total financial aid awarded.....	\$16,050,469
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ADMISSIONS AND REGISTRATION

Eligibility for Admission

The right of any person to attend any college in the Ventura County Community College District is conditioned by certain admission and residency qualifications as provided by state and federal law.

Admission to the colleges of the Ventura County Community College District is open to any California resident who possesses a high school diploma or equivalent (certificate of proficiency, GED), any adult 18 years of age or older who may benefit from instruction offered, and any California resident who is an apprentice as defined in Section 3077 of the California Labor Code.

For the purpose of admission to the colleges of the Ventura County Community College District, students' self-certification may serve as proof of high school attendance and graduation or its equivalent. Students may be required to provide verification of high school graduation; or in the case of home schooled students, verification from an accredited high school district that the home school curriculum completed meets the criteria for exemption from California's Compulsory Attendance Laws, for financial aid eligibility or other purposes.

Persons who are attending an accredited public or private K-12 school may be eligible for admission under special admission provisions noted elsewhere in this catalog. Persons who are attending a non-accredited K-12 school or home school may petition for admission under special admission provisions noted elsewhere in this catalog (see "Admission of Minors" on the this page). Special admission provisions apply to minors, and to persons 18 years of age and older if they are still attending a K-12 educational institution as defined above.

Persons entering any of the public community colleges of California are subject to the residency requirements as determined by the state of California. Persons whose legal residence is determined to be in another state (nonresidents) or in a foreign country (International students) may be admitted under conditions stipulated by the governing board upon payment of specified tuition and fees. Additional information regarding residency requirements may be found under the "Residency Requirements" section in this Catalog, on the College website or by contacting the campus Admissions and Records Office.

Further information is listed under the Residency Requirements section in this catalog.

General Procedures

New students to the Ventura County Community College District must complete an application for admission and complete orientation, assessment, and a student education plan before they can register for classes. The application for admission is available online at www.oxnardcollege.edu/apply. Printed copies of the application for admission can be downloaded from the College website. Consult the college website for application dates and deadlines. An admission application must be on file before students can register. There is no cost to apply.

Graduating High School Seniors who are interested in attending Oxnard College will receive information about application workshops, orientation, assessment and counseling sessions from their high school counselors. Activities may be held on local high school campuses or at Oxnard College.

Other first time learners may submit an online application, set up the MyVCCCD student portal as directed in the response email, and complete the online or an in-person orientation. There is an additional requirement to come to the campus for assessment and counseling to develop an initial educational plan. See Student and Instructional Support Services on page 31 for more information.

Returning students who have not attended one of the VCCCD colleges in the last year:

- Must reapply for admission at www.oxnardcollege.edu/apply.
- Must reactivate their MyVCCCD Student Portal if necessary.
- May be required to complete orientation, assessment, and counseling to develop a new educational plan.
- *Returning students who have attended other colleges should make a counseling appointment to have their other college transcripts evaluated for the educational plan.*
- *All requirements must be completed before returning students can register for classes.*

Applications for admission to the colleges of the Ventura County Community College District become the property of the colleges once they are submitted. Applications are submitted under penalty of perjury, whether submitted online or in written form. Falsification of information provided therein may result in disciplinary measures up to and including dismissal, termination of eligibility for programs and/or services as appropriate, and/or the retroactive assessment of nonresident tuition charges if warranted. Falsification of information that results in fraud or other crimes may result in legal penalties.

Oxnard College participates in an array of federal and state financial aid programs. All students are encouraged to apply for financial aid by completing the Free Federal Application for Student Aid (FAFSA) at www.fafsa.gov. Students who qualify under AB 540 must complete the California Dream Act Application at <https://dream.csac.ca.gov/>. Apply early as some funds may be limited. For further information and deadlines, please visit the financial aid office website at <http://www.oxnardcollege.edu/financial> or stop by the office located in the Student Services Building.

Admission of Minors/Special Admission

In accordance with the California Education Code, minors may be permitted to take college courses under very specific circumstances. The intent of Special Admissions is to provide minors who can benefit from advanced scholastic and vocational education the opportunity to take college-level courses that are not available through their primary school or other alternatives.

- The term "special admission student" refers to concurrently enrolled K-12 students who have been recommended by the principal of the pupil's school and have parental permission to attend a community college during any session or term and who enroll in 11 or fewer units per semester, in accordance with Education Code, Section 76001. (Except that parental permission may not be required for special admission students who are 18 years of age or older.)

Students admitted as part-time special admission students may enroll in a maximum of six (6) units per semester or term, unless approved for additional units by the designated college administrator. Under no circumstances may a part-time special admission student enroll in more than eleven (11) units in a regular semester.

Enrollment fees are waived for Special Admission students who are enrolled in 11 units or less. All other fees apply.

Special part-time admissions students who are determined to be nonresidents may be admitted and classified as nonresidents but exempt from paying additional nonresident tuition per California Ed. Code, Section 76141. Please note the following conditions:

- This exemption only applies to special admission students enrolled in 11 or fewer units per semester. The exemption does not apply to full-time special admissions students.
- This exemption does not apply to categories of students who would not qualify for AB 540 nonresident tuition exemption; i.e., a) students who reside outside of California and enroll via Distance Education and b) students on most nonimmigrant visas.
- Students with T or U visas are eligible for this exemption.
- Students receiving this exemption do not receive resident status for the purposes of tuition or financial aid. Rather, they are exempt from nonresident tuition under this law. Application for this exemption is initiated at the Admissions and Records Office on the student's primary campus.

To qualify and register for Special Admission, all students must apply for admission. After the initial application, Special Admission students must present the following for each semester they register:

- The Recommendation for Special Admit form signed by a parent/guardian and the high school principal or counselor. In addition, students below the 11th grade must have the written consent of the college instructor whose class they wish to attend. *Students below the 11th grade are not permitted to enroll until the semester begins.*
- A Memorandum of Understanding signed by a parent/ guardian and student.
- A current transcript or report card. Transcripts are used to confirm grade level and for clearance of enforced prerequisites.
- Home-schooled students must present the completed Private School Affidavit. For more information, visit www.cde.ca.gov/sp/p

All Special Admission forms are available online at the college website and at the college Admissions and Records Office. Detailed information on clearing prerequisites is available on-line and in this catalog.

Important Note: Under the Family Educational Rights and Privacy Act, once a student is attending an institution of postsecondary education, all rights pertaining to the inspection, review and release of his/her educational records belong to the student without regard to the student's age. Therefore, all students, regardless of age, must provide written consent for release of their college transcripts and/or college records. For more information, please refer to "Privacy Rights Regarding Student Records" in the appendices of this catalog.

Parents and students applying for Special Full-time Admission status must contact the Admissions and Records Office. Petitions for Special Full-Time Admission will be considered only after the parent and student have exhausted all alternatives available through the secondary school district that the student would be attending. The decision to admit a minor as a special full-time admission student may be subject to the availability of classes. Special full-time admission students are required to complete at least 12 units in each primary term, and to maintain continuous enrollment until reaching the age of 18.

Residency Requirements

The determination of legal California residence is a complex matter. Students will be required to present various kinds of documentation for purposes of the final residency determination. All questions as to legal residence and the exceptions allowed under California law shall be directed to the Admissions and Records Office. The right of a student to attend any public community college in California is conditioned by certain residency qualifications set forth in the California Education Code. Residence determination is based on state and federal law, and is subject to change without prior notification.

California Residents

To qualify as a California resident, a student must have legally resided in California for one year and one day prior to the beginning of the semester he or she is planning to attend and must have taken actions that express intent to establish California residence.

Students who have lived in California for more than one year but less than two years will be asked to show proof of legal California residence. The burden of proof lies with the student, who must present documentation of both physical presence in the state for at least one year and one day, and intent to establish permanent California residence. Failure to present such proof will result in a nonresident classification for admission and tuition purposes. A list of acceptable documents is available on the college website and from Admissions and Records Office.

Non-citizens holding immigrant and non-immigrant visas (other than F1 or M1) may be eligible to establish California residency if allowed under the terms of his/her visa, and upon presentation of acceptable residency documentation. The student will initially be classified as a nonresident and required to present the following items at the Admissions and Records Office:

- Visa
- Documentation that verifies the student has resided in California for one year and one day preceding the first day of the semester, and the student has taken actions consistent with the intent to establish California residency.

Nonresidents

A nonresident is a student who has not lived in California continuously for one year and one day prior to the beginning of the semester he or she is planning to attend, or who is unable to present proof of intent to establish permanent California residency, or who is not eligible to establish residency. Students classified as nonresidents shall pay non-resident tuition fees in addition to mandatory enrollment and health fees. Conduct inconsistent with a claim for California residence includes but is not limited to:

- being an actively registered voter in another state.
- petitioning for divorce as a resident of another state.

- attending an out-of-state educational institution as a resident of that state.
- declaring nonresident status for California state income tax purposes.
- maintaining a valid driver's license or registered vehicle in another state.

Legal intent to establish residency in California requires the student take actions that carry an expression of intent to make California their primary and permanent state of residence. Intent can be manifested in many ways, including but not limited to filing California taxes as a resident, being a registered California voter, registering vehicles in California, buying residential property in California (and living here).

U.S. citizens or permanent residents who previously held California residency and are returning to the state after an absence, and non-citizens without lawful immigration status shall be classified as non-residents but may be exempted from payment of non-resident tuition pursuant to AB 540 provided they submit verifiable documentation to certify they meet all of the following criteria:

- Attendance at a California high school for three or more years, and;
- Graduation from a California high school or attainment of the equivalent thereof, (CHSPE, GED acceptable) and;
- Submission of the self-certifying affidavit required by the California Community Colleges' Chancellor's Office, and
- Submission of additional verifying documentation as required by the college (e.g. high school transcripts).

Special part-time admissions students (concurrently enrolled K-12 students) determined to be nonresidents may be admitted and classified as nonresidents but exempt from paying nonresident tuition per California Ed. Code, Section 76141. See Admission of Minors/Special Admission section of this catalog for more information.

Nonresident students who are U.S. citizens and who reside in a foreign country will be admitted and classified as nonresidents but exempted from payment of nonresident tuition provided they meet all of the following requirements:

- Demonstrate a financial need for the exemption.
- Has a parent or guardian who has been deported or was permitted to depart voluntarily under the Federal Immigration and Nationality Act.
- Moved abroad as a result of the deportation or voluntary departure.
- Lived in California immediately before moving abroad. Attended a public or private secondary school in California for three or more years.
- Upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education.
- Will be living in California and will file an affidavit with the community college stating that he or she intends to establish residency in California as soon as possible.
- Documentation shall be provided by the student as required by the statute as specified in Education Code, Section 76140(a) (5).
- Students receiving this exemption do not receive resident status for the purpose of tuition or financial aid. Rather, they are exempt from nonresident tuition under this law. Application for this exemption is initiated at the Admissions and Records Office on the student's primary campus.

Reclassification of Residence Status

Students who are admitted as nonresidents must petition for reclassification to California resident status. The petition process includes the completion of a Residence Reclassification Request form and the submission of acceptable documentation to support a claim that the student has met the requirements for physical presence and intent to establish legal residence in California. The physical presence requirement is one year of living in California. Students must show proof that California has been their primary state of residence, excluding vacations, for one year and one day prior to the beginning of the term for which reclassification is requested.

Request for Reclassification may be denied if the student:

- is in California solely for educational purposes.
- possesses a driver's license or vehicle registration or voter registration or selective service registration from a state other than California; such items constitute maintaining residence in another state.
- is claimed as a dependent on out-of-state tax returns (e.g., by parents living in another state).
- Other regulations and restrictions apply that may affect the determination of residence status.

Questions should be referred to the Admissions and Records Office.

Military Personnel and Dependents

Active duty military personnel and their dependents, and military veterans and their dependents are subject to the same criteria and regulations regarding the establishment of California residency as other nonresident students. The information provided herein refers to the assignment of California residency based on active-duty or discharged veteran status solely for the purposes of determining the tuition and fees for eligible service members, former service members and their dependents.

A student who is a member of the Armed Forces of the United States stationed in this state on active duty or a student who is a dependent (natural or adopted child, stepchild, or spouse) of a member of the Armed Forces of the United States stationed in this state on active duty is entitled to resident classification only for the purpose of determining the amount of tuition and fees.

If that service member is subsequently transferred out of California on military orders but continues to serve in the U.S. Armed Forces, or is subsequently retired from military service, neither the service member nor his or her dependent shall lose resident classification for tuition purposes so long as he or she remains continuously enrolled at the institution.

Military Veterans

A student who was a member of the Armed Forces of the United States stationed in this state on active duty for more than one year immediately prior to being discharged shall be exempt from paying nonresident tuition for up to one year if he or she files an affidavit with the community college stating that he or she intends to establish residency in California as soon as possible.

The one year exemption provided in paragraph (1) shall be used while the student lives in this state and within two years of being discharged.

A former member of the Armed Forces of the United States who received a dishonorable or bad conduct discharge shall not be eligible for an exemption pursuant to this section.

Veterans Access, Choice and Accountability Act (VACA)

In accordance with Education Code Section 68075.5(c), a full exemption from the nonresident fee for all students verified to be “covered individuals” per the criteria listed below and that qualify to use Montgomery GI Bill-Active Duty or Post-9/11 GI Bill education benefits (Chapters 30 and 33, respectively, of Title 38, U.S. Code) while living in California will be eligible for this exemption. A “covered individual” is defined in the VACA Act as:

1. A Veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
2. A spouse or child entitled to transferred education benefits who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within 3 years of the transferor’s discharge from a period of active duty service of 90 days or more.
3. A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (provides Post-9/11 GI Bill benefits to the children and surviving spouses of service members who died in the line of duty while on active duty) who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the Servicemember’s death in the line of duty following a period of active duty service of 90 days or more.
4. After expiration of the three year period following discharge or death as described in 38 U.S.C. 3679(c), a student who initially qualifies under the applicable requirements above will maintain “covered individual” status as long as he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters or terms) at the institution, even if they enroll in multiple programs and shall continue to be exempt from paying nonresident tuition and other fees as described in the updated fee policy described below.

Students eligible for VA education benefits must provide a “Certificate of Eligibility” (COE) by the VA that will confirm the approved education benefits for the veteran or eligible dependent (who is made eligible through the Transfer of Entitlement (TOE) to basic educational assistance under chapters 30 and 33 of title 38, U.T. Code). The DD Form 214, Certificate of Release or Discharge from Active Duty, generally referred to as a “DD 214”, may also need to be submitted to assist with confirming the “covered individual” status as it will show the effective date of the veteran’s discharge from active service.

Student ID Numbers

Student ID numbers (also called 900 numbers) are assigned to replace social security numbers as the student’s primary identifier. The assigned ID number will appear once the MyVCCCD account has been logged into. It will also appear on printed mailers and notices from the College and on faculty attendance, drop, and grade rosters.

Social security numbers will still be collected for such purposes as statistical reporting, financial aid, and Hope Scholarship Tax Credit reporting. The last four digits will appear on official transcripts.

Students are strongly encouraged to use only their Student ID numbers in all College related business as it provides them with additional security and confidentiality.

Oxnard College Student Success and Support Services

(See Appendix XII for details)

The primary goal of Student Success and Support Services is to assist all students in attaining academic success. It is a partnership between the College and the student for the purposes of defining and realizing the student’s educational goal. This agreement includes responsibilities for both the college and the individual student, who work together combining several activities and processes to develop a Student Educational Plan (SEP). The SEP is a schedule of recommended courses that the student must take to achieve his/her educational goals. Within the Student Success and Support Services process both college and student responsibilities are defined.

The following Student Success and Support Services activities must be completed before registration:

1. An online and/or in-person orientation;
2. Assessment through multiple measures, including but not limited to testing for Math, English, and English as a Second Language, evaluation of other college coursework, career and interest inventories, which result in course placement recommendations;
3. Completion of a Student Educational Plan, which will usually occur through a Counseling session or workshop.

Additional requirements and exceptions apply. Consult the Appendices at the end of this catalog for full policy and procedures regarding Student Success and Support Program Services.

Registration Procedures

(See Appendix XV for details on Enrollment Priorities)

Register online through the student portal (my.vcccd.edu) for the earliest and best opportunity to enroll in classes. Registration appointments are posted approximately one week before registration begins. Registration calendars may be viewed through the portal or the college website.

Be aware that instructors may drop students who are registered or waitlisted but fail to attend the first day of class.

NEW STUDENTS receive enrollment priority after completing orientation, assessment and a student educational plan. These may be accomplished in different ways including but not limited to completing the online orientation or attending an in-person session; taking the assessment tests, submitting transcripts of other college work completed and/or other test scores for evaluation; completing a one- or two-semester “abbreviated” educational plan, or developing a comprehensive educational plan that is approved by an academic counselor.

Continuing students receive enrollment priority based on the number of completed and in-progress degree-applicable units taken at any of the colleges in this district providing they have not been placed on academic or progress probation or more serious academic sanction for two consecutive terms and have not earned more than 90 degree-applicable units at the colleges in the Ventura County Community College District. Transfer units are not used to calculate enrollment priority. Continuing students who started in Fall 2014 and did not complete Student Success activities including the orientation, assessment, and an initial or comprehensive educational plan will not be eligible for priority registration as continuing students.

Limitations

- Continuing students who have earned more than 90 units will lose enrollment priority and will register during open registration unless they successfully petition for a waiver that reinstates them to the previous enrollment priority. The petition for reinstatement of enrollment priority is initiated through a counseling appointment.
- Students may petition for reinstatement of registration priority if they are enrolled in a high-unit major or program of study, high-unit transfer major; or are registering for their last semester at the college.
- Continuing students who are placed on academic or progress probation or more serious academic sanction for two consecutive terms will lose enrollment priority and will register during open registration. Students who lose their priority may appeal if they have verifiable extenuating circumstances as defined below; an approved appeal will result in the reinstatement of enrollment priority. The petition to appeal loss of enrollment priority is initiated through a counseling appointment.
- Extenuating circumstances are defined as verifiable cases of accident, illness or other circumstances beyond the student's control. Appeals must be supported by verifiable documentation of circumstances.

Returning students who have not attended in the past year, and have completed no more than 90 units within this district, are in good standing in the Ventura County Community College District, and have completed orientation, assessment, and an educational plan will have registration priority over returning students who do not meet these criteria.

Special Admission students register behind other groups as designated by state mandate. Where the district has an MOU with specific high schools that designate them as partners in a "middle college high school" agreement, the students from those high schools will be afforded priority over other special admission students.

Early Priority Registration will be granted to students who are identified as foster youth or former foster youth (through age 24); are eligible for services through the EOPS, EAC/ACCESS (DSP&S) and/or CalWORKs; students who are military veterans or active duty service members, providing that:

- New students in all of these groups have completed orientation, assessment, and an educational plan (with sole exception that a DSPS student may have enrollment priority expressly listed as an accommodation);
- Continuing students who are EOPS, EAC, CalWORKs and active duty or military veterans are in good academic standing, and have not earned more than 90 degree-applicable units in the district.

Appeals

Students who have lost registration priority due to having more than 90 earned and in-progress degree-applicable units or being placed on academic or progress probation or more serious academic sanction for two consecutive terms, may appeal for reinstatement of their priority due to extenuating circumstances. The appeal must be supported by verifiable extenuating circumstances. See Appendix XV for more detailed information, or contact the Counseling Office.

Prerequisites and Corequisites

All prerequisites are strictly enforced at registration. In order to register for a course with a prerequisite, students must have completed the prerequisite course at this college with a grade of A, B, C or P, or must have presented external transcripts to the Counseling Office and received prerequisite clearance.

Students who do not meet a course prerequisite through college coursework as evidenced on a college transcript may be eligible to challenge the prerequisite requirement. Challenge petitions must be submitted and approved before registration can occur. Consult the Counseling Office for more information about the challenge requirements and process.

Corequisites require that a student register in both of the linked classes during the same semester. Students must be registered for both classes at the same time, and waitlisting is not allowed for corequisite courses.

Late Registration and Program Adjustment begins on the first day of the semester or summer session, and on the first day of instruction in short-term classes.

Registration into a closed class/Waitlists may be accomplished through the use of waitlist options or add authorization codes. The waitlist option is available for most full semester classes through the end of the first week of the semester. Add authorization codes are available beginning the second week of the semester. Summer session procedures may differ.

Waitlisted students are captured in chronological order based on the date they register for the waitlist, and are automatically registered into open seats in that order. Email notification is sent confirming the registration. Students who have not received a confirming email by the day of the first class meeting must attend class for further direction from the instructor.

Important Details about Waitlists:

Prerequisites and Corequisites:

- All prerequisites are strictly enforced at registration. In order to register for a course with a prerequisite, students must have completed the prerequisite course at this college with a grade of A, B, C or P, or must have presented external transcripts to the Counseling Office and received prerequisite clearance.
- Students who do not meet a course prerequisite through college coursework as evidenced on a college transcript may be eligible to challenge the prerequisite requirement. Challenge petitions must be submitted and approved before registration can occur. Consult the Counseling Office for more information about the challenge requirements and process.
- Waitlisting is not allowed for corequisite courses. Corequisites require that a student register in both of the linked classes during the same semester. Both classes must be registered at the same time.
- Students may not exceed the maximum allowable number of units including the waitlisted course (19.5). Requests for unit overload must be approved by a counselor and filed with the Admissions and Records Office.
- Students may not exceed the maximum allowable number of repeats for any class.
- Students will be informed if the waitlist is full.
- Fees will be assessed when a student is moved from the waitlist and registered in the class.

- If students wish to remove themselves from a waitlist they may do so by activating the drop code function on their MyVCCCD account.
- Instructors may drop students who are registered or waitlisted but fail to attend the first day of class.
- Students dropped from all enrolled courses due to nonpayment of fees will also be dropped from the priority waitlist.

MyVCCCD Online Services

MyVCCCD.edu is the gateway to online services, providing college and district information for current students. New applicants and reapplying returning students will be provided a link to the portal setup in their acceptance email from the college.

MyVCCCD provides access to the following online services and features:

- Registration status appointments and calendars
- Request official transcripts
- Registration, add and drop classes
- Pay fees, purchase Student Photo ID Cards
- Purchase parking permits (can only be done online!)
- Sign up for payment plan (can only be done online!)
- Financial aid: Track and manage awards
- Check progress toward a degree, certificate or transfer requirements using DegreeWorks
- Access online classes
- **V i e w / P r i n t S c h e d u l e**
 - View/Print Unofficial transcript
 - Print official enrollment verification
- Search for classes using the registration "shopping cart" or the "searchable" schedule of classes (find drop deadlines, prerequisites, more!)
- Update personal information (address, phone, emergency contact numbers, major, program of study, educational goal)
- Forward college email to a personal email account (REQUIRED if you want to receive college emails to your personal account)
- Change portal password

Many of these services are also available through the MyVCCCD mobile app for iOS or Android.

Updating Student Records

Once a student application has been submitted, any necessary communication with the student is conducted through the contact information provided and through the VCCCD e-mail account given to all students, via phone call or text message to either the contact information or emergency numbers on file in the student's records, or through the MyVCCCD Student Portal. It is important that address, phone, and alternate e-mail address updates or corrections be recorded in student academic records as soon as possible. Students may update this information at any time by logging into the MyVCCCD Student Portal and selecting the My College tab. Name changes must be filed in-person at Admissions and Records Office on campus, and they require that the student present a picture ID (driver's license or California ID card), and at least one other piece of identification bearing the new name. Name changes cannot be completed online.

Transcript Requirements

All new, continuing and returning students are encouraged to submit official transcripts from all high schools, colleges and universities they have attended. *EXCEPTION: Students do not need to submit transcripts from Moorpark and Ventura Colleges.*

The transcripts should be directed to: Oxnard College Admissions and Records Office, 4000 S. Rose Avenue, Oxnard, CA 93033.

Students are encouraged to have their transcripts submitted to Oxnard College before enrolling for their first semester, to prevent delays in processing their registration.

All transcripts submitted to Oxnard College become the property of the college and copies cannot be forwarded elsewhere or released to the student. These transfer records may be used by authorized college personnel only.

Official transcripts are **required** for degree and/or certificate applications even if the courses are not being used to satisfy any requirements. Special programs with specific requirements such as nursing, athletics and financial aid may require a student to submit all high school and college transcripts to verify eligibility.

The College is not required to keep external transcripts. Therefore, students should be aware that records are periodically purged and external transcripts are destroyed.

Acceptance of Transfer Coursework

FROM REGIONALLY ACCREDITED COLLEGES AND UNIVERSITIES:

Institutions must be regionally accredited by one of the following accrediting bodies:

- Middle State Association of Colleges and Schools, Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- New England Association of Schools and Colleges, Commission on Technical and Career Institutions
- North Central Association of Colleges and Schools, The Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior College
- Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

Coursework presented on official transcripts from regionally accredited colleges and universities will normally be granted lower division credit by Oxnard College. Exceptions may apply. Students seeking exception must schedule an appointment to see a college counselor.

All transcripts submitted become the property of the College, and copies cannot be forwarded elsewhere or released to the student. These transfer records may be used by authorized College personnel only.

All transfer coursework is evaluated based upon the current information and practices specified in the Accredited Institutions of Postsecondary Education by the American Council on Education. Students transferring to colleges of the Ventura County Community College District are required to declare all previous college attendance. Failure to provide complete information may result in dismissal from the Ventura County Community Colleges.

FROM FOREIGN COLLEGES AND UNIVERSITIES:

Students transferring to the Ventura County Community Colleges from foreign colleges or universities must have their transcripts translated and as being equivalent to a regionally accredited institution by one of the member agencies of the National Association of Credentials Evaluation Services or one approved by the California Commission on Teacher Credentialing. Evaluations from other professional credentials evaluation services will be reviewed for acceptability on a case-by-case basis. The evaluation must be a Detailed or Comprehensive evaluation that includes course-by-course descriptions, unit values and/or grade point average, and Identification of lower and upper division courses. Evaluations must be mailed directly to Oxnard College from the evaluation service. Contact the Counseling Office for more information regarding credential evaluation criteria.

Students must submit official transcripts to a qualified agency and request that the agency forward the official evaluation to the College. Completed coursework will be considered for lower division unit credit only. However, foreign coursework cannot be applied to CSU General Education Breadth or IGETC (except Area 6) certification unless the foreign institution has U.S. regional accreditation. The individual CSU campus may opt to give students credit for foreign coursework, but community colleges do not have that prerogative. Requests for equivalent Oxnard College course credit are evaluated on an individual basis by a counselor. This review is based upon the recommendations of the transcript evaluation service and by the appropriate college discipline.

Credit for Military Service

The colleges of the Ventura County Community College District will recognize and grant credit to service personnel for formal educational training completed in the United States armed forces provided such credit is not a duplication of work taken previously.

Service personnel may be allowed credit for formal service school courses offered by the United States military service recommended in the Guide to the Evaluation of Educational Experiences in the armed services of the American Council on Education. The credit allowed will be based upon the recommendations specified in the Guide.

Service personnel may be allowed full advanced standing credit for college level courses completed under the auspices of the Defense Activity for Nontraditional Education Support (DANTES) or the United States Armed Forces Institute (USAFI) as recommended in the Guide to the Evaluation of Educational Experiences in the Armed Services of the American Council on Education. Such credit will be treated in the same manner and under the same policies as allowing credit from regionally accredited colleges and universities.

Any work completed at a regionally accredited college or university by service personnel while in military service and for which the college or university issues a regular transcript showing the credits allowable toward its own degrees, will be allowed advanced standing credit toward the associate degree in the same manner as if the student had pursued the courses as a civilian.

Service personnel should be aware that other colleges and universities may have different policies concerning credit for military educational training. There is no assurance that the granting of these units by the colleges of this district will be accepted by other institutions of higher education. Students must submit an official transcript of military course work to the Admissions and Records Office for evaluation. Contact the Counseling Office for more information.

Fees:

ENROLLMENT FEES ARE SET BY THE STATE, ARE SUBJECT TO CHANGE WITHOUT NOTICE AND MAY BE RETROACTIVE. ALL OTHER FEES ARE SET BY THE VENTURA COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES AND ARE SUBJECT TO CHANGE BY BOARD ACTION. ALL FEES MUST BE PAID IMMEDIATELY (OR COMMITTED TO BE PAID) TO COMPLETE A STUDENT'S REGISTRATION. IF THE REGISTRATION PROCESS IS NOT COMPLETED, THE STUDENT WILL NOT BE ENROLLED IN CLASSES.

Enrollment Fee:	\$46.00 per unit
	23.00 per 1/2 unit
	11.50 per 1/4 unit
Health Fee (mandatory):	\$19.00 fall/spring
	16.00 summer

The health fee enables the College to provide students with a variety of health care services. In accordance with the California Education Code and Board policy, students are required to pay the health fee, regardless of the units taken, unless they meet one of the exemptions. See Health Fees section located in next column for more information. Waiver forms are available at the Admissions and Records Office and the Student Health Center.

Nonresident Tuition: Non-California resident and International students\$235.00 per unit

International and Nonresident Domestic Student Surcharge\$14.00 per unit

International Student Application Processing fee\$50.00

Materials Fees see Instructional Material Fee
Student Center Fee \$1.00 per unit (maximum of \$10 per fiscal year)

Student Representation Fee (optional)\$1.00 per term

The student representation fee provides support for students or representatives who share positions and viewpoints before city, county, and district governments, and before offices and agencies of the state and federal governments. Authorized by Education Code, Section §76060.5, this fee may be waived for religious, political, financial, or moral reasons. Waiver forms are available at the Student Business Office.

Student Activities Fee (optional)\$7.00 per term

This fee provides support to student life activities, events, and programs sponsored by campus student organizations and departments including the Associated Students and the Student Activities department. The Student Activities Fee is authorized by Education Code, Section §70902(b)9, and approved by the VCCCD Board of Trustees in April 2015. This fee may be waived for religious, political, financial or moral reasons. Waiver forms are available at the Student Business Office.

Credit by Exam Fee\$46.00 per unit

Audit Fee (non-refundable):
Students enrolled in 10 or more credit units. no charge
Students enrolled in fewer than 10 credit units.\$15.00 per unit
Note: auditing students also pay the health fee.

Student Photo ID Card (optional)\$10.00 per sem
15.00 per year

Note: Student Photo ID Card may also be used as a Library borrower's card.

Students who owe outstanding fees may not register until their fees are paid and cleared from their account.

Fees / Obligations / Holds

CALIFORNIA RESIDENTS: California residents must pay the mandated enrollment fee, health fee, student center fee, student representation fee, and applicable course materials fees. California residents and AB540/Dream Act eligible students meeting certain criteria may be eligible for a Board of Governor's Fee Waiver (BOGW) or other financial aid. Contact the Financial Aid Office for more information.

NON-CALIFORNIA RESIDENTS: Non-California residents must pay nonresident tuition and the nonresident student surcharge, plus the enrollment fee, health fee, student center fee, student representation fee, and applicable material fees. Students are classified as nonresident if they have lived in California for less than one year and one day prior to the first day of the semester, or are unable to present sufficient documentation to prove they have established California residency. See page 14, California Residents for more information.

Payment of Fees

All fees must be paid immediately (or committed to be paid) to complete a student's registration. If the registration process is not completed, the student will not be enrolled in classes.

Students must:

- pay all fees (including any past term fees), or
- enroll in a payment plan, or
- have been awarded financial aid.

Health Fees

This fee enables the College to provide students with a variety of health care services. In accordance with the California Education Code and Board policy, students are required to pay the health fee, regardless of the units taken, unless they meet one of the exemptions listed:

- students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization. Documentary evidence of such an affiliation is required.
- students who are attending a community college under an approved apprenticeship training program (see Education Code §76355).
- Health fee waivers are located in the Admissions and Records Office and the Student Health Center.

Instructional Materials Fee (Where Appropriate):

Instructional material fees for certain selected credit or noncredit courses may be required at the time of registration, or the materials may be purchased on your own. If an Instructional Materials Fee is required, the amount of the fee is listed beneath the course title in the schedule of classes. Authority for the charge is granted under VCCCD Board Policy 5030. These instructional or other materials include, but are not limited to, textbooks, tools, equipment and clothing if:

- 1.) the instructional and other materials required for the course have a continuing value to the student outside of the classroom setting, or
- 2.) the instructional and other materials are used in the production of an "end product" that has continuing value to the student outside the classroom setting. See course schedule for instructional material fee costs.

Student Center Fee

Students of Oxnard College enacted a Student Center fee of \$1.00 per unit, up to a maximum of \$10.00 per student per fiscal year (July 1 to June 30), for the purpose of financing, constructing, expanding, remodeling, refurbishing and operating a Student Center. The money collected may only be used for this purpose. The fee shall not be charged to: a student enrolled in noncredit courses; a student who is a recipient of benefits under Aid to Families with Dependent Children (AFDC) program; a student on the Supplemental Security Income/State Supplementary Program (SSI/SSP); or a student on a General Assistance Program.

Transcript Fee

Official transcripts are ordered online via Parchment by accessing their ordering site either through the my.vcccd.edu student portal or by the link provided at www.oxnardcollege.edu/transcripts. Students may order up to two electronic transcripts online free of charge. Any subsequent online requests for transcripts, after the first two, will incur a fee of \$3.00 per transcript. There is an additional delivery fee* for mailed transcripts. Expedited shipping is available for mailed transcripts.

Same day, over the counter, official transcript orders can be made in person at Admissions & Records (with a valid photo ID) after payment is made to the Student Business Office on campus for \$15 per transcript.

*Consult the college website at www.oxnardcollege.edu/transcripts for current pricing of the additional delivery fee and for up to date information about requesting your transcripts.

IMPORTANT NOTE: Official transcripts cannot be released if a student has any outstanding fees and/or obligations due to the District. Students must present picture ID to receive transcripts.

Refund Policy

Enrollment Fee Refund Policy:

- Student must drop classes by the credit refund deadline as stated in the Academic/Registration Calendar to qualify for a credit or refund of enrollment fees
- Application for refunds must be made to the Student Business Office after the class or classes have been dropped.
- Credits/refunds will NOT be authorized for drops or withdrawals occurring after the deadline date.
- Refund checks will be mailed by the Ventura County Community College District Office after the Refund Request Form is received and processed at the Student Business Office.
- Enrollment fee refunds are subject, once a semester, to the withholding of a \$10 Administrative Fee.
- Resident students who drop a class or classes by the appropriate date may request a refund of the full enrollment fees paid for that class or classes, less the administrative fee; and the Health Center fee, any Instructional Materials fees, and the Student Center fee as set out in this policy.

The following schedule of refunds will be in effect for resident students who drop a class or classes or withdraw from college:

Full-semester Length Classes

- In first and second week 100% enrollment fee refund

Short-term Classes and Summer Session

- Withdraw within 10% of class sessions 100% enrollment fee refund

No refunds are authorized thereafter.

Other (Non-Enrollment) Fee Refund Policy

Audit Fees: are not refundable

Health Center Fee: is only refunded if all classes are dropped for the semester/session within the deadline, regardless of the residency status of the student.

Instructional Materials Fees: are refunded in full when a class requiring the fees is dropped within the stated deadline.

Non-mandatory Fees: are refunded in full when requested within the stated deadline.

Parking Fee: to qualify for a refund of parking fees, whether classes are dropped or not, return the original parking permit to the Student Business Office by the deadline.

Student Center Fee: refunds may include a pro-rated refund of the Student Center fee. If all classes are dropped, a student may be entitled to a full refund of the Student Center fee, depending on enrollment in prior semesters for the academic year.

Student Photo ID Card

\$10 per semester or \$15 per year. Purchase of a Student Photo ID Card entitles students to check out library books, free admission to home conference athletic events, and reduced rates to dramas, plays, various associated student-sponsored events, and discounts from local merchants.

Textbooks and Supplies

By state law, the College is prohibited from furnishing free textbooks or supplies to students. These items may be purchased in the College Bookstore. Textbook information is available from www.OxnardCollegeBookstore.com.

Non-mandatory Fees

Non-mandatory fees are the same whether the student takes day or evening classes, is full time or part time, and has resident, nonresident or international residency. Fees are paid at the Student Business Office.

Student Parking

- Parking permits are required when classes are in session for all vehicles including those with handicapped parking permits and for those attending theater, dance, music, and other college events, with the exception of VCCCD Board Meetings on campus (all lots) and athletic events in designated lots. Public will be ticketed if they do not park in designated lots during hours of enforcement.
- Daily parking permits may be purchased for \$2 from parking lot permit dispensers.
- All vehicles must park within a marked stall (CVC 21113a).
- Head-in parking is required in all diagonal stalls on campus.
- Ventura County Community College District is not responsible for any theft or loss of property while utilizing parking facilities.
- Students with a Department of Motor Vehicles disabled person's plate or placard.
- Unauthorized vehicles parked in designated handicapped spaces not displaying distinguishing placards or license plates for physically disabled persons may be towed away at owner's expense. Towed vehicles may be reclaimed by contacting the Campus Police office in the Administration building or by calling 805-678-5805. (CVC 22652)

Parking Fees: All students parking a vehicle on the campus must pay the parking fees listed below, regardless of the number of units for which they are enrolled.

There will be a strict enforcement of parking regulations requiring students to have parking permits the first day of the term; there is not a "grace period" for obtaining your permit. Semester permits are purchased online through the student web portal: MyVCCCD. Permits will be delivered by mail to the address provided at the time of purchase.

Parking fees are subject to change at the discretion of the Governing Board.

Automobile:	
regular sem. / summer sem.....	\$52 / \$26
BOGW students:	
regular sem. / summer sem.....	\$30 / \$25
Motorcycle:	
regular sem. / summer sem.....	\$35 / \$15
Single Day	\$2
Ridesharing/Carpooling:*	
regular sem. / summer sem.....	\$35 / \$15

*To encourage ridesharing and carpooling, the parking permit fee shall not exceed thirty-five (\$35) per Fall and Spring semesters and fifteen dollars (\$15) per Summer semester for a student who certifies that he or she regularly has two or more passengers commuting to the community college with him or her in the vehicle parked at the community college.

Purchasing Semester Permits: Semester permits are purchased on-line through the student web portal: MYVCCCD. Permits will be delivered by mail to the address provided at the time of purchase. Day use passes are \$2 and can be purchased at machines located in several parking lots on campus. Student semester parking permits are valid only in student lots and can be used on all three campuses. Parking is strictly enforced Monday through Thursday, 7:00am to 12:00am, and Friday, 7:00am to 5:00pm. Auto permits are static vinyl and must be affixed to the inside lower-left corner of the front windshield. Motorcycle permits are adhesive and must be affixed to the front fork of the motorcycle.

Financial Aid Students: Students who receive financial assistance pursuant to any of the programs described in subsection of Education Code §72252(g) shall be exempt from parking fees in excess of thirty dollars (\$30) per semester for one vehicle.

Requests for Transcripts

Official transcripts are ordered online via Parchment by accessing their ordering site either through the my.vcccd.edu student portal or by the link provided at www.oxnardcollege.edu/transcripts. Students may order up to two electronic transcripts online free of charge. Any subsequent online requests for transcripts, after the first two, will incur a fee of \$3.00 per transcript. There is an additional delivery fee* for mailed transcripts. Expedited shipping is available for mailed transcripts. Unofficial transcripts are free and can be viewed and printed online through the my.vcccd.edu portal or in person at the Admissions and Records Office.

Same day, over the counter, official transcript orders can be made in person at Admissions & Records (with a valid photo ID) after payment is made to the Student Business Office on campus for \$15 per transcript.

*Consult the college website at www.oxnardcollege.edu/transcripts for current pricing of the additional delivery fee and for up to date information about requesting your transcripts.

IMPORTANT NOTE: Official transcripts cannot be released if a student has any outstanding fees and/or obligations due to the District. Students must present picture ID to receive transcripts.

Under the Family Educational Rights and Privacy Act, once a student is attending an institution of postsecondary education, all rights pertaining to the inspection, review and release of his/her educational records belong to the student without regard to the student's age. Therefore, all students, regardless of age, must provide written consent for release of their transcripts. For more information, please refer to Appendix I in this catalog, "Privacy Rights Regarding Student Records".

Educational Work Load

A student's educational work load generally consists of fifteen (15) units of work per semester in order to make normal progress towards the A.A./A.S. degree and/or transfer requirements.

Students desiring to take an overload of more than 19.5 units but less than twenty-two (22) must have a counselor's approval. Students desiring to take twenty-two (22) units or more must have the approval of the Vice President of Student Development, or designee, in addition to the counselor's approval.

Full-Time Student - A student is defined as full-time if carrying 12 or more units in a regular Fall or Spring semester or 4 units in a summer session.

Students, especially those who work or participate in extracurricular activities, should consider the following guidelines for planning their courses and unit load:

Units	Class/Study Hours per Week	Work/Extra-Curricular Hours per Week
15 or more	30-36	0-8
12-14.5	24-29	8-15
9-11.5	18-24	15-20
6-8.5	12-18	20-30
5.5 or fewer	6-12	30-40



Unit Requirements for Benefits and Activities

To qualify for certain benefits and activities, minimum unit requirements must be maintained, as follows:

- **Veteran and war orphan benefits under GI Bill:** 12 or more units completed by end of semester, full subsistence; 9-11 units, three-quarters subsistence; 6-8 units, one-half subsistence.
- **Automobile insurance discounts and dependent medical insurance:** 12 units
- **Financial Aid**
Student Loan deferments:
 Half-time required 6 units or greater
Financial Aid Enrollment status:
 Full-time..... 12 units or greater
 Three quarter time..... 9 - 11.5 units
 Half-time 6 - 8.5 units
 Less than half-time 0.5 - 5.5 units
- **EOPS Services:** 12 units
- **Athletic eligibility:** 12 units
- **Student Government:** 6 units for major offices; 3 units for Council members
- **Student employment:** 12 units (generally); 6 units or less if eligible for CalWORKs, EAC, EOPS, or Federal Work-study funds.

Selective Service Registration

The colleges of the Ventura County Community College District, in accordance with AB 397 added by statutes 1997, c. 575, E.C.s 66500 & 69400, is alerting all male applicants for admission who are at least 18 years of age and born after December 31, 1959 to be aware of their obligation to register with the Selective Service. In order to receive Federal student aid, you must be registered with the Selective Service. For more information, refer to: www.sss.gov.

Courses Open to Enrollment

Each course offered by the Ventura County Community College District and its colleges is open to enrollment and participation by any person who has been admitted to the College and who meets the prerequisites to the class or program, unless specifically exempted by statute.



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ACADEMIC POLICIES

Attendance

All students, both registered and on the waitlist, are expected to attend the first class meeting. Instructors are required to drop all registered and waitlisted students who do not attend the first day of class and those who quit attending prior to the census date for each class. They may, but are not required to, drop registered students who quit attending after census but before the final drop deadline for each class. Students are responsible for dropping their classes and withdrawing from the college, and should initiate the drop themselves.

All students admitted to the colleges of the Ventura County Community College District are expected to attend classes regularly, both because continuity of attendance is necessary to the individual and group progress in any class, and because financial support of the college is dependent upon student attendance. Absence for any reason does not relieve the student from the responsibility of completing all class requirements.

Additionally, it is the student's responsibility to become aware of the attendance and absence policies of the instructor for each class in which they are enrolled at the beginning of the semester. When a student's absences exceed 1/9 of the total class contact hours for the session (e.g., absence from the equivalent of two weeks of a regular semester-long class), the instructor may drop the student from the class and record a grade in accordance with the policy for dropping a course.

Distance Education Drop Policy

For Distance Education classes, specifically those that are 100% online, the drop policies of the individual instructor (as stated in the syllabus and/or the college's drop policy) may vary but be based upon the following:

- All students are expected to attend the online class regularly, for a minimum number of hours and/or to complete a minimum number of assignments or quizzes as determined by the instructor.
- Students enrolled in online classes must regularly login and actively participate or they may be considered non-participatory and thus, may be dropped.
- Although it is the responsibility of the student to withdraw from a class officially, the instructor also has the authority to drop a student for lack of active participation. The instructor is not required to notify the student after having provided students with the drop policy in the course syllabus.
- Specific assignments within an online course can act as attendance or student activity indicators. If the assignment or activity is not completed by a given date, then a student is considered inactive and may be dropped. Attendance assignments or student activity indicators will be determined by individual instructors.
- Attendance assignments or student activity indicators must be clearly defined in the course syllabus and fall into one of the following categories:
 - Any assignment given before the census or drop dates.
 - Assignments and/or activities indicating the student has begun to participate in the online class.
 - Completion of assignments and/or activities by due dates.

Regular Effective Contact Policy

"Regular effective contact" describes the minimum frequency of quality instructor-student interaction in a distance education class.

"Quality interaction" between instructor and students is regular communication between the two parties. As in a face-to-face course, the instructor must be able to initiate and participate in student discussions or the equivalent in an online environment via a variety of modalities in the district provided Learning Management System (LMS). The instructor must regularly monitor and moderate any student assignments or activities in the online classroom in which students interact with each other. The instructor must be available to answer students' questions about both the material and the course itself in an efficient and timely manner. The instructor must also provide regular and timely feedback on, and assessment of, student work; for example, the instructor should respond to students' emails within the instructor's stated availability contained in the syllabus; the instructor should provide feedback and/or grades on assignments within a week and/or within the instructor's stated availability contained in the syllabus. In the context of a Distance Education (DE) or hybrid course, the instructor must spend approximately as much time on these interactions as he or she would for a face-to-face course.

The modes that a DE instructor can use to create regular effective contact are almost limitless but should be easily accessible for the students and, when in question, verifiable. Use of the district provided LMS provides both accessibility and verifiability. The district provided LMS and synchronous technologies includes: online chat (scheduled or unscheduled), telephone contact, video conferencing, virtual field trips, virtual meetings, or online presentation platforms such as CCC Confer; asynchronous technologies include email and other correspondence, discussion forums or boards, class announcements via a LMS homepage, websites, blogs, podcasts, voicemail, SMS/text messaging, or e-lectures. Neither of these lists is exhaustive, as there are always new student learning technologies available at any given time. Any accessible medium (in compliance with Section 508 and the CCCCO Distance Learning Access Guidelines) is acceptable for facilitating regular effective contact.

Links to Regulations:

California Community Colleges Chancellor's Office – Distance Education Guidelines

http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf

California Community Colleges Chancellor's Office – Distance Education Access Guidelines for Students with Disabilities

<http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf>

Grading System and Practices

All course work, not just work that fulfills the requirements for associate degrees, certificates, diplomas, licenses, or baccalaureate level work, is graded based on board policy.

Units of Credit

The Carnegie unit formula applies to all credit courses offered by the College, whether or not applicable to the associate degree. "One credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system."

The colleges of the Ventura County Community College District base their semester unit on one lecture class period of 50 minutes each week of a minimum 16-week semester. For practical purposes, the following terms are synonymous: unit, semester unit, semester hours, credit, credit hour.

For purposes of sections dealing with standards for probation and dismissal, all units attempted means all units of credit for which the student was enrolled in any college or university, regardless of whether the student completed the courses or received any credit or grade.

Letter Grading Scale

Courses are graded pursuant to the grading system established by Title V, Section 55023. Grades from a grading scale shall be averaged on the basis of the point equivalence to determine a student's grade point average. The highest grade shall receive four points, and the lowest grade shall receive no point, using the following evaluative symbols:

Evaluative Symbols

A – Excellent (4 points per semester unit)

B – Good (3 points per semester unit)

C – Satisfactory (2 points per semester unit)

D – Less than satisfactory (1 point per semester unit)

F – Failing (0 point per semester unit)

P – Pass, At least satisfactory (units awarded not counted in GPA; replaced CR effective Fall 2009); used to denote "passed with credit" when no letter grade is given. Credit is assigned for work of such quality equivalent to letter grade of "C" or better.

NP – No Pass, Less than satisfactory, or failing (units not counted in GPA; replaced NC effective Fall 2009)

CRE – Credit by Exam (units awarded not counted in GPA; grades awarded include: A, B, C, D, F, or P/NP; CRE was used as a grading symbol prior to Fall 2015)

Grade point averages are calculated by dividing the number of grade points earned by the number of units attempted.

Non-Evaluative Symbols

The District Governing Board has authorized the use of the non-evaluative symbols "I," "IP," "RD," "W," and "MW" defined as follows:

I - INCOMPLETE

Students who are at the end of a term and have failed to complete the required academic work of a course because of an unforeseeable, emergency, and justifiable reasons may receive a symbol "I" (Incomplete) on their records.

The conditions for receiving a letter grade and for the removal of the "I" must be stated by the instructor in a written record which must also state the grade to be assigned in lieu of the removal of the "I."

This record must be given to the student and a copy is to be placed on file with the Registrar until the conditions are met (the "I" is made up) or the time limit is passed.

A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term for which it was assigned. The "I" symbol shall not be used in calculating units attempted or for grade point averages.

IP – IN PROGRESS

The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of a term and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative grade symbol in accordance with the academic record symbols to be recorded on the student's permanent record for the course.

RD - REPORT DELAYED

The "RD" symbol may be assigned by the Registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

W - WITHDRAWAL:

Withdrawing from semester-length classes: Students may withdraw from full semester-length classes through the end of the 14th week. A grade of "W" will be posted to the academic record for withdrawals that occur between the class census date and the end of the 14th week. No grade will be posted to the academic record for withdrawals that occur before the class census date. Students still enrolled after the end of the 14th week will receive a grade other than "W" on their academic record.

The census date for each class is determined by the length of the class and may vary. Consult the class syllabus or instructor for more information.

Withdrawing from short-term classes: Students may withdraw from short-term classes through 75% of the total number of class meetings. A grade of "W" will be posted to the academic record for withdrawals that occur between the class census date and the 75% deadline. No grade will be posted to the academic record for withdrawals that occur before the class census date. Students still enrolled after 75% of class meetings will receive a grade other than "W" on their academic record.

The census date for each class is determined by the length of the class and may vary. Consult the class syllabus or instructor for more information.

LIMITATIONS ON WITHDRAWAL EXIST. See section on "Withdrawal from Class" in this catalog.

MW - MILITARY WITHDRAWAL:

Military withdrawal occurs when students who are members of an active or reserve United States military service receive orders compelling withdrawal from classes. Upon verification of orders, the appropriate withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made on the permanent academic record for withdrawals.

Students requesting military withdrawal must present a petition for withdrawal and a copy of the military orders, or other acceptable documentation, verifying the dates and location of military assignment that compelled or compels withdrawal from classes. Military withdrawal may be requested at any time upon the student's return to college.

A grade of "MW" shall be recorded on the permanent academic record upon approval of petition for military withdrawal that occurs after the third week of full-semester length classes or 16% of total meetings of short-term classes. "MW" grades shall not be counted as one of the three enrollment attempts allowed to achieve a standard (passing) grade of C/P or better, or in the calculation of a student's academic progress for the determination of academic standing.

Scholastic Standing and Achievement

Scholastic standing is based on a student's work measured quantitatively in semester units and qualitatively in letter grades. This relationship is expressed as a numerical grade point average.

To illustrate the calculation of a grade point average, a student who earns a grade of A in three units, B in three units, C in three units, D in three units, F in two units, and CR in two units, would have a grade point average of 2.14. The computation is shown below.

3 units A x 4	=	12 grade points
3 units B x 3	=	9 grade points
3 units C x 2	=	6 grade points
3 units D x 1	=	3 grade points
2 units F x 0	=	0 grade point
2 units CR x 0	=	0 grade point
<hr/>		
14 graded units		30 grade points
(+ 2 CR)		
30 ÷ 14	=	2.14 grade point average

In calculating a student's degree-applicable grade point average, grades earned in nondegree courses shall not be included.

Pass/No Pass Grading Option (formerly Credit/No Credit)

Pass/No Pass replaced Credit/No Credit effective Fall 2009.

Colleges of the Ventura County Community College District may offer courses in two pass/no pass ("P"/"NP") options: (1) courses which are offered on a pass/no pass basis only, and (2) courses in which students may elect the pass/no pass option.

Pass ("P") is used to denote "passed with credit" when no letter grade is given. Credit is assigned for work of such quality as to warrant a letter grade of "C" or better.

The first category includes those courses in which all students in the course are evaluated on a pass/no pass ("P"/"NP") basis. This "P"/"NP" grading option shall be used to the exclusion of all other grades in courses for which there is a single satisfactory standard of performance and for which unit credit is assigned. Credit shall be assigned for meeting that standard, no credit for failure to do so.

The second category of Pass/No Pass options is comprised of courses designated by the college wherein each student may elect by no later than the end of the first 30 percent of the term or length of the class whether the basis of evaluation is to be Pass/No Pass or a letter grade. Once the 30 percent deadline has passed, the request cannot be withdrawn. It is the student's responsibility to file appropriate form by the 30% deadline; otherwise a letter grade will be assigned.

The petition for this purpose, "Request for Pass/No Pass Grade" is available online at the college website and through the MyVCCCD student portal (see "college downloadable forms"). All units earned on a pass/no pass basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.

A student may apply a maximum of 20 units of credit earned under the pass/no pass option to an A.A. or A.S. degree or Certificate of Achievement. Pass ("P") is used to denote "passed with credit" when no letter grade is given. Credit is assigned for work of such quality as to warrant a letter grade of "C" or better. Units earned on a Pass/No Pass basis shall not be used to calculate grade point averages. However, units attempted for which "NP" is recorded shall be considered in probation and dismissal procedures.

Students should be aware that other colleges and universities may restrict the acceptance of courses taken on a pass/no pass basis, especially for general education and major requirements; therefore, units of "Pass" should not be used to satisfy major requirements for A.A., A.S. degrees or transfer.

Remedial Coursework Limitations

The colleges of the Ventura County Community College District (VCCCD) offer courses which are defined as remedial. "Remedial coursework" refers to non-degree-applicable basic skills courses in reading, writing, computation, learning skills, study skills and English as a Second Language which are designated by the college district as not applicable to the Associate Degree.

Students enrolled in remedial courses will receive unit credit and will be awarded an academic record symbol on transcripts as defined under other academic policies. However, the units earned in these remedial courses do not apply toward proficiency awards, certificates of achievement, or associate degrees.

No students shall receive more than 30 semester units of credit for remedial coursework. This limitation of 30 units applies to all remedial coursework completed at any of the campuses of the college district (Moorpark, Oxnard and Ventura Colleges). It does not apply to remedial coursework completed at colleges outside the District. Students transferring from other educational institutions outside VCCCD shall be permitted to begin with a "clean slate" with regard to the remedial limitation. The 30-unit limit applies to all remedial coursework attempted; however, in the event that some of these 30 units are substandard and a student successfully repeats one or more courses in which substandard grades were earned, then the 30-unit limit would be modified by the application of the Course Repetition Policy.

Students who exhaust the unit limitation shall be referred to appropriate adult non-credit educational services provided by adult schools or other appropriate local providers with which the colleges have an established referral agreement. Such a student may, upon successful completion of appropriate "remedial coursework," or upon demonstration of skills levels which will reasonably assure success in college-level courses, request reinstatement to proceed with college-level coursework. Procedures relating to dismissal and reinstatement are specified in the College Catalog under policies governing Probation, Dismissal and Readmission. The petition for this purpose, Petition for Continued Enrollment or Readmission, is available in the Counseling Office.

The following students are exempted from the limitation on remedial coursework: students enrolled in one or more courses of English as a Second Language; and/or students identified by one of the colleges as having a learning disability.

Any student who shows significant, measurable progress toward the development of skills appropriate to his or her enrollment in college-level courses may qualify for a waiver of the unit limitation. Petitions for waiver can only be given for specified periods of time or for a specified number of units. The petition for this purpose, the Student Educational Plan, is available in the Counseling Office.

The Office of Academic Affairs and Student Learning shall maintain a list for each academic year of remedial courses limited by this policy. Remedial courses are identified as non-degree applicable in the course description section of this catalog.

Students should be aware that this policy applies to all students enrolled in remedial coursework. Students receiving financial aid may have more restrictive limitations due to federal regulations.

The federal rules specify a limitation of one year regardless of units, do not exempt learning skills, and do not provide for a waiver.

Final Examinations

Final examinations are given at the end of each semester. Students are required to take examinations for the classes in which they are enrolled. No examinations are administered prior to the regular schedule for examinations. Exceptions to this rule, in emergency situations, require the approval of the instructor of record and the Division Dean. All student requests for examinations to be administered at a later date must be filed on the proper petition form in the Division Office. Petitions for late examinations will not be considered if the student leaves prior to the last three weeks of the semester.

Grade Changes

Grades are determined and assigned as a result of academic assessment made by the instructor of record of a course. Determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence. "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade, and clerical errors. "Fraud" may include, but is not limited to, inaccurate recording or change of a grade by any person who gains access to grade records without authorization.

The removal or change of an incorrect grade from a student's record shall only be done pursuant to California Education Code §76232, or by a compliant alternative method that ensures that each student shall be afforded an objective and reasonable review of the requested grade change.

Grade change petitions must be submitted by the instructor of record or appropriate substitute, or by the Vice President of Academic Affairs and Student Learning.

Procedure requires that a student first request a grade change from the instructor. In cases where the student has filed a discrimination complaint, or if the instructor of record is not available, or where the district determines that there is a possibility of gross misconduct by the original instructor, provisions shall be made to allow another faculty member to substitute for the instructor of record.

Grade changes shall be requested by the student no more than three (3) years after the term in which the grade was awarded. Exceptions to the time limit may be made if it is determined that the grade was awarded as a result of mistake, fraud, bad faith or incompetence by the instructor. Students may be required to provide documentation to support the requested grade change that may include but is not limited to graded assignments and tests from the class in question or substantiation of verifiable extenuating circumstances.

In the case of fraud, bad faith, or incompetence, the final determination concerning the removal or change of grade will be made by the Vice President of Academic Affairs and Student Learning. In all cases, where means exist and when at all possible, the instructor who first awarded the grade will be given notice of the change.

Pass/No Pass (P/NP), Credit/No Credit (C/NC) and Credit-by-Exam (CRE) grade designations, once applied to the transcript, cannot be changed to a letter grade.

When grade changes are made, the student's permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

Availability of Semester Grades

Grades for each semester are generally available within 24 hours of each instructor submitting his/her grades. Students may access their grades through their portal at my.vcccd.edu. Students with outstanding fees and/or obligations will not be able to access their grades until they have cleared their fees/obligations

Auditing Classes

Auditing enables a student to attend a class without taking exams, receiving a grade or earning unit credit. Students enrolled in ten units or more in Fall or Spring (or three or more units in Summer) may, with instructor consent, be allowed to audit one lecture class per term without a fee. Students enrolled in less than ten units may, with instructor consent, audit one lecture class per term for a non-refundable fee of fifteen dollars (\$15.00) per unit per semester. Audit students must also pay the health fee. Audit fees are nonrefundable. All fees are subject to change. Priority in class enrollment shall be given to students desiring to take the courses for credit toward a certificate, degree or transfer certification.

Petitions to Audit are accepted on or after the last two days of program adjustment as specified in the registration calendar. Laboratory and activity classes are not eligible for audit. Students auditing a course shall not be permitted to change their enrollment in that course to receive credit for the course, nor are they permitted to challenge the course at a later date. Students auditing a course are not permitted to take exams in class, nor are they permitted to challenge the course by exam at a later date. Instructors are under no obligation to grade assignments of students auditing a course. Attendance requirements for students auditing courses are the same for all other students as stated in this Catalog. The Petition to Audit is available in the Admissions and Records office.

Withdrawal from Class

Withdrawal from a class or from the college is primarily the responsibility of the student. Withdrawals may be done online or in person at the Admissions and Records Office. It is the student's responsibility to understand how a withdrawal will affect their academic records, academic standing, ability to repeat the course, eligibility for financial aid, athletic participation veterans' educational benefits and other programs, services or benefits. Instructors have a responsibility to drop students under certain circumstances as identified below.

Deadline dates for withdrawing from a class may be found on the student's Schedule/Bill and in the online searchable schedule of classes in the CRN notes – click on the CRN to view notes. Students who do not officially withdraw by the stated deadlines will receive an evaluative grade (A-F, P or NP). Withdrawal after the final deadline may be permitted if it is determined that extenuating circumstances prevented a student from completing and withdrawing from a course. Extenuating circumstances are verified cases of accident, illness or other circumstances beyond the student's control. Supporting documentation will be required. Students should contact a counselor or the Admissions and Records Office to initiate a Petition to Change a Grade to "W". A graded course that has been used to satisfy degree, certificate or transfer requirements will not be changed to a W.

A grade of "W" is not calculated in the grade point average (GPA). Courses that receive "W" grades are counted as an enrollment attempt and will affect a student's ability to repeat the class. Students will be blocked from repeating any course in which they have already received three W, D, F or NP grades in any combination. See Appendix XIV – Course Repetition for details. "W" grades are also counted in the determination of a student's academic standing, and excessive "W"s will be cause for placing students on progress probation. Students are encouraged to consult a counselor regarding the full impact of "W" grades.

Instructor-initiated drops: Instructors are required to drop by the census date any student who has never attended class or who has quit attending class. They may drop students who do not attend the first class meeting. The census date for each class is determined by the length of the class and may vary. Instructors may but are not required to, drop students after the census date for excessive absences. Absence is generally considered excessive if a student misses 1/9 or more of the total number of classes (2 weeks of a full –semester class); however, the nature of the class may require a stricter absence policy. Consult the class syllabus or instructor for more information.

Withdrawing from semester-length classes: Students may withdraw from full semester-length classes through the end of the 14th week. A grade of "W" will be posted to the academic record for withdrawals that occur between the class census date and the end of the 14th week. Students still enrolled after the end of the 14th week will receive a grade other than "W" on their academic record.

The census date for each class is determined by the length of the class and may vary. Consult the class syllabus or instructor for more information.

Withdrawing from short-term classes: Students may withdraw from short-term classes through 75% of the total number of class meetings. A grade of "W" will be posted to the academic record for withdrawals that occur between the class census date and the 75% deadline. Students still enrolled after 75% of class meetings will receive a grade other than "W" on their academic record.

The census date for each class is determined by the length of the class and may vary. Consult the class syllabus or instructor for more information.

Military Withdrawal

Military withdrawal occurs when students who are members of an active or reserve United States military service receive orders compelling withdrawal from classes. Upon verification of orders, the appropriate withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made on the permanent academic record for withdrawals.

Students requesting military withdrawal must present a petition for withdrawal and a copy of the military orders, or other acceptable documentation, which verifies the dates and location of military assignment that compelled or compels withdrawal from classes. Military withdrawal may be requested at any time upon the student's return to college.

A grade of "MW" shall be recorded on the permanent academic record upon approval of petition for military withdrawal that occurs after the third week of full-semester length classes or 16% of total meetings of short-term classes. "MW" grades shall not be counted as one of the three enrollment attempts allowed to achieve a standard (passing) grade of C/P or better, or in the calculation of a student's academic progress for the determination of academic standing.

Course Repetition: Limitation on Enrollments & Withdrawals (See Appendix XIV in this catalog)

Consult Appendix XIV of this catalog for full policy and procedure information regarding course repetition.

A non-repeatable course in which a grade of C/P/CR or better is earned may not be repeated except as allowed under special circumstances. Students are permitted a total of three enrollment attempts to achieve a standard grade (defined as a passing grade of A, B, C, P or CR). This rule applies to courses taken at any regionally accredited college, in which the student received a substandard grade as defined above. Once a passing grade of C/P/CR or better is received, the course may not be taken again under this section. However, repetition may be allowable under special circumstances as defined in the appendices.

An enrollment attempt is defined as any enrollment in a course that results in an evaluative (A, B, C, D, F, P, NP, CR, NC) or non-evaluative (W) grade. All of these grades are counted as enrollment attempts when determining a student's eligibility to repeat a course.

Withdrawals may not exceed three (3) times in the same class. Students who have withdrawn from the same class the maximum number of times will be required to petition for a fourth enrollment attempt. The fourth attempt, if authorized, must reflect a grade other than W.

Petitions for Course Repetition are available in the Counseling Office.

Academic Renewal without Course Repetition

(See Appendix XVI in this catalog)

Students may petition to have a maximum of 24 semester units (or any portion thereof) of previous college work disregarded in meeting academic requirements in the colleges of the Ventura County Community College District (VCCCD) when that work is not considered to be reflective of the student's present demonstrated ability and level of performance. Academic renewal is intended to facilitate the completion of requirements necessary for an academic degree, certificate, or transfer.

Academic renewal may not be applied to any course that has been used to satisfy associate degrees, certificates of achievement, IGETC or CSU-GE transfer general education breadth requirements.

Consult Appendix XVI of this catalog for full policy and procedure information regarding academic renewal.

Probation, Dismissal, and Readmission

Consult the appendices at the end of this catalog for full policy and procedures for Probation, Dismissal and Readmission practices.

Probation, dismissal, and readmission policies and procedures are designed to assist students in making progress toward realistic academic, career, and personal goals. Students who choose to enroll are encouraged to take advantage of the opportunity to realize their full potential. Limitations regarding programs, courses, and unit loads are consistent with the philosophy of providing an opportunity to succeed.

The standards for academic progress may differ for students who receive financial aid and/or VA educational benefits. Consult Appendix IX for "Satisfactory Academic Progress" standards for financial aid recipients, and page 248 of this catalog for satisfactory progress standards for VA benefits recipients.

Continuing and returning students who have been on progress or academic probation for two consecutive terms, or are dismissed, will lose their registration priority.

Students who lose their registration priority due to their academic standing may appeal for reinstatement of that priority if they can demonstrate extenuating circumstances. Extenuating circumstances, for this purpose, are defined as

- Accident
- Illness
- Other circumstances beyond the control of the student

Extenuating circumstances must be supported by verifiable documentation; examples of such documentation include statements from doctors or hospitals, police or insurance accident reports. Approval will result in reinstatement of registration priority.

Beginning with Fall 2016, students who fail to meet the institution's academic progress standards for two consecutive primary terms (Fall/Spring) will lose their BOG Fee Waiver. Students who lose their BOGW eligibility may appeal the loss by meeting with an academic counselor. See Appendix IX-Financial Aid Programs and the college website for more information.

Cheating or Plagiarism

It is the belief at Oxnard College that students share a responsibility with their instructors for assuring that their education is honestly attained. In keeping with this belief, every instructor has the responsibility and authority to deal with any instances of plagiarism, cheating or fabrication that occur in the classroom. Examples of academic dishonesty include (but are not limited to) the following:

Plagiarism: Plagiarism is the act of presenting someone else's work as one's own. Examples include:

- Copying and pasting text from websites or other electronic sources and presenting it in an assignment as your own original work.
- Copying and pasting text from printed sources (including books, magazines, encyclopedias or newspapers) and presenting it in an assignment as your own original work.
- Using another student's work and claiming it as your own original work (even if you have the permission of the other student).

Cheating: Cheating is the act of pretending (or helping others to pretend) to have mastered course material through misrepresentation. Examples include:

- Copying in whole or in part from another student's test or paper.
- Allowing another student to copy from your test or assignment.
- Using the textbook, course handouts, or notes during a test without instructor permission.
- Stealing, buying or otherwise obtaining all or part of a test before it is administered.
- Selling or giving away all or part of a test before it is administered.
- Having someone else attend a course or take a test in your place.
- Attending a course or taking a test for someone else.
- Failing to follow test-taking procedures, including talking during the test, ignoring starting and stopping times, or other disruptive activity.

Fabrication: Fabrication is the intentional use of invented information. Examples include:

- Signing a roll sheet for another student.
- Giving false information to college personnel.
- Answering verbal or written questions in an untruthful manner.
- Inventing data or sources of information for research papers or other assignments.

As members of the Oxnard College learning community, students are not to engage in any form of academic dishonesty. Any act of academic dishonesty will be considered a serious offense that is subject to disciplinary action.

For additional information on Academic Honesty, please see www.oxnardcollege.edu.

Dean's List

Special recognition is accorded students who complete a program of twelve or more units of letter-graded coursework with a 3.50 grade point or higher during a semester. (Pass/No Pass units are not considered in the twelve-unit requirement.) These students are placed on the Dean's List and accorded appropriate recognition, including a letter of commendation for academic distinction.

Graduation with Honors

GRADUATION WITH HIGHEST HONORS

The highest honors designation is placed on the degree of the graduate who has achieved an overall grade point average (GPA) of 4.0. The highest honors graduate must have completed at least 30 units of coursework at Ventura County Community College District of which 18 units or more must be letter grades. All letter grades must be an A.

GRADUATION WITH HIGH HONORS

The high honors designation is placed on the degree of the graduate who has achieved an overall grade point average (GPA) of 3.75. The high honors graduate must have completed at least 30 units of coursework at Ventura County Community College District of which 18 units or more must be letter grades.

GRADUATION WITH HONORS

The honors designation is placed on the degree of the graduate who has achieved an overall grade point average (GPA) of 3.5. The honors graduate must have completed at least 30 units of coursework at Ventura County Community College District of which 18 units or more must be letter grades.



Use of Listening or Recording Devices

State law in California prohibits the use by anyone in a classroom of any electronic listening or recording device without prior consent of the instructor and school administration. Any student who has the need to use electronic aids must secure the consent of the instructor. Students who need to use recording devices as an authorized disability accommodation must receive verification through the campus Educational Assistance Center and must provide this verification to the instructor prior to use.

Use of the Internet

PURPOSE OF THE INTERNET: The Internet access provided by Oxnard College is to be used to support the instructional needs of students who are actively enrolled in a designated course. Non-educational, recreational and commercial uses of the Internet are prohibited on the Oxnard College network.

RULES FOR USING THE INTERNET: Each student is responsible for ensuring that he or she uses the College provided Internet access in an effective, efficient, ethical and lawful manner. To this end, students must comply with the following rules:

1. Observe the guidelines for acceptable use of networks or services.
2. Only attempt to gain access to resources for which he or she has authorization. Oxnard College will not assume financial responsibility for unauthorized Internet-related expenditures.
3. Do not make harassing or defamatory remarks using the Internet.
4. Do not create a personal link to any Oxnard College page, and do not represent Oxnard College on any personal page.
5. Do not install any software.
6. Do not use any unapproved software.
7. Do not violate any federal or state law, including copyright laws.
8. Download data from the Internet onto personal data storage units – any data found on a College-owned hard drive will be deleted.
9. Do not create any social networking page on behalf of Oxnard College or claiming to represent Oxnard College.

PRIVACY ON THE INTERNET: Please be aware that electronic mail is not private since classes will be sharing a mailbox, and that the College reserves the right to access any such information on College-owned servers.

RESPONSIBILITY FOR INFORMATION ON THE INTERNET: Through the Internet, the College provides access to public and private outside networks which furnish electronic mail, information services, bulletin boards, conferences, etc. Please be advised that the College does not assume responsibility for the contents of any of these outside networks.

OBSCENE MATERIAL: District information resources should not be used for knowingly viewing, downloading, transmitting, or otherwise engaging in any communication which contains obscene, indecent, profane, lewd, or lascivious material or other material which explicitly or implicitly refers to sexual conduct. This policy does not prohibit the use of appropriate material for educational purposes, nor limit academic freedom. However, knowingly displaying sexually explicit or sexually harassing images or text in a private or public computer facility or location that can potentially be in view of other individuals is prohibited.



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STUDENT AND INSTRUCTIONAL SUPPORT SERVICES

STUDENT SERVICES

Students planning to take a class to increase knowledge, develop skills, obtain a certificate or degree, and/or transfer to a university will know the steps necessary to ensure the successful completion of their goal(s).

Student Services at Oxnard College exists to provide support services to current and potential students for educational access and success. Student Development Theory has been adopted as the Student Service model at Oxnard College to guide students toward the development of self-reliance and self-directed characteristics and encourage the acquisition of skill sets needed for academic and career success. In support of this model, Student Services evaluates student academic readiness and provides recommendations for appropriate courses, programs of study and strengthens retention and persistence through personal growth courses, financial resources, student activities, continuous follow-up and Early Alert activities. The following descriptive list of Student Service areas outlines student programs and services available.

Admissions and Records

The Admissions and Records office performs a variety of functions and services that facilitate student access to the college from preadmission through the achievement of their educational goals. Admission functions include preadmission guidance, admission, residency determination and reclassification, registration and program adjustments. Records office functions include processing grades, transcripts, applications for degrees, certificates and transfer certification, enrollment verifications and determination of eligibility for veterans benefits and intercollegiate athletics.

CalWORKs

Students who participate in the CalWORKs program will identify a course of study and an educational goal to develop a comprehensive educational plan and acquire skills to prepare them to enter the job market.

The Oxnard College CalWORKs program serves CalWORKs students and their families by providing educational and career opportunities combined with an array of support services that enables them to complete their educational goals, find meaningful employment, and successfully transition into the workforce.

Available services include:

- Academic counseling: career planning, course selection & registration
- Early registration
- Internships (paid or unpaid)
- Individual Training Plans (ITP)
- Workshops: Resume writing, interview preparation, life skills, time management, financial education, and study skills, job & career forum and fair.
- Advocacy with VC Human Services Agency
- Backpack and school supplies
- Computer lab
- Assistance applying for admission to OC
- Assistance applying for FAFSA and BOG Fee Waiver

For information and appointments, call (805) 678-5887. Oxnard College CalWORKs office is located in the Student Services Building (2nd Floor), Room 240.

Units of Credit

Our district, consistent with other districts across the state, adheres to the Carnegie Unit model for time spent in class and for time a student is expected to spend out of class in order to conduct required reading and homework.

- For every lecture hour that a student spends in class each week, the Carnegie Unit model calls for a student to spend two hours outside of class reviewing the material from lecture, reviewing notes, reading, and/or completing required homework.
- In courses that are “hands-on” and include lab time incorporated into the instruction, such as a word processing course or automotive repair course, there is very little homework involved. Because of the “hands on” nature of this type of instruction, the required weekly hours for such a course or program are typically on-site at the colleges. The scheduled hours are posted within the printed college schedule for the given semester. In addition, every course and program offered by the three colleges is described in each of the respective college catalogs. The course and program descriptions clearly specify whether a course/program is straight lecture or lab based.
- In cases where a CalWORKs participant has learning or physical disabilities, extra time may be needed in order to accommodate the special student success needs of such students. College counselors and/or Educational Assistance Center (EAC) personnel at each of the colleges will advise and/or assist County case workers with estimation of weekly schedules for any student with special needs.

The table below and on the following page serves to illustrate the various configurations and weekly schedules that a student, depending on the unit load, may be required to follow in order to succeed with their course of study.

VCCCD Based on Carnegie Unit Model Total weekly number of hours based on number of lecture units being pursued by a student		
Academic Units for in-class lecture time	Two-to-one ratio of hours for outside class study time, i.e. reading time, homework	Total number of weekly hours that a CalWORKs student will be actively dedicated to educational program
1 Unit	2	3
2 Units	4	6
3 Units	6	9
4 Units	8	12
5 Units	10	15
6 Units	12	18
7 Units	14	21
8 Units	16	24
9 Units	18	27
10 Units	20	30

Table continued on the following page

VCCCD Based on Carnegie Unit Model Total weekly number of hours based on number of lecture units being pursued by a student		
Academic Units for in-class lecture time	Two-to-one ratio of hours for outside class study time, i.e. reading time, homework	Total number of weekly hours that a CalWORKS student will be actively dedicated to educational program
11 Units	22	33
12 Units	24	36
13 Units	26	39
14 Units	28	42
15 Units	30	45
In-Class Lab Formula (i.e. "hands on training" programs)		
20 Lab-based Instructional hours	*20 All work typically performed by student in-class, lab, shop, <u>unless</u> required otherwise by instructor or program	20 Weekly hours
<p>Note: The weekly hourly schedule described above does not include any time that a CalWORKS participant may be required to conduct extra-curricular activities (i.e. field trips), student services orientations outside of class, counseling sessions, tutoring sessions, or travel time to and from campus, etc. Credit for acceptable activities will have to be determined as such by County personnel who, ideally, will discuss any related concerns with appropriate college staff.</p> <p>*There are some training programs, such as Environmental Control Technology at Oxnard College that utilize both the straight lecture formula <u>and</u> the lab-based formula to deliver their instruction to students.</p>		

Campus Police Services

Campus police officers, assisted by student police cadets, provide law enforcement and security services to the campus community. Officers patrol the campus by vehicle, foot, bicycle, and cart(s), and are trained to respond to all calls, including active shooter incidents. Anyone observing or having knowledge of possible criminal activity on or about the campus is asked to promptly report the facts of the situation to the on-duty campus police officer. The Campus Police Office phone number is (805) 678-5805 (from campus phones dial 5805). You can also reach the campus police office by dialing 678-5800. For emergencies, dial 9-911 from College phones or 911 from pay phones. This will put you in touch with the California Highway Patrol (CHP). The CHP will then forward the information to Oxnard Police and to the college Dispatch center. You can also provide an anonymous tip by calling 805-639-8629, via email at oxnard@tipnow.com, or by using the TipNow app on your smartphone. Students who want to be notified of emergencies on campus are encouraged to login to the my.vcccd.edu student portal and click on "Maintain Emergency Alert Information" on the "My College" tab under "My Student Records." Detailed guidance on matters concerning student conduct and traffic regulations is provided in the appendices of this Catalog.

Child Development Center

Oxnard College's Child Development Center offers quality care and preschool education to children from two to five years of age. The program is open to community families as well as students, staff and faculty.

The children's program is well rounded and covers critical thinking, music and movement, art, science, social and emotional development and language arts and literacy activities. The fundamental goal of the Child Development Center's children's program is to provide an environment in which each child can grow to his or her fullest potential. Additionally, the program provides a quality model for students training to become preschool teachers and also for students from other disciplines who wish to observe normal growth and development of young children.

Tuition fees are paid on a monthly basis in advance of services. Registration materials are available at the Center. The Center is located at the north end of the campus and is open Monday through Friday during the fall and spring semesters from 7:45am to 4:45pm. For more information call (805) 678-5801.

Counseling Services

Students will know the importance of visiting an academic counselor to discuss their goal(s), establish an Education Plan and identify support services available to ensure their success.

The Counseling Department provides a comprehensive program of academic, career and personal counseling for the students of Oxnard College and is located upstairs in the Student Services Building. The overall goal and purpose of the Counseling Department is to assist students, full and part time, in the process of determining their educational objective and developing a plan to achieve that goal. Numerous services are provided to achieve individual student educational goals including: academic, career, transfer, social and personal counseling/advising. Attention to the individual needs of each student is particularly vital in the community college, where the open door policy attracts students of widely-diversified backgrounds, interest, abilities and needs. The close cooperation of instructors and counselors is extremely important in aiding students in self-assessment, self-reliance and self-directed activities. Areas of services provided by the Counseling Center that support these needs are:

ACADEMIC INFORMATION

One of the primary responsibilities of Oxnard College counselors is to assist students in planning for a program of study which appropriately reflects their personal interests, potential, and motivation. The counselor's function, however, is an advisory one. Ultimately, the responsibility for knowing program requirements and enrolling in proper courses rests with the student.

CAREER/LIFE PLANNING

Counselors can provide students with information about a variety of career clusters and vocational fields. By attending Personal Growth classes and meeting with counselors, students have the opportunity to explore relationships between career choice, decision-making procedures, and personal values. Ongoing participation in Personal Growth classes allows students the opportunity to gain insight into past and present performance while providing a supportive atmosphere for self-exploration.

PERSONAL CONCERNS

Trained professionals are available for personal counseling. Through a self-help holistic approach, counselors will help students explore immediate alternatives for crisis situations or assist in decision-making to provide for maximum student success while in attendance at Oxnard College. When further assistance is necessary, counselors can provide students with referral services for personal and social problems. Personal Counselors are available through the Student Health Center at (805) 678-5832.

Educational Assistance Center (EAC) (Formerly DSP&S Disabled Students)

Eligible students will know the accommodations available to them, and know how to advocate for the tutors, adaptive technology, alternative media services and counseling services they require.

The Educational Assistance Center (EAC) offers support services to enhance integration and full participation of students with disabilities. The Educational Assistance Center works to meet both federal and state accessibility requirements required by law related to students with disabilities.

The purpose of the Educational Assistance Center is to provide support services and accommodations to qualified students with verified disabilities. EAC promotes the educational and vocational potential of students with mobility, visual, hearing, speech, learning, acquired brain injuries, psychological, developmental, and other disabilities.

The office supports student success by offering the following services: early registration, tutoring referrals, note takers, interpreters for deaf students, and computer classes designed to meet the needs of our students are available in our High Tech Center. Adaptive equipment includes screen readers, enlarged print, speech synthesizers, keyboard adaptations, optical character recognition and voice-activated computers. Classes are offered in basic reading, spelling, math, vocabulary development, improving written language skills, and memory strategies.

The Educational Assistance Center offers counseling to accommodate specific needs of our students including: academic advisement, personal counseling, career counseling, university transfer assistance and job placement through the Workability III Program.

POLICY AND PROCEDURES

Utilizing academic adjustments and accommodations provided by the Educational Assistance Center (EAC) program & services is strictly voluntary and no student may be denied necessary accommodations because he/she chooses not to use the EAC program. Students must provide professional documentation of their disability to their general college counselor or classroom instructor who shall arrange for the accommodation.

Procedures: (Retained in the EAC, Student Health Center, and the Vice President of Student Development Office for reference.)

Students with a disability who choose not to register with the EAC but require an academic adjustment or accommodation may request the needed service from a general counselor or an instructor.

1. Student identifies him/herself to the general counselor or instructor as a student with a disability who does not want to be associated with the EAC.
2. Student requests the accommodation(s) needed.
3. Student must supply professionally generated written documentation of disability to contact person that should then be forwarded to the college health center.

4. Instructor or counselor may consult with the EAC Coordinator or special needs counselor for assistance or advice regarding accommodation(s) requested.
5. If the accommodation requires funding, please contact the Vice President of Student Development.

Extended Opportunity Programs and Services (EOPS)

EOPS / CARE students will understand the processes / resources necessary to achieve their educational goals. At-risk students will improve their G.P.A. by following their Academic Success Agreement.

EOPS was established in 1969 with the intent to encourage local community colleges to establish and implement programs directed at identifying low income and educationally disadvantaged students and increasing these numbers of students to be served by the colleges. At Oxnard College, the EOPS Program is designed to give EOPS eligible students the opportunities and assistance necessary to successfully complete their academic transfer and/or vocational program.

EOPS supplements the regular educational programs and encourages students to participate in other college programs and to maximize usage of their services. EOPS support services assist students in overcoming the many obstacles that a new environment, a new school, or a new setting can present.

How can one qualify for the EOPS program and services?

- Eligible to receive a Board of Governor Fee Waiver (BOGW) A or B or C:
 - BOGW A: Currently receiving TANF/CalWORKs or SSI
 - BOGW B: Meet BOGFW Income Guidelines
 - BOGW C: Have an Estimated Family Contribution of 0
- Full-time (12 units)
- California resident
- Less than 45 units of degree applicable credit
- Meet any one of the following educational criteria:
 - Non-high school graduate;
 - High school GPA below 2.50;
 - Previously enrolled in remedial courses;
 - Placed in non-degree level Math course;
 - Placed in non-degree level English course;
 - First generation college student
 - From non-English speaking family;
 - Member of an underrepresented group.

PROGRAMS UNDER THE UMBRELLA OF EOPS:

Cooperative Agencies Resources for Education (CARE) is a cooperative effort under the umbrella of EOPS involving the State Employment Development Department, State Department of Social Services, local county welfare departments and the Chancellor's Office of the California Community Colleges. It is a special outreach and support effort targeted specifically to cash aid recipients.

The program provides services to EOPS eligible, single heads of households, with one child under the age of 14 that is receiving cash aid. CalWORKs students that meet CARE criteria may also be eligible for services. All CARE eligible students qualify for EOPS services as well.

How can one qualify for the CARE program and services?

- Must be enrolled in EOPS
- Single parent with at least one child under the age of 14
- Current CalWORKs/TANFs recipient
- Full time student (Minimum of 9 or more units)
- Pursuing an educational, vocational, or job training program

EOPS/CARE Services provided:

Counseling Services

- Academic/Personal counseling: Individual or Group
- Vocational decision making/Career Guidance
- CalWORKs Information
- Educational Plan development
- Transfer/Transitional services
- Study Skills, Time Management and Success Strategies
- Assistance with the financial aid process
- Retention for Students on Academic Probation

Financial Assistance* in the form of EOPS and/or CARE grants are offered to eligible students with financial need as determined by Title V guidelines.

Workshops are offered that facilitate student progress and academic achievement. Special emphasis is placed on career guidance and academic success.

Pre-registration is offered each semester prior to regular registration. This enables the EOPS student to register early, and secure needed classes before campus-wide enrollment.

Book Service* is provided to EOPS eligible students and this assists with the cost of books.

Tutoring, Peer Advisement, College Success Class: EOPS-PG R100A, EOPS/CARE Orientations and Survival Kits are additional services provided to assist students in achieving their educational goals.

Transitional Services: EOPS Students are eligible to receive CSU/UC Application Fee Waivers when applying to Transfer. In addition, our EOPS Counselors are able to provide detailed letters of recommendations upon timely requests.

In addition, CARE eligible students receive additional services in the form of gas cards, parking permits, books, Student Photo ID Cards and meal coupons.

(*Funding does not cover the full cost for books needed. Any monetary service is dependent on funding availability each year. In order to be eligible for CARE services and receive funds, students must be in good standing status.)

For information and appointments, call (805) 986-5827 or stop by the EOPS/CARE office upon enrollment. EOPS/CARE is located on the 2nd floor in the Student Services Building in Room 254.

Financial Aid

Students with financial need will know about the grants, scholarships and fee waivers available to them, and how to access / apply for Financial Aid.

Oxnard College is committed to providing financial assistance to qualified students who cannot afford to pay their educational expenses without assistance. The Financial Aid Department at Oxnard College awards 74% of our students with some form of financial assistance.

Oxnard College participates in a variety of Federal and State financial aid programs designed to assist students in meeting college costs. Grants are funds that do not have to be repaid and are usually based on need. Students must meet Federal/State eligibility criteria to qualify.

Board of Governors Fee Waiver (BOGW): BOGW is a form of financial aid that waives enrollment fees for eligible California residents and AB 540 students. See BOGW changes below.

Federal Pell Grant: Pell Grant program is an entitlement program that is based on financial eligibility and enrollment. Grants range from \$500.00 - \$5,775.00 per academic year.

Federal Supplemental Educational Opportunity Grant: FSEOG is a grant available to students who qualify for a Pell Grant. FSEOG is a campus-based program (limited funds). Awards are contingent on availability of funds and awarded to students with the greatest financial need. Grants range from \$200.00 - \$400.00 per academic year.

Federal Work Study: FWS is a campus based program that provides part-time employment on campus to eligible students. Awards are based on need and contingent on availability of funds. Grants range from \$500.00 - \$5,000.00 per academic year.

Cal Grant: Cal Grant recipients are selected by the California Student Aid Commission. To apply for the Cal Grant Program, you must submit the FAFSA or California Dream Application and a Cal Grant GPA Verification form by March 2nd. If you do not meet the March 2nd priority filing deadline, you may have a second chance to compete for a Cal Grant by filing the FAFSA and GPA Verification form by September 2nd. (Dream Act Applicants must apply by March 2.)

Cal Grant B: Cal Grant B is for students who are from disadvantaged and low income families. These awards can be used for tuition, fees, and access costs at qualifying California schools whose programs are at least one year in length. Grants range from \$412.00 - \$1,648.00 per academic year.

Cal Grant C: Cal Grant C helps pay for tuition and training costs in vocational/technical programs not to exceed two years. Grants range from \$274.00 - \$547.00 per academic year.

EFFECTIVE FALL 2016: PLEASE NOTE NEW BOARD OF GOVERNORS FEE WAIVER (BOGW) CHANGES

Minimum requirements for maximum success

Whether the goal is to move into a career or move on to a four-year university, California Community Colleges want to help students achieve their educational goals. The Board of Governors Fee Waiver (BOGW) is available for eligible students at California community colleges, and will waive the per-unit enrollment fee at any community college throughout the state.

Once a student qualifies for the BOGW, it is important that they meet the academic and progress standards in order to avoid losing the fee waiver.

Academic — Sustain a GPA of 2.0 or higher

If a student's cumulative GPA falls below 2.0 for two consecutive primary terms (fall/spring semesters) they may lose their fee waiver eligibility.

Progress — Complete more than 50% of coursework each semester

If the cumulative number of units a student completes is not more than 50% in two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters), the student may lose their fee waiver 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 fee waiver eligibility.

How will students know?

Students will be notified within 30 days of the end of each term if they are being placed on either Academic (GPA) and/or Progress (Course Completion) probation. The notification will include the information that a second term of probation will result in loss of fee waiver eligibility. After the second consecutive term of probation, the student may lose eligibility for the fee waiver at their next registration opportunity.

How to regain eligibility

If a student loses eligibility for the BOGW, there are a few ways that it can be reinstated:

- Improve GPA or Course Completion measures to meet the academic and progress standards
- Successful appeal regarding extenuating circumstances
- Not attending their school district for two consecutive primary terms (fall/spring semesters)

The appeals process for extenuating circumstances includes:

- Verified accidents, illness or other circumstances beyond your control
- Changes in economic situation
- Evidence of inability to obtain essential support services
- Special consideration factors for CalWORKs, EOPS, DSPS and veteran students
- Disability accommodations not received in a timely manner

Please note that foster youth and former foster youth (age 24 years and younger) are not subject to loss of the BOGW under these regulations.

For more information or further assistance, please see Appendix IX and contact the Financial Aid Office.

Outreach and Recruitment

The local community and K-12 partners, will know how to get information about Oxnard College program offerings and services, and will know how to gain access to Oxnard College.

The Outreach and Recruitment office highlights the value of Oxnard College and facilitates the enrollment of new and continuing students from our local high schools and the community. Outreach and Recruitment is committed to recruiting a diverse student population through college fairs, campus visits, presentations to local high schools and community organizations. The goal is to enhance collaboration within our service area to increase enrollment at Oxnard College by providing effective services to local middle schools, high schools and the community.

Scholarships

Oxnard College Foundation offers over \$240,000 annually in various Scholarships. Annual Scholarship Applications will go online at www.oxnardcollege.edu/scholarships at the beginning of each year and are awarded during the spring semester to be used for the upcoming fall semester. Funding is provided through Community Market at Oxnard College net profits, campus payroll deductions, and private donors. Eligibility is based upon criteria set by the OCF Board of Directors – Scholarship Selection Committee and various donors. Contact Oxnard College Foundation for specific scholarships information at (805) 678-5889.

Student Health Center

Students will demonstrate knowledge of the mental and physical health services available at Oxnard College that provide holistic care and support for student success.

Oxnard College Student Health Center is here to support students' success in college by promoting physical, emotional, and psychological health. We provide nursing, medical and psychological services to help you meet your educational and life goals. The student health center can also assist you in finding community health and wellness resources.

FREE HEALTH SERVICES:

- Mental health counseling
- Illness visits/nurse practitioner and doctor consults
- Health Screening: diabetes, blood pressure, vision, body fat analysis
- Help to quit smoking
- Healthy lifestyle counseling
- Accidents and emergencies on campus
- Over the counter medications

SERVICES REQUIRING AN ADDITIONAL FEE:

- Program physicals: EMT, dental hygiene, dental assisting, child care (no athletic physicals)
- Immunizations – Flu Shots, TDAP, Hepatitis B, measles, mumps, rubella and Gardasil (HPV)
- TB Tests
- Tests: laboratory tests such as blood tests, pregnancy tests, and immunity titers required for program physicals

The schedule for professional care varies each semester and includes some evening hours. Please refer to the Student Health Center web page at www.oxnardcollege.edu or call (805)986-5832 for hours of operation.

Any injuries or accidents on campus or at college sanctioned events must be reported to the student health center to be covered by student accident insurance.

Transfer Center

Students who plan to transfer to a four-year university will clearly understand the correct general education plan they need to follow and will know how to access transfer counseling and access to visiting University Representatives.

The Transfer Center offers activities, resources, and support services designed to facilitate the smooth transition of Oxnard College students to the four-year college or university of their choice. The Transfer Center is located in the Student Services Building on the second floor.

Services provided by the Transfer Center include the following:

- One-on-one Transfer counseling and planning appointments
- CSU GE-Breadth and IGETC Certification
- Group Transfer planning workshops
- Scheduled visits by university admission and recruitment counselors
- CSU and UC application workshops
- Field trips to university campuses
- Collection of college catalogs, transfer guides, articulation information and agreements, applications to four year colleges and universities, and related transfer information
- University Transfer Day
- Transfer Recognition Day
- Student use computers

Veterans Services

Students eligible for veterans services will have access to information about services available, their options, and their responsibilities.

Military Veterans and Eligible Dependents

The Colleges of the Ventura County Community College District offer courses approved for V.A. benefits under Chapters 30,31,32,33,35, and 1606/1607 under Title 38 of the U.S. Code. All veterans and eligible dependents are required to see a counselor before enrolling. They are also responsible for notifying the V.A. Certifying Official on campus of any changes in their academic program, class schedule, in their marital or dependent status, or to their address.

AB272: Registration priority is granted to any member or former member of the Armed Forces of the U.S. for any academic term attended within four years of leaving active duty, who meet the 3SP requirements.

Enrollment can only be certified to the Veterans Administration for benefits when a student has completed the following:

- Apply for College admission at oxnardcollege.edu/apply,
- Apply for your VA benefits online at gibill.va.gov,
- Make an appointment with a College counselor to complete the Veteran's Educational Plan and Service Form for the current term.
- Submit official transcripts from all other colleges and universities you have attended, including JST military transcripts, to the campus Veteran's Benefits Specialist/Certifying Official.
- Submit required paperwork to the VA Certifying Official in the Admissions and Records Office.

IMPORTANT: VETERANS WHO HAVE ATTENDED OTHER COLLEGES: AN UNOFFICIAL TRANSCRIPT CAN BE USED FOR THE INITIAL COUNSELING APPOINTMENT. PLEASE SUBMIT OFFICIAL TRANSCRIPTS TO THE ADMISSIONS & RECORDS OFFICE SHORTLY THEREAFTER.

The Oxnard College Veterans Benefit Specialist/Certifying Official is located in the Student Services Building in room 264, (805) 678-5108 or 678-5844.

External Resources

- The California Department of Veteran Affairs can be reached directly at 1-800-952-5626 or cdva.ca.gov.
- The Department of Veteran Affairs can be reached at 1-888-442-4551 or gibill.va.gov

Veterans Educational Benefits

The colleges of the Ventura County Community College District are approved to process claims for students who are eligible to receive educational benefits under various chapters from the VA.

Students interested in filing benefits claims or receiving information should contact V.A. Certifying Official in the Admissions & Records Office.

Students eligible for veteran's services will have access to information about services available, their options and their responsibilities for using benefits.

Enrollment and Rate of Pay

Only courses which meet requirements for the major and degree objective indicated on the veterans' Educational Plan will be certified for payment. If the educational objective is changed, the student must complete a new Educational Plan. Veterans must request enrollment certification each semester if they want to continue to receive benefits. It is not automatic.

V.A. educational benefits are paid based on the number of certified units in which the student is enrolled:

Regular Semester

- 12 units = full-time pay
- 9 units = three-quarter time pay
- 6 units = one-half time pay

Summer Session

- 6 units = full-time for 8 week classes
- 4 units = full-time for 6 week classes
- (3/4 and half-time pay calculated accordingly)

Payment amounts are calculated based on eligibility, Chapter of benefits, and units certified as determined by the Veteran's Administration.

The majority of V.A. Educational Assistance Programs do not pay a monthly allowance for less than half-time enrollment, although the veteran may be reimbursed for the cost of tuition and fees.

Under existing Veterans' Administration regulations, a student repeating a course is not eligible for veterans' benefits in most cases. Veterans should, therefore, check with the V.A. Certifying Official in the Admissions & Records Office before repeating a course.

UNSATISFACTORY PROGRESS: In addition to the academic probation and dismissal standards applicable to all students, the Veterans' Administration requires that standards of progress be adopted for certification of educational benefits.

For the purpose of certification for educational benefits, academic probation is defined as the failure to complete a minimum of 50% of the total units attempted, and/or to maintain a minimum 2.0 cumulative grade point average.

Unsatisfactory progress occurs when a veteran has been placed on academic probation for two consecutive semesters. Unsatisfactory progress must be reported to the Veteran's Administration, and the veteran may not be certified for future educational benefits. Any veteran placed on unsatisfactory progress must consult the campus V.A. Certifying Official and receive academic counseling before educational benefits can be reinstated.

For more information about Veteran Support Services at Oxnard College, please visit our website: www.oxnardcollege.edu/veterans or visit with our Veteran Counselor in the Counseling office.

WELCOME Center

The Welcome Center, located in the foyer of the Student Services Building, provides general information to new, potential and continuing students as well as the community regarding general College information, and programs and services available at Oxnard College. Student Ambassadors are available to help students process admissions applications, register, add/drop classes, apply for financial aid, review their grades and transcripts, recover portal passwords, update their student record online, and explore Career Café. The Welcome Center provides campus tours for new students as well as middle and high-school students.

Library Learning Resource Center

The Library Learning Resource Center (LLRC) at Oxnard College is a beautifully crafted building that is home to Library Services, Tutorial Services, Math Center, Writing/Reading Center, Open Access Computer Lab and Student Study Rooms.

LIBRARY SERVICES

The Library Learning Resource Center provides programs and services designed to enhance student learning, student success and faculty instruction and interaction. The library collection supports the Oxnard College curriculum holdings of approximately 40,000 books and media. The Library Learning Resource Center subscribes to 70 periodicals and newspapers with more than 13,000 titles available electronically.

- All Oxnard College students may check-out reserve, circulation or digital media materials. Free community members borrower's cards are still available to Ventura County residents.
- Computer lap-tops are also available for check-out to students, faculty and staff.
- LLRC hours are 8:00 a.m. - 9:00 p.m. Monday through Thursday, 8:00 a.m.- 5:00 p.m. on Friday, and 9:00 a.m. - 5:00 p.m. on Saturday during the Fall and Spring Semesters. Summer session hours are as posted. The LLRC is closed on Sundays and all academic holidays.
- Faculty librarians and staff are available in the LLRC to assist you with all aspects of research, reading, writing, and tutoring.

LIBRARY SERVICES

Located on the second floor for the LLRC, the Library maintains a collection of 35,000 books, 19,000 electronic books and 12 online database services. Reference librarians are available to assist students on the first floor of the LLRC and to make classroom presentations upon faculty request.

<http://www.oxnardcollege.edu/library>

WRITING/READING CENTER

The Writing/Reading Center (WRC) is located on the first floor of the LLRC. The WRC offers all Oxnard College students free tutoring for any writing or reading assignment for any class at any stage in the process from planning to the final draft. Our trained tutors and faculty provide a friendly and supportive atmosphere for all students. We can help you improve skills such as brainstorming, understanding the assignment, writing thesis statements, organizing your ideas, reading comprehension, study skills, using accurate citations, improving sentence structure and grammar skills. The WRC also offers weekly workshops presented by faculty to help students with writing, reading and study skills in all subjects.

Hours: 9:00 am - 4:00 pm Monday through Thursday, Fall & Spring Semesters.

<http://www.oxnardcollege.edu/departments/student-services/tutoring/writing-and-reading-center>.

TUTORIAL SERVICES

The goal of tutorial services in the LLRC is to “help students to be better students” by providing services that will improve and strengthen academic performance and skills.

Tutorial Services in the LLRC are available to all enrolled Oxnard College students, and are offered on a drop-in basis on the first floor of the LLRC in the Tutoring Center and the Math Lab. Tutoring for all courses across the curriculum is available in the areas of reading and writing, and course-specific tutoring is available in most subjects. Tutoring is provided by peer tutors and university graduates who have outstanding academic performance in their respective subject area(s); online tutoring may also be available for some subjects.

Hours: 8:00 am - 9:00 pm Monday through Thursday; 8:00 am - 5:00 pm Friday; 9:00 am - 5:00 pm Saturday, Fall & Spring Semesters. Summer Session hours as posted.

<http://www.oxnardcollege.edu/tutoring>

MATH CENTER

The Math Center is a computer lab available to all Transitional Math students enrolled at Oxnard College. The lab is staffed by faculty and tutors. Math tutoring for all other classes can be found in the Tutoring Center or on the main floor of the LLRC directly adjacent to the Math Center.

OPEN ACCESS COMPUTER LAB AND STUDY ROOMS

The LLRC has an open access computer lab available for student and faculty use as well as several small group study rooms and desk space for individual or group student interaction.

Library Learning Resource Center Website:

<http://www.oxnardcollege.edu/library>

Tutorial Services Website:

<http://www.oxnardcollege.edu/tutoring>

To contact the Library Learning Resource Center by phone or email:

Circulation and Information Desk: (805) 678-5819, occirculation@vcccd.edu

Library Reference Services: (805) 678-5820, ocreference@vcccd.edu

Tutoring & Writing/Reading Center: (805) 678-5819, octutoring@vcccd.edu

Oxnard College students, faculty and staff are encouraged to utilize all programs and services available through the Library Learning Resource Center.

Project Adelante, 2015 Title V U.S. Department of Education Grant Initiative

This cooperative project creates the Adelante academic and transfer pathways for students by:

- a) creating a first-year experience that immediately incorporates “transfer discussions and educational planning” to a 4-year institution and/or career; integrates learning communities across disciplines; assigns first year OC students a CSUCI peer mentor and year-long activities and; incorporates community/industry mentors to enhance self-efficacy, career awareness and leadership skills.
- b) initiating high impact practices to increase college readiness - developing and implementing a dual-enrollment program with the local high schools; initiating summer bridge programs; developing summer orientation programs for first-year students and; enhancing outreach efforts to parents and students around college readiness, expectations, awareness and success.
- c) increasing distance learning/hybrid opportunities and technologies development.

Athletics

The Oxnard College Condors participate in eight Men’s and Women’s Intercollegiate Athletic programs competing in the 16-member Western State Conference.

The Men’s Athletic Program offers competition in baseball, basketball, cross-country, and soccer. The Women’s Athletic Program includes competition in softball, basketball, cross-country, and soccer.

To be eligible for competition, the student-athlete must be continuously and actively enrolled in a minimum of 12 units during the season of competition and maintain a 2.0 cumulative grade point average, from the beginning of athletic participation. Of the 12 credit units, at least nine shall be attempted in courses counting toward the associate degree, remediation, transfer, and/or certification as defined by the College Catalog and are consistent with the student athlete’s educational plan.

All student athletes who would like to participate in Intercollegiate Athletics can visit the college website at www.oxnardcollege.edu and click on “Athletics” for more information about each program or call the Athletics Department at (805) 678-5825.

Student Organizations and Activities

Students will know about and have access to a variety of activities, events and leadership opportunities.



THE ASSOCIATED STUDENT GOVERNMENT OF OXNARD COLLEGE

The Associated Student Government of Oxnard College was established in 1977. The aims of the association are in close harmony with the objectives of the college, including opportunities for personal development, group cooperation, leadership development and enrichment of student life. The Associated Student Government of Oxnard College is a governing body of students. Students have the opportunity to become active leaders in their community. Students who join student government strive to promote scholarship, advocacy and leadership.

Scholarship

Oxnard College students strive for academic excellence, and the Associated Student Government at OC provides enrichment to the student experience. A major part of student life is academic achievement, and ASG at OC supports all students in their pathway to success.

Advocacy

Oxnard College student leaders are involved in campus wide and district wide committees, where they learn about student success goals, projects and services on campus. Students involved in ASG are trained at conferences and general assemblies to provide better leadership on campus. Advocacy is a strong element for ASG at OC. Students program several events and forums on student advocacy throughout the year.

Leadership

Oxnard College students become leaders in their community. ASG board members are the liaison between the students at OC and administration. ASG board members are the role models and decision makers for the students they represent. Leadership opportunities are available throughout the year including serving on ASG committees.

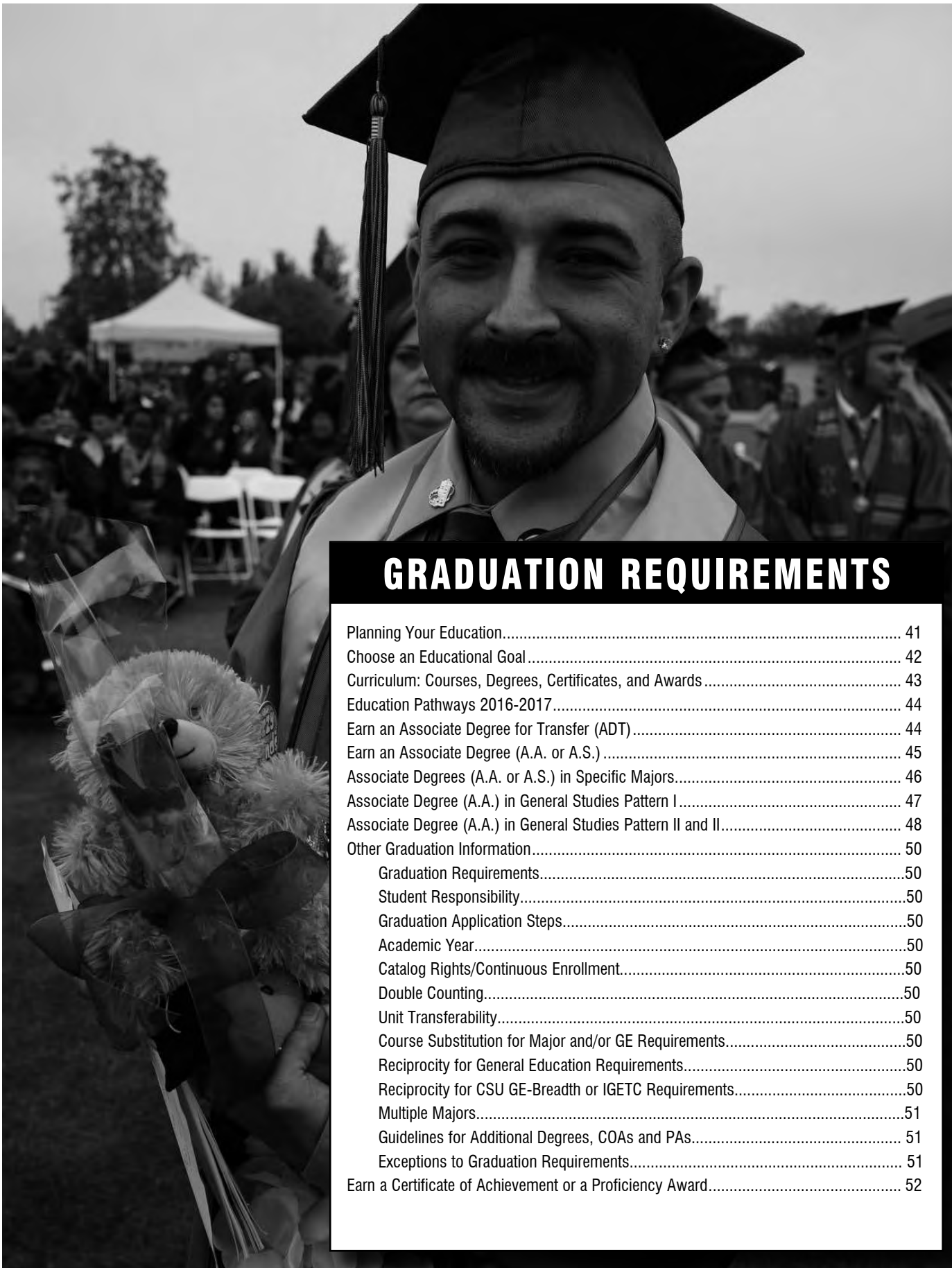
For more information, visit oxnardcollege.edu/asg. See what’s new at facebook.com/ASGOxnardCollege.

STUDENT ELECTIONS

Elections are held every spring semester for student government. There are several requirements for eligibility for candidacy. A student seeking an officer position in OC ASG must hold a 2.0 GPA or better and maintain this average while in office, and students must be enrolled in 5 or more units at their primary campus. For more information on candidate requirements, please refer to the Student Election Standard Operating Practices for Associated Students’ Positions and Student Trustee Position. All students are eligible to vote in these elections. Students elected to a position in OC ASG serve for a full academic year from June 1st to May 31st.

STUDENT ACTIVITIES

Student activities at Oxnard College include student government, campus clubs and student organizations, national honor societies, performing arts, literature and arts lectures, leadership and personal growth workshops, academic and cultural events, and athletics. New and continuing students are encouraged to participate in student life activities. Existing clubs and student organizations at Oxnard College are always looking for new ideas to increase their membership. There is a club or organization on campus for everyone. If students cannot find a club or an organization to join at OC, students may start their own club or organization. A chartered student organization shall have a faculty or staff advisor who shall be chosen by the members of that organization and approved by the Vice President of Student Development or designee. See Appendix IV for more information.



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OC PROGRAMS: Awards, Certificates, and Degrees

Planning Your Education

Counseling Office

Student Services Building, 2nd Floor
(805) 678-5816

EAC Office

Student Services Building, 1st Floor
(805) 678-5830

Vice President of Student Development

Dr. Oscar Cobián

Senior Administrative Assistant

Michelle Castelo

Counseling Faculty

Marcelo Cabral (CTE)
Gloria Espinoza-López (EOPS)
Cesar Flores (EOPS/CARE Coordinator)
María de la luz Flores (CalWORKs)
Ross Fontes (EOPS)

Counseling Office Support Staff

Marisa Arias - Office Assistant/Bilingual

Transfer Center

Student Services Building, 2nd Floor
(805) 678-5837

EOPS/CARE Office

Student Services Building, 2nd Floor
(805) 678-5827

Assistant Dean of Student Success

Leah Alarcón

Daniel Goicoechea
David López
Judy McArthur (EAC)
Letty Mojica
Julius Muniyanti (Equity)

Leo Orange (EAC Coordinator)
Charles Ramírez
Everardo Rivera (EOPS/CARE)
José Vega (Transfer Center Coordinator)
Linda Webb (SSSP)

Make Educational Choices to Support Your Goals.

Why are you attending Oxnard College?

We all have unique interests and goals. You may be attending Oxnard College for any number of reasons. Oxnard College offers courses in an array of disciplines that can prepare you for skilled trades, specialized careers, job advancement, and transfer to a four-year college or university to further your education. Your goals should have a direct influence on the courses and programs you choose to complete while at Oxnard College. It is important to keep your goals in mind at all times when selecting classes and programs and to remain informed about requirements specific to your goals.

Planning is Critical

You may already know what you want to accomplish while enrolled at Oxnard College or you may be unaware of your options and what is necessary to reach your goals. Counseling at Oxnard College is available to help you identify your goals and to create an educational plan that will help you achieve those goals. Counselors can also assist undecided students in clarifying what their goals are. The Student Success Act of 2012 requires that all students develop a first semester educational plan (abbreviated) in order to receive priority enrollment. Schedule a counseling appointment to start exploring the possibilities.

What do you want to accomplish at Oxnard College?

- Prepare to transfer to a four-year college or university while earning an Associate Degree for Transfer (ADT).
- Earn an Associate Degree in a specific major or in General Studies with an area of emphasis.
- Gain skills for a job placement or advancement through a Certificate of Achievement or Proficiency Award.

Proof of Your Success

Oxnard College offers four distinct types of awards showing educational achievement. If you are hoping to apply skills and knowledge to the job market once you are finished at Oxnard College, having proof of your accomplishments can be an asset.

- **Associate Degrees for Transfer (ADT)** are Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees and are awarded to students who successfully complete 60 semester units of required general education (either the CSU GE or IGETC for CSU pattern) and specific set of lower division major preparation coursework. Students with an ADT are guaranteed admission into the CSU system to a program deemed similar to that of the degree and will have the opportunity to complete their Bachelor's Degree upon completion of the additional 60 units.
- **Associate Degrees** are awards that are broader in scope than certificates because they require coursework in an array of disciplines to broaden your learning experience and strengthen your critical thinking skills. This is referred to as **General Education**. See a counselor to help determine which pattern you should follow.
- **Certificates of Achievement** require concentrated study in a specific skill or knowledge area.
- **Proficiency Awards** show that you have successfully completed one or more courses in a targeted career or skills area.

Choose an Educational Goal

Which Educational Program is the Right Fit For You?

The information below shows the different opportunities available at Oxnard College to prepare you for your chosen career and the type of recognition you will receive for completing these programs. Schedule an appointment with a counselor to help you choose your specific educational goals. A list of all courses, awards and degrees offered at Oxnard College can be found on page 43.

Associate Degree for Transfer (ADT) to the CSU System

California Community Colleges (CCC) are now offering associate degrees for transfer (ADTs) to the California State University (CSU). These include Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees. These degrees are designed to provide students with a clear pathway to a CSU major and baccalaureate degree by completing 60 CSU transferable semester units at the community college and 60 units at the CSU campus. Oxnard College currently offers 19 ADTs. Please meet with a counselor to see if one of these ADTs is appropriate for you and meets your transfer educational goal.



Transfer to a 4-Year Institution

Oxnard College offers students the opportunity to complete their Associate Degree while completing courses that are required for transfer and apply toward their Bachelor's Degree, whether that is a University of California (UC), California State University (CSU), Independent or out-of-state institutions.



Associate Degree

In any economy, it is advantageous to have a college degree. Most Associate Degree majors at Oxnard College are applicable to the local job market. An Associate in Arts (A.A.) or an Associate in Science (A.S.) degree requires the completion of 60 units including courses in general education and courses in the chosen major. Oxnard College also offers a General Studies Degree that allows students to choose an area of emphasis from a group of disciplines rather than a specific major. See page 45 for a complete list of requirements for earning an Associate Degree.



Certificate of Achievement

Certificates of Achievement require concentrated study in specific skill or knowledge areas. Certificates require more units and generally prove more depth than a proficiency award. Completion of a Certificate of Achievement makes a student eligible to participate in the spring graduation ceremony and is reflected on the student's transcript. See page 52 for a complete list of requirements for earning a Certificate of Achievement.



Proficiency Award

Proficiency Awards are given to students who have satisfactorily completed a course or a sequence of courses designed to lead them to specific types of employment or to updating their skills. These awards are not recorded on student transcripts. See page 52 for a complete list of requirements for earning a Proficiency Award.



CURRICULUM: COURSES, DEGREES, CERTIFICATES, AND AWARDS

COURSES = **C**

ASSOCIATE DEGREE
FOR TRANSFER = **ADT**

ASSOCIATE DEGREE = **A.A./A.S.**

CERTIFICATE OF
ACHIEVEMENT = **COA**

PROFICIENCY AWARD = **PA**

CURRICULUM	C	ADT	A.A./A.S.	COA	PA
ACCOUNTING	X				
ADDICTIVE DISORDERS STUDIES	X		X	X	
• ADDICTIVE DISORDERS STUDIES FOR ALCOHOL/DRUG COUNSELORS			X	X	
• ADDICTIVE DISORDERS STUDIES IN THE CRIMINAL JUSTICE SYSTEM			X	X	
AIR CONDITIONING & REFRIGERATION (See ENVIRONMENTAL CONTROL TECHNOLOGY)					
AMERICAN SIGN LANGUAGE	X				
ANTHROPOLOGY	X	X	X		
ART	X		X		
• ART TWO-DIMENSIONAL STUDIO			X		
• STUDIO ARTS		X			
ASSISTIVE COMPUTER TECHNOLOGY	X				
ASTRONOMY	X				
AUTOMATION AND CONTROL SYSTEMS	X				
AUTOMOTIVE BODY AND FENDER REPAIR	X		X	X	
• AUTO BODY/COLLISION REPAIR	X				X
• AUTO BODY PAINTING AND REFINISHING	X				X
• AUTOMOTIVE GRAPHICS	X				X
• ESTIMATING AUTO BODY DAMAGE & ADVANCED REPAIR	X				X
AUTOMOTIVE TECHNOLOGY	X		X	X	
• ENTRY LEVEL ALIGNMENT SPECIALIST					X
• ENTRY LEVEL BRAKE AND ELECTRICAL SPECIALIST					X
BIOLOGICAL SCIENCES					
• ANATOMY	X				
• BIOLOGY	X	X	X		
• MICROBIOLOGY	X				
• PHYSIOLOGY	X				
BUSINESS	X		X		
• BUSINESS ADMINISTRATION		X			
• BUSINESS MANAGEMENT			X	X	
CHEMISTRY	X		X		
CHICANO STUDIES	X				
CHILD DEVELOPMENT (See additional options under EARLY CHILDHOOD EDUCATION)					
• CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION SITE SUPERVISOR					X
• CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION ASSOCIATE TEACHER					X
• CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION ASSISTANT					X

CURRICULUM	C	ADT	A.A./A.S.	COA	PA
COASTAL ENVIRONMENTAL STUDIES			X		
COMMUNICATION STUDIES	X	X			
COMPUTER APPLICATIONS AND OFFICE TECHNOLOGIES	X				
• ADMINISTRATIVE ASSISTANT			X	X	
• OFFICE SOFTWARE SPECIALIST					X
• OFFICE TECHNOLOGIES					X
COMPUTER INFORMATION SYSTEMS	X				
COMPUTER NETWORKING/INFORMATION TECHNOLOGY	X		X	X	
• ADMINISTERING MICROSOFT WINDOWS					X
• CISCO NETWORKING					X
• WIRELESS NETWORKING					X
COOPERATIVE WORK EXPERIENCE	X				
CSU GENERAL EDUCATION - BREADTH	X			X	
CULINARY ARTS AND RESTAURANT MANAGEMENT	X				
• CULINARY ARTS			X	X	
• LEAD COOK					X
• RESTAURANT MANAGEMENT			X	X	
DANCE	X				
DENTAL ASSISTING	X		X	X	
DENTAL HYGIENE	X		X		
DIGITAL MEDIA STUDIES	X				
EARLY CHILDHOOD EDUCATION (See additional options under CHILD DEVELOPMENT)	X	X			
ECONOMICS	X	X	X		
EDUCATION	X				
EMERGENCY MEDICAL RESPONDER	X				X
EMERGENCY MEDICAL TECHNOLOGY	X				X
• EMERGENCY MEDICAL TECHNICIAN - REFRESHER	X				X
ENGLISH	X	X			
ENGLISH AS A SECOND LANGUAGE	X				
ENVIRONMENTAL CONTROL TECHNOLOGY	X		X	X	
• AIRSIDE SYSTEMS	X				X
• ELECTRICAL SYSTEMS FOR HVAC/R	X				X
• ENERGY AUDITING	X				X
• HEATING AND HYDRONICS	X				X
• MECHANICAL SYSTEMS FOR HVAC/R	X				X
ENVIRONMENTAL SCIENCE AND RESOURCE MANAGEMENT	X				
FILM, TELEVISION, AND ELECTRONIC MEDIA	X	X			
FIRE TECHNOLOGY	X		X	X	
• FIREFIGHTER I ACADEMY	X				X

CURRICULUM	C	ADT	A.A./A.S.	COA	PA
GENERAL STUDIES: ARTS & HUMANITIES (PATTERNS II/III)			X		
GENERAL STUDIES: HUMANITIES (PATTERN I)			X		
GENERAL STUDIES: NATURAL SCIENCES (PATTERN I)			X		
GENERAL STUDIES: NATURAL SCIENCE OR MATHEMATICS (PATTERNS II/III)			X		
GENERAL STUDIES: SOCIAL & BEHAVIORAL SCIENCES (PATTERN I)			X		
GENERAL STUDIES: SOCIAL & BEHAVIORAL SCIENCES (PATTERNS II/III)			X		
GEOGRAPHICAL INFORMATION SYSTEMS	X				
GEOGRAPHY	X	X			
GEOLOGY	X				
GLOBAL STUDIES	X				
HEALTH EDUCATION	X				
HISTORY	X	X	X		
HOSPITALITY MANAGEMENT	X		X	X	
HUMAN SERVICES (See SOCIOLOGY)	X		X	X	
IGETC	X			X	
INTERCOLLEGIATE ATHLETICS	X				
INTERDISCIPLINARY STUDIES	X				
KINESIOLOGY	X	X			
LEARNING SKILLS	X				
MARINE STUDIES	X				
MATHEMATICS	X	X			
MUSIC	X				
PARALEGAL STUDIES	X		X	X	
PERSONAL GROWTH	X				
PHILOSOPHY	X	X	X		
PHYSICAL EDUCATION (See additional options under KINESIOLOGY)	X				
PHYSICAL SCIENCE	X				
PHYSICS	X	X	X		
POLITICAL SCIENCE	X	X	X		
PSYCHOLOGY	X	X	X		
• COMMUNITY MENTAL HEALTH SERVICE	X				X
SOCIAL JUSTICE STUDIES	X				
SOCIOLOGY	X	X	X		
• HUMAN SERVICES	X		X	X	
SPANISH	X	X			
THEATRE	X				
URBAN STUDIES	X				

Education Pathways 2016-2017

EARN AN ASSOCIATE DEGREE FOR TRANSFER (ADT)

Associate in Arts for transfer (AA-T) and Associate in Science for Transfer (AS-T) are degrees that are designed specifically for transfer to the California State University System. The degrees are the results of Senate Bill 1440, a transfer bill that required the California Community Colleges to offer associate degrees for transfer in many of the most popular majors, and for the CSU to provide priority admission to California Community College students who have earned an AA-T or AS-T degree. These degrees can be completed in 60 CSU transferable semester units (or 90 quarter units) and include coursework in general education, major preparation and electives (if needed).

Students who have completed an AA-T or AS-T and are admitted to a CSU major that has been deemed similar are guaranteed admission at junior standing, and the opportunity to complete a baccalaureate degree with 60 additional semester (or 90 quarter) units. AA-T and AS-T degrees are recognized by both the California Community College and CSU systems as a measure of preparation and readiness for transfer to upper-division course work at the CSU.

To obtain an AA-T or AS-T, students must complete the following:

1. Choose an Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degree.
 - AA-T or AS-T in a specific major. See list below.
2. 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (A) Certified completion of the California State University General Education-Breadth (CSU GE Breadth) pattern (see page 68-69 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC - CSU) pattern (see page 75-79 for more information).
 - (B) Completion of a minimum of 18 semester units or 27 quarter units in a major or area of emphasis as determined by the college as detailed in the Course and Program Descriptions section of the catalog. All courses in the major must be completed with a grade of "C" or better or a "P" if the course is taken on a "pass-no-pass" basis (Title 5 § 55063). Even though a "pass-no-pass" is allowed, it is recommended that students complete their major courses with a letter grade.
3. Earn a minimum grade point average (GPA) of 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is deemed eligible for transfer into a CSU program, some majors may require a higher GPA. Please consult the assist.org website and/or with a counselor for more information.
4. Complete requirements in Residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.
5. Apply for your ADT. The ADT is not automatically awarded when you complete the requirements. Meet with a counselor to file an ADT Application for Graduation in the Counseling Office during the same semester in which you plan to finish the requirements.

At the time of catalog publication, a student may earn the following AA-T or AS-T degrees at Oxnard College:

- Anthropology (AA-T)
- Biology (AS-T)
- Business Administration (AS-T)
- Communication Studies (AA-T)
- Early Childhood Education (AS-T)
- Economics (AA-T)
- English (AA-T)
- Film, Television, and Electronic Media (AS-T)
- Geography (AA-T)
- History (AA-T)
- Kinesiology (AA-T)
- Mathematics (AS-T)
- Philosophy (AA-T)
- Physics (AS-T)
- Political Science (AA-T)
- Psychology (AA-T)
- Sociology (AA-T)
- Spanish (AA-T)
- Studio Arts (AA-T)

Program requirements subject to change. See a counselor.

Additional majors are being developed. Please see a counselor for more information. For the latest information on Associate Degrees for Transfer (ADT), go to www.adegreewithaguarantee.com or www.sb1440.org.

Reference: AP 4100 - Last reviewed and approved by the Board in November 2014.

EARN AN ASSOCIATE DEGREE (A.A. OR A.S.)

An Associate degree is an undergraduate academic degree consisting of a minimum of 60 degree-applicable semester units including general education requirements, major or emphasis requirements, and electives. Associate degrees may be earned in career technical areas or in the arts, mathematics, sciences, and humanities.

1. **Major/Area of Emphasis/GE:** Choose from these two options and complete required **General Education and Major or an Area of Emphasis** (18 units minimum):
 - Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) in a specific major.
 - Associate in Arts (A.A.) or Associate in Science (A.S.) in a specific major. See page 46.
 - Associate in Arts (A.A.) in General Studies, Patterns I, II, or III. See pages 47-49.
2. **Units:** Complete a total of 60 degree-applicable semester units (General Studies Patterns II and III and all AA-T/AS-T degrees require all 60 units to be CSU transferable units)
3. **Grades:** Earn a grade of “C” or better or a “P” if the course is taken on a “pass/no-pass” (Title 5 § 55063) in every course in the major or area of emphasis. Even though a “pass/no pass” is allowed, it is recommended that students complete all major coursework for a letter grade.

Note: Universities have limitations on the number of units that can be taken “pass/no pass” and therefore it is strongly recommended that students take all major coursework for a letter grade. Most universities also have limitations on the number of general education units that can be taken on a pass/no pass basis.
4. **GPA:** Earn a cumulative grade point average of not less than 2.0 for all degree-applicable college and university work attempted.
5. **Competency:** Demonstrate competency in reading, written expression, and mathematics.
 - a. **Reading** – Minimum competency in reading is satisfied by completion of the requirements for the associate degree.
 - b. **Written Expression** – Minimum competency in written expression is satisfied by one of following:
 1. Successful completion (A, B, C, or P) of a college English Composition course at the freshmen composition level, or
 2. Successful completion (A, B, C, or P) of an equivalent English Composition course from a regionally accredited institution; or
 3. A score of 3 or higher on the Advanced Placement (AP) Language and Composition; or
 4. A score of 3 or higher on the Advanced Placement (AP) Literature and Composition; or
 5. A score of 5 or higher on the International Baccalaureate (IB) English HL exam; or
 6. A score of 50 or higher on the College Level Examination Program (C.L.E.P) exam.
 - c. **Mathematics** – Minimum competency in mathematics is satisfied by one of the following:
 1. Successful completion (A, B, C, or P) of a college mathematics course in Intermediate Algebra; or
 2. Successful completion (A, B, C, or P) of a course offered by the college mathematics department with an Intermediate Algebra or higher prerequisite; or
 3. Successful completion (A, B, C, or P) of a course offered by a different department with an enforced prerequisite of Intermediate Algebra or higher; or
 4. A score of 3 or higher on the AP Calculus AB or Calculus BC exam; or
 5. A score of 3 or higher on the AP Statistics exam; or
 6. A score of 4 or higher on the IB Mathematics HL exam; or
 7. A score of 50 or higher on the CLEP College Mathematics or Precalculus exam; or
 8. Successful passing of the VCCCD math competency exam; or
 9. Successful completion (A, B, C, or P) of any course offered by the college’s math department, or approved by the math department if offered by another department, which includes demonstrated ability in all of the following:
 - Simplify rational expressions and solve rational equations
 - Solve problems and applications involving systems of equations in three variables
 - Graph systems of inequalities in two variables
 - Simplify expressions involving positive, negative, and rational exponents
 - Perform mathematical operations on radical expressions and solve radical equations
 - Solve quadratic equations and their applications using multiple methods
 - Graph and evaluate elementary functions. Use definitions, domain and range, algebra and composition of functions on related applications.
 - Solve elementary exponential and logarithmic equations and related applications.
6. **Residency:** Completion of at least 12 semester units in residence at the college granting the degree. The VCCCD Board of Trustees may make exceptions to the residency requirements in any instance in which it is determined that an injustice or hardship would otherwise be placed upon an individual student.

Reference: AP 4100 - Last reviewed and approved by the Board in November 2014.

Associate Degrees (A.A. or A.S.) in Specific Majors

Associate in Arts (A.A) or Associate in Science (A.S.) Degrees in Specific Majors Requirements

1. Complete Oxnard College's General Education Requirements (areas A-E) on page 58.

- A. Natural Sciences - a minimum of 6 semester units
 - Biological Science - one (1) course
 - Physical Science - one (1) course
- B. Social and Behavioral Sciences - a minimum of 6 semester units
 - American History and Institutions - one (1) course
 - Social and Behavioral Sciences - one (1) course
- C. Humanities - a minimum of 6 semester units
 - Fine or Performing Arts - one (1) course
 - Humanities - one (1) course
- D. Language and Rationality - a minimum of 6 semester units
 - English Composition - one (1) course
 - Communication and Analytical Thinking - one (1) course
- E. Health/Physical Education
 - Health Education - one (1) course
 - Physical Education, Intercollegiate Athletics, and Dance activity - one (1) activity course



2. Choose a major from the following list and complete the courses required for that major. Courses for the major must be completed with a grade of C or better, or a "P" if the course is taken on a "pass/no pass" basis (Title 5 § 55063). Even though a "pass/no pass" is allowed, it is recommended that students complete all major coursework for a letter grade (A, B, or C).

Note: Universities have limitations on the number of units that can be taken Pass/No Pass and therefore it is strongly recommended that students take all major coursework for a letter grade.

Addictive Disorders Studies	Biology	Fire Technology
Addictive Disorders Studies for Alcohol/Drug Counselors	Business	History
Addictive Disorders Studies in the Criminal Justice System	Business Management	Hospitality Management
Administrative Assistant	Chemistry	Human Services
Anthropology	Coastal Environmental Studies	Paralegal Studies
Art	Computer Networking/Information Technology	Philosophy
Art: Two-Dimensional Studio	Culinary Arts	Physics
Automotive Body and Fender Repair	Dental Assisting	Political Science
Automotive Technology	Dental Hygiene	Psychology
	Economics	Restaurant Management
	Environmental Control Technology	Sociology

3. Complete a total of 60 degree-applicable semester units (including General Education, major, and electives, if needed).

4. Complete graduation requirements in competency in Mathematics and English (see page 45 for details).

5. Complete scholarship requirements (2.0 minimum cumulative degree-applicable GPA).

6. Complete requirements in residency (see page 45).

7. Apply for the Associate Degree in the Counseling Office. All of your official transcripts and test scores (such as AP, IB, or CLEP) must be on file with the Admissions and Records office. See graduation requirements on pages 45 and 50.

Reference: AP 4025. Last reviewed and approved by the Board in June 2013.

Associate Degree (A.A.) in General Studies Pattern I

Associate Degree (A.A.) in General Studies Pattern I

This pattern provides an opportunity to earn an Associate in Arts in General Studies. This degree covers a broad area of study and is intended for students who may not be planning to transfer to a four-year university or who may need to explore possibilities before committing themselves to a major. Students are required to:

1. Complete Oxnard College's General Education requirements to include areas A-F (page 58)
2. Choose an area of emphasis from one of three categories listed below:
 - Natural Sciences Emphasis
 - Social and Behavioral Sciences Emphasis
 - Arts and Humanities Emphasis
3. Complete a minimum of **18 units in the chosen area of emphasis** with a grade of "C" or better or a "P" if the course is taken on a "pass/no pass" (P/NP) basis (Title 5 § 55063). Even though a "P" is allowed, it is recommended that students complete all major coursework for a letter grade (A, B, or C). (**Note:** *Universities have limitations on the number of units that can be taken "pass/no pass" and therefore it is strongly recommended that students take all major coursework for a letter grade.*) **Complete a minimum of 6 of the 18 units within a single discipline.** Courses in the area of emphasis may also be used to fulfill general education requirements but the units may count only once.
4. Complete a minimum of 60 degree-applicable units.
5. Complete the college's other graduation requirements in competency (Math and English), scholarship, and residency.
6. Apply for the A.A. degree in the Counseling Office

NOTE: *Students planning to transfer to a four-year university are advised that this curriculum may not adequately prepare them for transfer. General Studies Patterns II and III are designed for transfer students.*

Areas of Emphasis

Natural Science Emphasis

The courses that fulfill the **Natural Sciences** area of emphasis will examine the physical universe, its' life forms and natural phenomena. The courses are designed to develop students' appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities.

ANAT R101; **ANTH** R101/L, R101H, R118; **AST** R101/L; **BIOL** R100/L, R101/L, R120/L, R122/L, R155/L, R170; **CHEM** R104, R110, R112, R120, R122, R130, R132; **ESRM** R100, R160; **GEOG** R101/L, R103; **GEOL** R101/L, R103/L, R121, R130; **MICR** R100/L; **MST** R100/L, R103/L, R122, R160, R190, R195; **PHSC** R170; **PHSO** R101; **PHYS** R101/L, R102/L, R121, R122, R131, R132, R133; **PSY** R105

Social and Behavioral Sciences Emphasis

The courses that fulfill the **Social and Behavioral Sciences** area of emphasis will examine people as members of society. The courses are designed to develop students' awareness of the method of inquiry used by the social and behavioral sciences; to stimulate critical thinking about the ways people respond to their societies; and to promote appreciation of how societies and social subgroups operate.

ANTH R102, R102H, R103, R105, R106, R107, R110, R111, R111H, R113, R114, R115, R116, R118; **CHST** R101, R107; **ECE** R102, R106, R108; **ECON** R100, R101, R102; **EDU** R122; **FTVE** R100; **GEOG** R102, R104, R105; **GLST** R101, R102; **HIST** R104, R107, R108, R109, R110, R115, R116, R117, R122, R124, R130, R130H, R140, R140H, R150, R150H, R160, R160H; **IDS** R102; **PHIL** R109, R114; **POLS** R100, R101, R102, R104, R105, R108; **PSY** R101, R102A, R104, R107, R108, R110, R111, R131, R135; **SJS** R110, R120, R130; **SOC** R101, R102, R103, R104, R105, R106, R108, R110, R111, R114, R116, R118, R122; **URBS** R101

Arts and Humanities Emphasis

The courses that fulfill the **Arts and Humanities** area of emphasis will examine the cultural activities and artistic expressions of human beings. The courses are designed to develop students' awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and to develop students' aesthetic understanding and ability to make value judgments.

ART R101, R102, R103, R104A, R106A, R170, R171, R172; **ASL** R101, R102, R103, R104, R110; **COMM** R105, R109; **ENGL** R102, R103, R104, R105, R107, R108, R111, R112, R124, R130, R151, R152, R153, R154, R157; **FTVE** R100, R107, R110, R130, R135, R155; **HIST** R109, R117, R150, R150H, R160, R160H; **IDS** R101A, R101B, R110; **MUS** R101, R103A, R116; **PHIL** R101, R101H, R102, R102H, R103, R104, R105, R106, R108, R110, R114, R115, R115H, R116; **SPAN** R101, R102, R103, R104, R117, R118, R140, R141; **THTR** R111, R151

Associate Degree (A.A.) in General Studies Pattern II and III

General Studies Pattern II

This pattern is intended for students who are planning to transfer to a four-year university in high-unit majors or where completion of CSU GE-Breadth or IGETC is not appropriate or advisable. See www.assist.org for guidance. Independent or out-of-state universities may also fall in this category.

1. Select and complete courses from the general education of a transfer institution to include, at a minimum, the following Title 5 requirements:

- Natural Sciences (3 units)
- Social and Behavioral Sciences (3 units)
- Arts and Humanities (3 units)
- Language and Rationality – English Composition (3 units)
- Communication and Analytical Thinking (3 units)

General Studies Pattern III

This pattern is intended for students who are planning to transfer to a California public four-year university (UC or CSU) and plan to use the CSU GE or IGETC to fulfill their lower division general education.

1. Complete CSU GE-Breadth (page 68) or IGETC (page 75)

NOTE: Students who complete CSU GE-Breadth or IGETC need to apply for GE certification in the Transfer Center or Counseling Office and may also apply for a Certificate of Achievement.

2. Complete local graduation requirements to include:

- **Health Education** (one course/no unit minimum): **HED** R101, R102, R103, R104, R105, R106A, R106B, R107, R110
- **Physical Education** (one course/no unit minimum): **HED** R102L, R107L, any Dance (**DANC**) activity course, Physical Education (**PE**) activity course (except **PE** R098), or Intercollegiate Athletics course (**ICA**).
- **Ethnic/Gender Studies:** (A minimum of 3 units) **ANTH** R102, R102H, R105, R107, R114; **ART** R170; **CHST** R101, R107; **ECE** R107; **ENGL** R112, R124; **HED** R103; **HIST** R107, R108, R109, R117, R124; **PSY** R107, R110; **SJS** R110, R120, R130; **SOC** R103, R104, R108; **SPAN** R117

3. **Choose an area of emphasis** from one of three categories listed below.

- Complete a minimum of **18 units in the chosen area of emphasis** with a grade of C or better or a “P” if the course is taken on a “pass/no pass” basis (Title 5 § 55063). Even though a “P” is allowed, it is recommended that students complete all major coursework for a letter grade (A, B, or C). **Note:** Universities have limitations on the number of units that can be taken “pass/no pass” and therefore it is strongly recommended that students take all major coursework for a letter grade.
- Complete a minimum of **6 of the 18 units within a single discipline.**
- Select courses that fulfill major preparation requirements for the chosen transfer institution. CSU and UC articulation can be found on www.assist.org. If no articulation exists with the intended transfer institution, you may obtain guidance from recruitment counselors, the transfer institution’s departmental advisors in your major, and their catalog/website.

4. **Complete a minimum of 60 transferable units.**

5. **Complete competency requirements in Mathematics and English** (see page 45 for options in meeting competencies).

NOTE: Courses used to fulfill the CSU GE-breadth or IGETC requirements in Math and Written Communication or English Composition will fulfill this requirement.

6. **Complete requirements in scholarship** (2.0 minimum cumulative degree-applicable GPA).

7. **Complete residency requirements.** Students must complete at least 12 semester units in residence at Oxnard College in order to receive a degree from Oxnard College. The same policy applies to all colleges in the district: a minimum of 12 semester units must be completed at the college granting the degree.

8. **Apply for the degree in the Counseling Office.**

Associate Degree (A.A.) in General Studies Pattern II and III

Areas of Emphasis for Patterns II and III:

It is recommended that students select courses that fulfill major preparation requirements for the chosen transfer institution. CSU and UC articulation can be found on www.assist.org. Schedule an appointment with an Oxnard College counselor for assistance.

Natural Sciences or Mathematics Emphasis

The courses that fulfill the **Natural Sciences or Mathematics** area of emphasis will examine the physical universe, its life forms and the measurement of natural phenomena. The courses are designed to develop students' appreciation and understanding of the scientific method, along with mathematical evaluation, and to encourage an understanding of the relationships between science/mathematics and other human activities. This emphasis enables the student to take courses that will satisfy lower division major preparation requirements for areas including but not limited to Allied Health, Biology, Chemistry, Environmental Science, Geological Sciences, Geography, Health Sciences, Mathematics, Nursing, Physics, and Pre-Medicine.

ANAT R101; **ANTH** R101/L, R101H; **AST** R101/L; **BIOL** R120, R122; **CHEM** R104, R110, R112, R120, R122, R130, R132; **ESRM** R100, R160; **GEOG** R101/L, R103; **GEOL** R101/L, R103/L, R121, R130; **MATH** R102, R105, R106, R115, R116, R120, R121, R122, R125, R134, R143; **MICR** R100/L; **PHSO** R101; **PHYS** R101/L, R102/L, R121, R122, R131, R132, R133

Social and Behavioral Sciences Emphasis

The courses that fulfill the **Social and Behavioral Sciences** area of emphasis will examine people as members of society. The courses are designed to develop students' awareness of the method of inquiry used by the social and behavioral sciences; to stimulate critical thinking about the ways people respond to their societies; and to promote appreciation of how societies and social subgroups operate. This emphasis enables the student to take courses that will satisfy lower division major preparation requirements for areas within the fields of Anthropology, Economics, Ethnic Studies, Geography, History, Political Science, Psychology, and Sociology.

ANTH R102, R102H, R103, R114, R115; **CHST** R101, R107; **ECON** R101, R102; **GEOG** R101, R101L, R102, R103, R105, R106; **GLST** R101, R102; **HIST** R108, R130, R130H, R140, R140H, R150, R150H, R160, R160H; **MATH** R105, R106, R120; **POLS** R100, R101, R102, R104, R105, R108; **PSY** R101, R103, R104, R105, R108, R135; **SJS** R120; **SOC** R101, R102, R103, R111, R125; **SPAN** R117

Arts and Humanities Emphasis

The **Arts and Humanities** area of emphasis will examine the cultural activities and artistic expressions of human beings. The courses are designed to develop students' awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and to develop students' aesthetic understanding and ability to make value judgments. This emphasis enables the student to take courses that will satisfy lower division major preparation requirements for areas within the fields of Fine Arts, Performing Arts, English, Ethnic Studies, Foreign Languages, Music, and Philosophy.

ART R102, R103, R104A, R104B, R106A, R106B, R108A, R110A, R126A, R171, R172, R180; **ASL** R101, R102, R103, R104, R110; **ENGL** R103, R104, R105, R107, R108, R111; **MUS** R107A - R107D; **PHIL** R102, R102H, R105, R106, R107, R111, R115, R115H; **SPAN** R101, R102, R103, R104, R140, R141; **THTR** R111, R151

Note: A single course may be used to fulfill a general education requirement, a graduation or competency requirement, and a requirement in an area of emphasis, but the units can only count once toward the 60 units required for the Associate degree and for transfer. A single course may not be used to fulfill more than one GE requirement nor more than one emphasis requirement.

OTHER GRADUATION INFORMATION

Graduation Requirements

As authorized by the California Code of Regulations, Title 5 (Education) § 55063, the Ventura County Community College District Governing Board confers the Associate in Arts (A.A.) degree, the Associate in Science (A.S.) degree, Associate in Arts for Transfer (AA-T), The Associate in Science for Transfer (AS-T), and Certificates of Achievement on students who provide the required transcripts, meet the respective requirements as listed in the catalog, and who file with the appropriate college office an application for a degree and/or certificates. Graduation requirements for the Associate Degree area listed on page 45 of this catalog. Graduation requirements for the Associate Degree for Transfer (ADT) are listed on page 44. Graduation requirements for Certificates of Achievement are listed on page 52.

Student Responsibility

While counselors are available for assistance, the college expects every student to be familiar with graduation requirements and to assume the responsibility for their completion.

Graduation Application Steps

- Students must file an application for a degree, certificate, and/or proficiency award through the Counseling Office
- District Colleges offer three graduation dates: summer term, fall semester, and spring semester
- Graduation ceremonies are conducted at the end of the spring semester. Refer to the schedule of classes for specific date and time.
- Graduation application deadline dates are locally announced at each College.

Academic Year

The fall semester is the first term of an academic year. The summer semester, whether one or more sessions, constitutes the last term of an academic year.

Catalog Rights/Continuous Enrollment

A student remaining in continuous enrollment at one or more of the colleges of the Ventura County Community College District (VCCCD) or at any other regionally accredited college or university may meet the VCCCD graduation requirements in effect at the time of his/her entering or at any time thereafter. This applies only to graduation requirements and not to policies, procedures, or other regulations.

Catalog rights/continuous enrollment are defined as attendance in at least one term each calendar year. Any academic record symbol entered on a transcript (A-F, CR, CRE, NC, P, NP, I, IP, RD, W, MW and prior to fall 2009; CR and NC) shall constitute enrollment or attendance.

A student who has not maintained continuous enrollment is considered to be under new requirements when returning unless the student is granted a petition/waiver for extenuating circumstances. This petition must be initiated by the student through a college counselor and approved by the appropriate dean or designee.

Students should be made aware that other governing agencies may impose more restrictive limitations concern the definitions of continuous enrollment or continuous attendance. Some agencies define continuous enrollment as remaining in attendance both fall and spring semesters. Some will not accept selected academic record symbols (such as Ws). Those affected by more restrictive guidelines include students receiving financial aid and alien students.

Double Counting

While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement.

Unit Transferability

While all California community colleges have transfer agreements with various educational institutions, it is important for students to understand there are limits on the number and type of course credits a student can transfer. Each college develops courses and curriculum based on the expertise of its faculty and District standards. Each course is assigned a number of units ranging from 0.5 to 16 depending upon the course content. While the majority of our courses are articulated to transfer to the UC system and/or CSU system, there is a possibility that not all units for every course will transfer in their entirety to every transfer institution due to the receiving institution unit limitations. Students need to connect with a community college academic counselor as soon as possible, visit the Transfer Center, and regularly check www.assist.org to learn whether their specific courses are transferable to an institution of choice. Taking more credits than needed to transfer to another institution can also limit an eligible student's financial aid opportunities. By working closely with academic counselors, the financial aid office, and a receiving institution's support services, eligible students can maintain maximum levels of financial aid resources and transfer of credits.

Course Substitution for Major and/or General Education Requirements

Occasionally a student may have difficulty in completing exact major and/or general education requirements as specified in the Oxnard College catalog due to circumstances of class scheduling conflicts, class cancellation, related but nonequivalent coursework taken outside of this college district, or circumstances beyond the control of the student. Under such circumstances, a student may file a "Petition for Substitution or Waiver" to seek approval from the appropriate college officials to substitute course one or more courses in designated major, an area of emphasis, and/or in general education. The petition forms are available in the Counseling Department.

Reciprocity for Local General Education Requirements

Colleges shall apply courses taken at other regionally accredited colleges or universities toward general education requirements in the areas where the student would have received credit at the institution where they were originally taken or in the area where the college granting the degree places or meets our GE criteria/description or would place a comparable course, whichever best facilitates the student's degree completion.

Reciprocity for CSU GE-Breadth or IGETC Requirements

Students who are required to complete CSU GE-Breadth or IGETC for their particular degree, such as General studies Pattern III or Associate Degree for Transfer, or Certificate of Achievement in CSU GE-Breadth or IGETC, shall have their courses evaluated for reciprocity according to the rules set forth by either CSU GE-Breadth in Executive Order (EO) 1065 or in the most current version of the IGETC Standards.

Multiple Majors

Multiple majors are acceptable and occur when a student works simultaneously toward the completion of more than one major field of study. Completion of the major field of study does not change if a student has declared multiple majors. An Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degree with a multiple major can be earned by completion of all appropriate general education requirements plus the courses required for the majors as outlined in the College catalog under Course and Program Descriptions. The student must petition to graduate with each major. The student will be awarded one diploma for each major completed.

Guidelines for Additional Degrees, Certificates of Achievement, and Proficiency Awards

Any college in the Ventura County Community College District will award additional associate degrees, certificates of achievement and proficiency awards to students under certain criteria which follow below. Students seeking an associate degree(s) and who have a previous degree from an accredited institution will only be required to complete minimum (1) residency, (2) competency, (3) general education minimum Title 5 requirements, (4) major and (5) scholarship requirements. There will be no additional local GE or Health and PE/Kinesiology requirements (see below).

U.S. Degrees: A student who has earned an associate degree or higher at any regionally accredited institution in the United States may earn additional associate degrees. Institutions must be regionally accredited by one of the following accrediting bodies:

- Middle States Association of Colleges and Schools, Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- New England Association of Schools and Colleges, Commission on Technical and Career Institutions
- North Central Association of Colleges and Schools, The Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

Foreign Degrees: A student who already holds an associate degree or higher degree from any foreign institution accredited by one of the above accepted regionally U.S. accrediting bodies or evaluated as equivalent to a regionally accredited institution by one of the member agencies of the National Association of Credential Evaluation Services or one approved by the California Commission on Teacher Credentialing may also earn additional degrees at one of the colleges of the VCCCD.

Students with transcripts in either of the above categories must complete the following minimum Title 5 requirements for the catalog year covering the additional degree(s). These include:

Residency Requirements: Students must complete a minimum of 12 semester units at the community college granting the degree.

Competency Requirements: Competency requirements in reading, written expression and mathematics as defined by Title 5 § 55063. Students pursuing an AA-T or AS-T will have met these competency requirements by completion of either CSU GE-Breadth or IGETC.

General Education - Title 5 minimums include 18 units of General Education with:

- 3 semester units of Natural Sciences
- 3 semester units of Social and Behavioral Sciences
- 3 semester units of Arts and Humanities
- 3 semester units in English Composition
- 3 semester units in Communication and Analytical Thinking
- 3 additional semester units in one of the five areas above.

Major Requirements: Students must complete all required courses listed in the college catalog for the appropriate year for the specific major, Associate Degree for Transfer, area of emphasis or area of option for the additional degree(s).

Scholarship: Students must meet the standards of scholarship in effect for the catalog year covering the additional degree(s) including the following:

- Courses for Associate degree majors must have a grade of "C" or better or "P" or better beginning fall 2009.
- Courses for Certificates of Achievement must have a grade of "C" or better or "P" or better beginning fall 2012.
- Courses for Proficiency Awards must have a grade of "C" or better or "P" or better beginning fall 2012.

An additional degree can be in a specific major, General Studies with an area of emphasis, an Associate Degree for Transfer, or an additional option or emphasis within the major of the original degree.

Coursework taken for previously earned degrees may be used to fulfill the above requirements if deemed comparable by a counselor and/or discipline faculty.

No additional general education or local graduation requirements may be required.

Exceptions to Graduation Requirements

Appeals to the above policy may be submitted to the Vice President of Academic Affairs and Student Learning, or designee. Exceptions may be granted under extenuating circumstances or when there has not been sufficient opportunity to enroll in required courses.

Reference: AP 4100 - Last reviewed and approved by the Board of Trustees in November 2014.

Earn a Certificate of Achievement

Certificates of Achievement are designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

1. Select a Certificate of Achievement from the College Catalog and complete all course requirements specified. For a Certificate of Achievement, a student must successfully complete a course of study that has been approved by the California Community College Chancellor's Office and that consists of 18 or more semester units of degree-applicable credit coursework. Certificate programs may also be approved for fewer units (a minimum of 12 and a maximum of 17.5 semester units of degree-applicable credit coursework).

2. Earn a cumulative grade point average of not less than 2.0 in all degree-applicable college and university coursework attempted.

3. Courses used for the Certificate of Achievement must be completed with a grade of "C" or better or a "P" in each course.

Note: Universities have limitations on the number of units that can be taken "pass/no pass" and therefore it is strongly recommended that students take all major coursework for a letter grade.

4. Complete at least 12 semester units in residence at the college granting the certificate.

5. Apply for your Certificate. The Certificate of Achievement is not automatically awarded when you complete the requirements. File an application by the established deadline for the Certificate of Achievement in the Counseling Office during the same semester in which you plan to finish the requirements.

Certificates of Achievement Available:

Addictive Disorders Studies	Dental Assisting
Addictive Disorders Studies for Alcohol/Drug Counselors	Environmental Control Technology
Addictive Disorders Studies in the Criminal Justice System	Firefighter I Academy
Administrative Assistant	Fire Technology
Automotive Body and Fender Repair	Hospitality Management
Automotive Technology	Human Services
Business Management	IGETC
Computer Networking/Information Technology	Paralegal Studies
CSU GE-Breadth	Restaurant Management
Culinary Arts	



Earn a Proficiency Award

A Proficiency Award may be given to a student upon successful completion of a course or series of courses as designated in the College Catalog.

1. Select a Proficiency Award from the College Catalog and complete all course requirements specified.

2. Complete all applicable coursework used for the Proficiency Award with a grade of "C" or better or a "P" in each course.

3. Apply for your award with the Department Chair or Lead Faculty in the program.

Note: Proficiency awards cannot be recorded on a student transcript.

Proficiency Awards Available:

Administering Microsoft Windows	Emergency Medical Technician - Refresher
Airside Systems	Extended Fire Technology Education
Auto Body/Collision Repair	Energy Auditing
Auto Body Painting and Refinishing	Entry Level Alignment Specialist
Automotive Graphics	Entry Level Brake and Electrical Specialist
Child Development/Early Childhood Education Assistant	Estimating Auto Body Damage and Advanced Repair
Child Development/Early Childhood Education Associate Teacher	Heating and Hydronics
Child Development/Early Childhood Education Site Supervisor	Lead Cook
Cisco Networking	Mechanical Systems for HVAC/R
Community Mental Health Service	Office Software Specialist
Electrical Systems for HVAC/R	Office Technologies
Emergency Medical Responder	Wireless Networking
Emergency Medical Technology	





GENERAL EDUCATION

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GENERAL EDUCATION OPTIONS

General Education is one of the required components of all Associate (and Baccalaureate) degrees. At Oxnard College, there are five General Education options available. The major and/or transfer path a student is pursuing will dictate the choices available to the student.

1. Oxnard College General Education (page 58)

Oxnard College's General Education plan is based on Title 5 requirements in the California Code of Regulations and District policy.

Majors at Oxnard College requiring students to complete Oxnard College's GE plan include:

- A.A. in General Studies Pattern I
- A.A. and A.S. Degrees in Specific Majors

2. CSU GE-Breadth (page 68)

Certified Completion of the CSU GE-Breadth pattern will fulfill the lower-division general education requirements of all CSU campuses in most majors. Note: There are some majors or colleges within CSU campuses for which CSU GE-Breadth is not the appropriate preparation. Refer to your intended campus and major at assist.org for guidance.

Majors at Oxnard College for which the CSU GE-Breadth is an option include:

- General Studies Pattern III
- Anthropology (AA-T)
- Biology (AS-T)
- Business Administration (AS-T)
- Communication Studies (AA-T)
- Early Childhood Education (AS-T)
- Economics (AA-T)
- English (AA-T)
- Film, Television, and Electronic Media (AS-T)
- Geography (AA-T)
- History (AA-T)
- Kinesiology (AA-T)
- Mathematics (AS-T)
- Philosophy (AA-T)
- Political Science (AA-T)
- Psychology (AA-T)
- Sociology (AA-T)
- Spanish (AA-T)
- Studio Arts (AA-T)

Additional majors are being developed. Please see a counselor for more information. For the latest information on Associate Degrees for Transfer (ADTs), go to www.adgreewithaguarantee.com or www.sb1440.org.

3. IGETC (page 75)

Certified completion of IGETC will fulfill the lower-division general education requirements of all UC campuses in most majors. Note: There are some majors or colleges within UC/CSU campuses for which IGETC is not the appropriate preparation. See IGETC Considerations on page 79 and refer to your intended campus and major on assist.org for guidance.

Majors for which IGETC is an option include:

- General Studies Pattern III
- Anthropology (AA-T)
- Biology (AS-T)
- Business Administration (AS-T)
- Communication Studies (AA-T)
- Early Childhood Education (AS-T)
- Economics (AA-T)
- English (AA-T)
- Film, Television, and Electronic Media (AS-T)
- Geography (AA-T)
- History (AA-T)
- Kinesiology (AA-T)
- Mathematics (AS-T)
- Philosophy (AA-T)
- Physics (AS-T)
- Political Science (AA-T)
- Psychology (AA-T)
- Sociology (AA-T)
- Spanish (AA-T)
- Studio Arts (AA-T)

Additional majors are being developed. Please see a counselor for more information.

4. IGETC for STEM

A transfer student intending to major in science, engineering or mathematics may complete up to three courses after transfer. UC will accept IGETC for STEM if the UC school, college or major program to which the student transfers accepts partial IGETC certification. The courses to be completed after transfer may consist of at most one in each of the following areas: arts and humanities, social and behavioral science, and language other than English. See admission.universityofcalifornia.edu/glossary/igetc-for-stem.html for more information.

Majors for which IGETC for STEM is an option include:

- Biology (AS-T)
- Chemistry (AS-T) (Oxnard College currently does not have this degree)

5. General Education Pattern of the Intended Transfer Institution

(including meeting minimum Title 5 requirements). Students transferring to a four-year university in high-unit majors or where completion of the CSU GE-Breadth or IGETC is not appropriate or advisable may choose to instead follow the GE pattern of their intended institution. This may include students transferring to private universities, out-of-state universities, or UC/CSU campuses within majors that have their own specific GE requirements.

Major for which this GE plan is an option:

- A.A. in General Studies Pattern II

General Education

Statement of Philosophy & Rationale

Opening Statement

General Education is an essential part of the curriculum at Oxnard College.

The rationale for general education requirements is ancient and deeply rooted in a positive affirmation of human potential. Developing this potential has been linked to the study of the imaginatively-rich and intellectual heritage of classical education throughout the world. The academies of Greece and Rome and the early universities of Europe and those universities established in the Americas required their students to complete a liberal arts curriculum which is remarkably similar to present day patterns of general education. The expectation then and now was that by completing a curriculum that included language arts, fine and performing arts, natural sciences, social sciences, mathematics, logic, analytical philosophy and physical education, a student would develop an honest, insightful, sensitive and moral capacity to think, communicate and live a fully human life. A well-educated human being would understand the value of participating in the civic life of the community and contributing to the well-being of others.

These goals of general education are promoted and kept relevant by an on-going revision and expansion of the content of general education courses. In this way, new research and vital perspectives on human experience in all the cultures evident in world history and contemporary life are included in the curriculum.

A liberal arts education can help a student develop an inner capacity for both thoughtful contentment and flexible perseverance in living through the changing cycles of human experience. Through the assimilation of general education subjects and methods of inquiry, students can become wiser, more creative, more tolerant, happier, and more responsible participants in human history. Students are advised to choose their general education courses with an imaginative sense of their own authentic interests and well-being.

To promote a rich and effective general education program, the following aims have been defined by the faculty of Oxnard College:

General

- To introduce students to several areas of academic discourse and the methods of inquiry developed in each area.
- To illustrate the depth, breadth, and diversity of knowledge inherited from centuries of human effort to learn.
- To demonstrate the connections between ideas and historical reality and between ethical values and social experience.
- To educate broad-minded and insightful students who are capable of reasoned and responsible decisions in many arenas of life.

Individual Growth & Career Development

- To develop in students an awareness of their potential for learning and intellectual understanding and to awaken creativity, sensitivity, and communication skills in each student. This includes a capacity for confident access to all modes of information technology.
- To develop in students the critical thinking and learning skills that will promote success in their chosen careers or professions and enable students to participate competitively and cooperatively in the work place and global economy of the 21st century.

Critical Thinking Skills

- To teach students how to recognize clear and defensible modes of reasoning as distinguished from fallacies and rationalizations.
- To encourage students to articulate their own thoughts clearly and reasonably and to analyze fairly the statements and arguments of others.
- To teach the distinction between facts and values, descriptive statements and prescriptive norms, relative values and absolute values in order to help students engage more effectively in scientific, social, and moral discourse.
- To develop the critical thinking and problem solving skills which enhance students' ability to participate effectively in employment and community activities.

Multi-Cultural Appreciation

- To introduce students to a wide range of cultures as presented in art, literature, religion, mythology, music, drama, dance, and social customs.
- To promote appreciation of the ideas and values implicit in the multi-cultural heritage of humanity and to teach the relevance of multi-cultural sensitivity to a rewarding and effective life in the global community.
- To encourage students to explore their own cultural identity and seek continuous opportunities to develop themselves through creative expression.

Community Life and Civic Responsibility

- To develop informed and responsible citizens who understand and value the need for active participation in the public, artistic, and political life of the community, the nation, and the world.
- To teach students the fundamental concepts and values that support constitutional and representative institutions of government and nurture world-wide aspirations for freedom and opportunity.
- To promote the understanding that cooperation and peaceful resolution of disputes are the most morally defensible and practical ways to work through conflicts at all levels of social experience.

Approved by the Curriculum Committee on 4/24/2013.

Oxnard College General Education Student Learning Outcomes

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. (Title 5 § 55061)

Natural Sciences

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop and appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities.

Upon successful completion of the Natural Science General Education Requirement, the student will be able to:

- Utilize critical thinking skills in evaluating reports of scientific information regarding source, bias, and scientific method.
- Demonstrate an understanding and appreciation of the scientific method.
- Express an understanding of the relationships between science and other human activities which may include recognizing components of scientific decision making and apply personal and social values within the process of decision making in scientific endeavors.
- Apply appropriate quantitative and qualitative methods to interpret and analyze pertinent data.

Social and Behavioral Sciences

Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate.

Upon successful completion of the Social Science general education requirement students will be able to:

- Demonstrate an understanding of human behavior, including social interaction and individual behavior in relation to social, cultural, political, psychological, economic, linguistic, biological, physical and other contexts and variables
- Articulate how societies, cultures and subcultures develop and change over time, and how they influence human behavior within specific contexts, including historic contexts
- Articulate how decisions are made in economic or political systems
- Demonstrate ability to utilize the research information technologies, reading abilities and theoretical frameworks that support lifelong learning about the study of human beings and their psychology, their behavior, their social interactions, their cultural diversity and the richness of their human heritages.
- Apply critical thinking and methods of inquiry, including qualitative and quantitative analysis, appropriate to social science disciplines

- Communicate clearly ideas and facts regarding the human condition and how humans respond, adapt and intentionally change those conditions
- Demonstrate an ability to consider the ethics of human behavior and the human impact on planetary conditions and cycles
- Demonstrate the ability to self-assess their learning regarding social science learning outcomes.
- Articulate the importance of responsible participation in their government, community and society.
- Identify the skills they have learned in college that prepare them for lifelong learning.
- Explain the significance of cooperation and peaceful resolution in addressing societal conflicts.

Humanities

Fine and Performing Arts

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments.

Upon successful completion of the Fine and Performing Arts general education requirement students will be able to:

- Demonstrate an appreciation of human expression through fine and performing arts.
- Demonstrate knowledge of the language and content of one or more artistic forms: visual arts, music, theatre, dance, film/television, writing, digital arts.
- Identify and discuss (in a way that demonstrates broad-based knowledge within one or more disciplines) at least two different individuals or movements from a list of historical and contemporary artists, musicians, dancers/choreographers, playwrights, and/or directors, media producers and script writers including Western and non-Western examples.
- Demonstrate an understanding of the arts and humanities, including historical context and interrelationships with other disciplines.
- Express understanding and appreciation of varieties of cultural and artistic expression.
- Explain how artistic (and literary) works from past and present civilizations are individual expressions of cultural, historical, and intellectual forces.
- Identify values of their culture and community as expressed through art.
- Understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in their own artistic work.

Humanities

Upon successful completion of the Humanities general education requirement students will be able to:

- Demonstrate factual knowledge of the emergence and development of a set of ideas, an artistic form or medium, or a religious, philosophical, or artistic tradition.
- Apply a methodological approach to scholarly analysis and critical assessment of the artistic and intellectual creations of Western and non-western cultures, for academic disciplines in the humanities.
- Assess the effectiveness and value of a given cultural artifact using standards appropriate to the medium and cultural origin of the work.
- Make clear, well organized, and substantive written and oral presentations.
- Read, comprehend and communicate at the beginning or intermediate level of a target language.
- Participate in informed discourse on topics involving art, architecture, language, literature, politics and current events, history, ethnography, geography, religion, philosophy, music, or theater.

Language & Rationality

Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

English Composition:

Upon successful completion of the English Composition general education requirement students will be able to:

- Demonstrate effective expository and persuasive writing skills using the rules of standard written English in a written assignment of at least 1,000 words.
- Employ an academically recognized format (e.g., MLA, APA) in a research paper.
- Revise, proofread, and edit written work.

Communication and Analytical Thinking:

Upon successful completion of the Communication and Analytical Thinking general education requirement students will be able to:

- Demonstrate an understanding of the principles of clear and coherent communication.
- Use verbal and non-verbal languages in a clear and precise manner.
- Develop logical and rational thinking skills.
- Properly use relevant quantitative and qualitative symbolic expressions to evaluate and understand argumentation and/or problem solving.
- Distinguish the form of an argument from its content.

GE SLOs revised and approved by the Curriculum Committee on 2/24/2016.

Health Education

Courses in health and physical activity help students develop the understanding and skills necessary to maintain a healthful life.

Upon successful completion of the Health Education requirement, students will be able to:

- Demonstrate an understanding of the basic principles and techniques for the restoration, maintenance and development of optimal health and fitness.
- Utilize goal setting, time management, and personal planning to maximize success in the classroom.

Physical Education

At the successful completion of the Physical Education requirement, students will be able to:

- Demonstrate an appreciation and understanding of how to develop personal health and longevity through appropriate physical activity and theory courses.
- Understand the role physical fitness plays in achieving and maintaining a personal sense of well-being.

And those who participated in Intercollegiate Athletics to meet this requirement will be able to:

- Demonstrate leadership roles both on campus and in the community.
- Demonstrate an understanding and high level of competence in fitness, physical activity, and intercollegiate athletics.

Ethnic Studies/Women's Studies

Courses in ethnic and women's studies help students develop an awareness of the historical roots and an appreciation of the cultural contributions of diverse ethnic populations and women; lead to an understanding of the causes and consequences of socio-economic inequality based on race, sex or ethnicity; and explore ways for eliminating such inequalities.

Upon the successful completion of the Ethnic Studies/Women's Studies requirement students will be able to:

- Demonstrate an understanding of multicultural diversity and/or gender difference as they relate to social, cultural, political, economic and demographic changes occurring locally and globally.
- Articulate how the concepts of class, age, nationality, ethnicity, and/or sexual identity influence interactions between cultures and societies, both historically and presently.
- Demonstrate knowledge of the contributions of ethnic, racial and gendered groups to U.S. society and culture such that an appreciation is developed for diverse people and cultures.
- Communicate clearly ideas and facts regarding various cultures/ethnicities and gender as expressed through the authentic voices and perspectives of those same cultures and the individuals who populate them.
- Demonstrate ability to utilize research information technologies, reading abilities and theoretical frameworks to support lifelong learning that connects knowledge of self and society to larger cultural contexts.
- Apply critical thinking, methodologies, theories and paradigms appropriate to gender, ethnic, and multicultural studies.
- Develop clear, well-organized, and substantive written or oral presentations which demonstrate an awareness of examining one's own culture from a removed perspective.

Oxnard College General Education Requirements

Applies to Associate Degrees in General Studies Pattern I and all A.A./A.S. Degrees in Specific Majors

All Students pursuing the Associate Degree (A.A.) in General Studies Pattern I, must complete this General Education plan in its entirety as part of their degree requirements. Students pursuing the A.A. in General Studies Patterns II and III have their own General Education patterns to complete. Students completing an Associate Degree in a specific major (A.A./A.S.) listed on page 46 (for example: Addictive Disorders Studies or Paralegal Studies) must complete areas A-E below (but not F) of this General Education plan. Area F is only required for General Studies majors. A minimum of 60 units is required for the Associate Degree. See page 45 for all degree requirements.

A. Natural Sciences (a minimum of 6 semester units with ONE course from section 1 Biological Science & ONE course from section 2 Physical Science)

- 1. BIOLOGICAL SCIENCE:** **ANAT** R101; **ANTH** R101, R101H, R101L, R118; **BIOL** R100, R100L, R101, R101L, R120, R120L, R122, R122L, R155, R155L, R170; **ESRM** R100; **MICR** R100, R100L; **MST** R100, R100L, R122, R190, R195; **PHSO** R101; **PSY** R105
- 2. PHYSICAL SCIENCE:** **AST** R101, R101L; **CHEM** R104, R110, R112, R120, R122, R130, R132; **ESRM** R160; **GEOG** R101, R101L, R103; **GEOI** R101, R101L, R103, R103L, R121, R130; **MST** R103, R103L, R160; **PHSC** R170; **PHYS** R101, R101L, R102, R102L, R121, R122, R131, R132, R133

B. Social & Behavioral Sciences (a minimum of 6 semester units with ONE course from section 1 American History/Institutions and ONE course from section 2 Social and Behavioral Sciences)

- 1. AMERICAN HISTORY/INSTITUTIONS:** **CHST** R107; **HIST** R107, R108, R117, R130, R130H, R140, R140H; **POLS** R100, R101, R102
- 2. SOCIAL AND BEHAVIORAL SCIENCES:** **ANTH** R102, R102H, R103, R105, R106, R107, R110, R111, R111H, R113, R114, R115, R116, R118; **ASL** R110; **CHST** R101, R107; **ECE** R102, R106, R108; **ECON** R100, R101, R102; **EDU** R122; **FTVE** R100; **GEOG** R102, R104, R105; **GLST** R101, R102; **HIST** R104, R107, R108, R109, R110, R115, R116, R117, R122, R124, R130, R130H, R140, R140H, R150, R150H, R160, R160H; **IDS** R102; **PHIL** R109, R114; **POLS** R100, R101, R102, R104, R105, R108; **PSY** R101, R102A, R104, R107, R108, R110, R111, R131, R135; **SJS** R110, R120, R130; **SOC** R101, R102, R103, R104, R105, R106, R108, R110, R111, R114, R116, R118, R122; **URBS** R101

C. Humanities (a minimum of 6 units with ONE course from section 1 and ONE course from section 2)

- 1. FINE/PERFORMING ARTS:** **ART** R101, R102, R103, R104A, R106A, R171, R172; **COMM** R105, R109; **FTVE** R107, R130, R135, R155; **MUS** R101, R103A, R116; **THTR** R111, R151
- 2. HUMANITIES:** **ASL** R101, R102, R103, R104; **ENGL** R102, R103, R104, R105, R107, R108, R111, R112, R124, R130, R151, R152, R153, R154, R157; **FTVE** R100, R110; **HIST** R109, R117, R150, R150H, R160, R160H; **IDS** R101A, R101B, R110; **PHIL** R101, R101H, R102, R102H, R103, R104, R105, R106, R108, R110, R114, R115, R115H, R116; **SPAN** R101, R102, R103, R104, R117, R118, R140, R141

D. Language & Rationality (a minimum of 6 semester units with ONE course from section 1 English Composition and ONE course from section 2 Communication/Analytical Thinking)

- 1. ENGLISH COMPOSITION:** **ENGL** R101 (also meets English Competency requirement if passed with a "C" or better)
- 2. COMMUNICATION/ANALYTICAL THINKING:** **COMM** R100, R101, R107, R110, R111, R113; **ENGL** R102; **IDS** R110; **MATH** R014, R032, R101, R102, R105, R106, R115, R116, R120, R121, R122, R125, R134, R143; **PHIL** R100, R107, R111, R112; **PSY** R103, R104; **SOC** R125

(MATH R014 or higher will also meet Math Competency if passed with a "C" or better)

E. Health and Physical Education/Kinesiology (a minimum of ONE course from section 1 Health Education and ONE course from section 2 Physical Education. There is no unit minimum)

- 1. HEALTH EDUCATION:** **HED** R101, R102, R103, R104, R105, R106A, R106B, R107, R110
- 2. PHYSICAL EDUCATION:** **HED** R102L, R107L, any Dance (**DANC**) activity course, Physical Education (**PE**) activity course (except for PE R198) or Intercollegiate Athletics course (**ICA**).

F. Ethnic/Gender Studies (A minimum of three units.) **For General Studies Majors ONLY (Patterns I, II, and III); NOT required for other degrees.**

ANTH R102, R102H, R105, R107, R114; **ART** R170; **CHST** R101, R107; **ECE** R107; **ENGL** R112, R124; **HED** R103; **HIST** R107, R108, R109, R117, R124; **PSY** R107, R110; **SJS** R110, R120, R130; **SOC** R103, R104, R108; **SPAN** R117



TRANSFER INFORMATION

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TRANSFER TO COMPLETE YOUR BACHELOR'S DEGREE

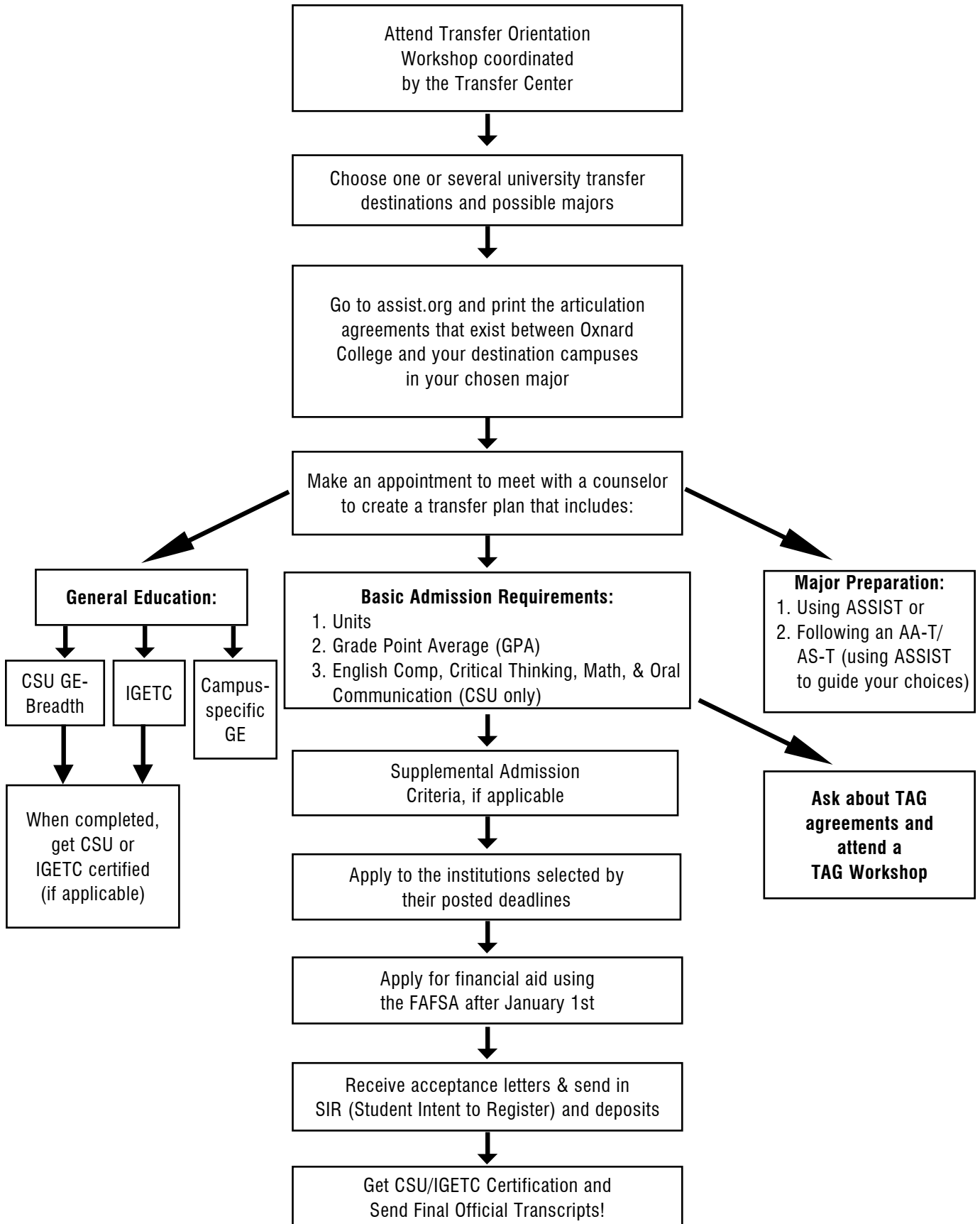
What is a Bachelor's Degree?

A Bachelor's degree, sometimes called a baccalaureate degree, generally requires 4-5 years of study at a university. A Bachelor's degree requires completion of both lower and upper division courses.

Community colleges offer lower division courses, providing students the opportunity to complete general education and lower division major or pre-major coursework prior to transferring to a university. Once a student transfers, they will complete mainly upper division coursework in their major at the university. The Bachelor of Arts (BA) and Bachelor of Science (BS) are the common baccalaureate degrees. BA degrees are most often awarded in the arts, humanities, and social sciences. The BS is more likely to be awarded in the sciences, math, engineering and for professional or technical fields of study. However, there are no absolute universal differences between these degrees and policies their award vary from college to college.

- 1) **Explore your major** options at websites such as assist.org, adgreewithaguarantee.com, collegeboard.org, mymajors.com, collegetview.com and look at related career prospects at sites like www.bls.gov/oco and labormarketinfo.edd.ca.gov.
- 2) **Explore Transfer Opportunities:**
 - * California State University (CSU): 23 campuses see csumentor.edu and page 65 in this catalog.
 - * University of California (UC): 9 undergraduate campuses see universityofcalifornia.edu and page 70 in this catalog.
 - * Independent/Private Colleges and Universities: see californiacolleges.edu, and college websites.
 - * Out-of-State Colleges and Universities: see collegeboard.org, Petersons.com, and college websites.
- 3) **Schedule an appointment** with a counselor in the Counseling Office (805-678-5816) to develop a Transfer plan.
- 4) **Talk to a university representative** either in the Career and Transfer Center, at the university campus, or by phone or email to refine your educational plan and/or get up to date information regarding your major, housing, and campus support services.
- 5) **Schedule a visit** and campus tour by calling the university's admission or outreach/recruitment office.
- 6) **Stay on-track:** Continue to follow your transfer plan, meeting with your counselor each semester to make adjustments as necessary. Updated major requirements can be found at assist.org for the UC and CSU.
- 7) **Apply to the institutions** you selected by their posted deadlines. The UC system accepts fall applications from Nov. 1st –Nov. 30th only. The CSU system accepts fall applications from Oct. 1st through Nov. 30th. Independent and out-of-state colleges have their own deadlines. Check with their admission offices and on their websites.
- 8) **Apply for financial aid** online at fatsa.ed.gov after January 1st and prior to March 2nd to be eligible for the Cal Grant and begin searching for outside scholarship opportunities online (examples: hsf.net, vccf.org, fastweb.com) and through community organizations.
- 9) **Receive your acceptance letters** (and from some colleges you will also receive your financial aid award offers shortly after). Choose the campus that best suits your needs and commit to that campus by signing a letter of intent and paying any necessary deposits. Notify the other campuses that you will not be attending so that they may make room for other students. Student Intent to Register - SIR - deadline is typically May 1st.
- 10) **Get Certified:** Make an appointment in the Counseling Office to have your IGETC, IGETC for STEM, or CSU-GE certified and apply for your Certificate of Achievement in IGETC or CSU-GE.
- 11) **Don't Forget to Send Final Official Transcripts** after you have completed all coursework to the university. The importance of this cannot be stressed enough. You may have your admission revoked if you do not provide complete official transcripts by the university deadline.

STEPS TO TRANSFER





ASSIST.ORG

The Key to Transferring to the UC and CSU

What is ASSIST?

ASSIST is a computerized student-transfer information system that can be accessed over the World Wide Web at www.assist.org. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California.

The ASSIST acronym stands for Articulation System Stimulating Interinstitutional Student Transfer

1. Go to www.assist.org. From the homepage, first select the CSU or UC campus you are planning to transfer to from the drop-down menu and the year of the agreement (pick the most current academic year available).

Selected institution and academic year:

California State University, Channel Islands

16-17

2. Next, select the community college where you are taking or have taken courses in your major.

Agreements with Other Campuses:

From: Oxnard College

3. You will be given a choice of selecting an articulation agreement by major or by department. You always want to choose the option "By Major." Once you have selected a major from the drop-down menu, the most current articulation agreement that exists between the two institutions you have selected will appear. This agreement will list all lower-division major preparation courses required by the university and the courses at your community college that will be accepted in fulfillment of these requirements. Available substitutions and additional admission information that applies specifically to that major may also be listed here. For some university courses there will be no articulated courses.

4. If your course doesn't fulfill a requirement in your major, it may still satisfy General Education or at least count as elective units towards admission and graduation requirements. This information may be found on the lists appearing at the bottom of the page.

Oxnard College Courses Applicable for Transfer

- CSU Transferable Courses
- CSU GE-Breadth Certification Courses
- CSU US History, Constitution, and American Ideals Courses
- IGETC for UC and CSU
- UC Transferable Courses
- UC Transfer Admission Eligibility Courses
- C-ID Designators



Associate Degree for Transfer

A Degree with a Guarantee.SM

Associate in Arts for Transfer (AA-T) and Associate in Science (AS-T) are degrees that are designed specifically for transfer to the California State University system. The degrees are the results of Senate Bill 1440 and 440 (codified in Education Code 66745-66749) known as the Student Transfer Achievement Reform Act (STAR Act), a transfer bill that required the California Community Colleges to offer Associate Degrees for Transfer (ADT) in many of the most popular majors, and for the California State University (CSU) to provide priority admission to California Community College (CCC) students who have earned an AA-T or AS-T. These degrees can be completed in 60 CSU transferable semester units (or 90 quarter units) and include coursework in general education, major preparation and electives (if needed).

Students who have completed an AA-T or AS-T and are admitted to a CSU major that has been deemed similar are guaranteed admission at junior standing, and the opportunity to complete a baccalaureate degree with 60 additional semester (or 90 quarter) units. AA-T and AS-T degrees are recognized by both the California Community College and CSU systems as a measure of preparation and readiness for transfer to upper-division course work at the CSU.

Below is the list of Oxnard College Associate Degrees for Transfer and to find out which CSU campuses accept each degree, go to **www.adegreewithaguarantee.com**. Students are encouraged to meet with a counselor to review their options for transfer and to develop an educational plan that best meets their goals and needs.

At the time of catalog publication, a student may earn an AA-T or AS-T at Oxnard College in the following majors:

- Anthropology (AA-T)
- Biology (AS-T)
- Business Administration (AS-T)
- Communication Studies (AA-T)
- Early Childhood Education (AS-T)
- Economics (AA-T)
- English (AA-T)
- Film, Television, and Electronic Media (AS-T)
- Geography (AA-T)
- History (AA-T)
- Kinesiology (AA-T)
- Mathematics (AS-T)
- Philosophy (AA-T)
- Physics (AS-T)
- Political Science (AA-T)
- Psychology (AA-T)
- Sociology (AA-T)
- Spanish (AA-T)
- Studio Arts (AA-T)



Program requirements subject to change. See a counselor.

Additional majors are being developed. Please see a counselor for more information.

For more information on "a degree with a guarantee", go to www.adegreewithaguarantee.com or www.sb1440.org.

Reference: AP 4100 - Last reviewed and approved by the Board in November 2014.

Course Identification Numbering System (C-ID)

The Course Identification Numbering System (C-ID) is a statewide numbering system independent from the course numbers assigned by local California community colleges. A C-ID number attached to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. Thus, if a schedule of classes or catalog lists a course bearing a C-ID number, for example COMM R101, students at Oxnard College can be assured that it will be accepted in lieu of a course bearing the C-ID COMM 110 designation at another community college. In other words, the C-ID designation can be used to identify comparable courses at different community colleges. However, students should always go to www.assist.org to confirm how each college's course will be accepted at a particular four-year college or university for transfer credit.

The C-ID numbering system is useful for students attending more than one community college and is applied to many of the transferable courses students need as preparation for transfer. Because these course requirements may change and because courses may be modified and qualified for or deleted from the C-ID database, students should always check with a counselor to determine how C-ID designated courses fit into their educational plans for transfer. Below is the list of Oxnard College courses that have been approved by the C-ID program and given a C-ID designation.

<u>C-ID Designation</u>	<u>OC Course</u>	<u>C-ID Designation</u>	<u>OC Course</u>	<u>C-ID Designation</u>	<u>OC Course</u>
ACCT 110	ACCT R101	ECE 230	ECE R107	MUS 100	MUS R103A
ACCT 120	ACCT R102	ECON 201	ECON R102	MUS 110	MUS R101
AJ 150	ANTH R118	ECON 202	ECON R101	PHIL 100	PHIL R101/H
ANTH 110	ANTH R101/H	ENGL 100	ENGL R101	PHIL 110	PHIL R107
ANTH 120	ANTH R102/H	ENGL 110	ENGL R102	PHIL 120	PHIL R102/H
ANTH 130	ANTH R115	ENGL 120	ENGL R102	PHIL 130	PHIL R105
ANTH 150	ANTH R103	ENGL 130	ENGL R107	PHIL 140	PHIL R106
ARTH 100	ART R101	ENGL 135	ENGL R108	PHIL 210	PHIL R112
ARTH 110	ART R102	ENGL 160	ENGL R104	PHYS 100S	PHYS R101/L + PHYS R102/L
ARTH 120	ART R103	ENGL 165	ENGL R105	PHYS 105	PHYS R101 + PHYS R101L
ARTH 150	ART R171	ENGL 200	ENGL R103	PHYS 110	PHYS R102 + PHYS R102L
ARTS 100	ART R104A	FTVE 130	FTVE R130	PHYS 140	PHSC R170
ARTS 101	ART R180	FTVE 150	FTVE R150	PHYS 200S	PHYS R131 + PHYS R132 + PHYS R133
ARTS 110	ART R106A	GEOG 110	GEOG R101	PHYS 205	PHYS R131
ARTS 200	ART R126A	GEOG 111	GEOG R101L	PHYS 210	PHYS R132
ARTS 205	ART R106B	GEOG 120	GEOG R105	PHYS 215	PHYS R133
ARTS 210	ART R108A or ART R110A	GEOG 125	GEOG R102	POLS 110	POLS R101
ARTS 270	ART R104B	GEOG 130	GEOG R103	POLS 130	POLS R108
BIOL 110B	ANAT R101	GEOG 140	GEOG R104	POLS 140	POLS R104
BIOL 120B	PHSO R101	GEOG 155	GEOG R106	POLS 150	POLS R100
BIOL 140	BIOL R122 + BIOL R122L	GEOL 100	GEOL R101	PSY 110	PSY R101
BIOL 155	BIOL R155 + BIOL R155L	GEOL 100L	GEOL R101L	PSY 115	PSY R102A
BIOL 190	BIOL R120 + BIOL R120L	GEOL 121	GEOL R121	PSY 120	PSY R131
BUS 110	BUS R120	GEOL 130	GEOL R130	PSY 130	PSY R110
BUS 115	BUS R140	HIST 130	HIST R101A	PSY 150	PSY R105
BUS 125	BUS R111A	HIST 130	HIST R130/H	PSY 180	PSY R108
BUS 140	CIS R100	HIST 140	HIST R101B	PSY 200	PSY R104
CDEV 100	ECE R102	HIST 140	HIST R140/H	SOCI 110	SOC R101
CDEV 110	ECE R106	HIST 150	HIST R100A	SOCI 115	SOC R102
CHEM 110	CHEM R120	HIST 160	HIST R100B	SOCI 120	SOC R111
CHEM 120S	CHEM R120 + CHEM R122	HIST 160	HIST R160/H	SOCI 125	SOC R125
CHEM 150	CHEM R130	KIN 100	HED R110	SOCI 130	SOC R106
CHEM 160S	CHEM R130 + CHEM R132	KIN 101	HED R105	SOCI 140	SOC R104
COMM 110	COMM R101	MATH 110	MATH R105 or PSY R103	SOCI 150	SOC R103
COMM 120	COMM R107	MATH 120	MATH R102	SOCI 160	SOC R116
COMM 130	COMM R111	MATH 140	MATH R106	SPAN 100	SPAN R101
COMM 140	COMM R110	MATH 150	MATH R101	SPAN 110	SPAN R102
COMM 150	COMM R113	MATH 210	MATH R120	SPAN 200	SPAN R103
COMM 170	COMM R105	MATH 220	MATH R121	SPAN 210	SPAN R104
COMM 180	COMM R102	MATH 230	MATH R122	SPAN 220	SPAN R140
ECE 120	ECE R103	MATH 240	MATH R143	SPAN 230	SPAN R141
ECE 130	ECE R100	MATH 250	MATH R134	THTR 111	THTR R111
ECE 200	ECE R111	MATH 851	MATH R116	THTR 151	THTR R151
ECE 210	ECE R112	MATH 900S	MATH R120 + MATH R121	THTR 191	THTR R191
ECE 220	ECE R129	MATH 910S	MATH R134 + MATH R143		

Note: Courses are approved periodically. Students should consult <http://c-id.net> for the most current information.

Transfer to the California State University (CSU)

The California State University (CSU) is now the largest university system in the country with the most diverse college student population. With its 23 campuses across the state, the CSU offers more than 1,800 bachelor's and master's degree programs in over 375 subject areas, as well as teaching credential programs. The CSU provides the majority of the skilled professional workers that are critical to the state's knowledge-based industries such as agriculture, engineering, business, technology, media, and computer science. In addition, the CSU is the state's leading provider of graduates in services that are critical to the state, providing more than 80 percent of the college degrees in criminal justice, education, social work and public administration. Over 470,000 students are enrolled at the CSU each year with more than half of CSU Bachelor's degrees awarded to students who transferred to the CSU from community college. With proper program planning, students can complete lower division preparation at Oxnard College and transfer to the campus of their choice without loss of units. Information on the major transfer fields for which students may prepare at Oxnard College is available in the Counseling Office or Center Transfer Center and on assist.org. Additional CSU information is also available at calstate.edu and csumentor.edu.

California State University System

Abbreviations for these campus names, used elsewhere in the Catalog, follow each campus name in parentheses:

- Cal Poly Pomona (POM)
- Cal Poly San Luis Obispo (SLO)
- California Maritime Academy (MA)
- CSU Bakersfield (BAK)
- CSU Channel Islands (CI)
- CSU Chico (CH)
- CSU Dominguez Hills (DH)
- CSU East Bay (EB)
- CSU Fresno (FRE)
- CSU Fullerton (FUL)
- CSU Long Beach (LB)
- CSU Los Angeles (LA)
- CSU Monterey Bay (MB)
- CSU Northridge (NOR)
- CSU Sacramento (SAC)
- CSU San Bernardino (SB)
- CSU San Marcos (SM)
- CSU Stanislaus (STA)
- Humboldt State (HUM)
- San Diego State (SD)
- San Francisco State (SF)
- San Jose State (SJ)
- Sonoma State (SON)



CSU Minimum Transfer Admission Requirements

All California State University campuses welcome applications from transfer students. If you complete college units after the summer following graduation from high school, you are considered a transfer student. The number of units you have completed at the time you enter a CSU determines the admission standards that will apply to your application. It is important to identify which admission requirements apply to you.

An Oxnard College student who is planning to transfer to one of the campuses of the California State University (except the Maritime Academy) can satisfy the minimum admission criteria by meeting the following requirements:

1. TRANSFERRING WITH AN ASSOCIATE DEGREE FOR TRANSFER (ADT)

Students who receive a newly designed California Community College associate degree for transfer (SB 1440/STAR Act) are eligible for admission with junior standing into the California State University (CSU) system. A California Community College student who has the Associates in Arts degree for Transfer (AA-T) or the Associate in Science degree for Transfer (AS-T) will be given priority admission consideration to the local CSU into a similar baccalaureate (BA) degree program with a guarantee of junior standing as long as the student meets all prescribed admission requirements. Once admitted, the student will only be required to complete 60 additional prescribed semester units to qualify for the similar baccalaureate degree.

To obtain an AA-T/AS-T degree, students must:

- Complete 60 semester units (or 90 quarter units) that are eligible for transfer to the California State University, including both of the following:
 - (A) Certified completion of the California State University General Education-Breadth (CSU GE Breadth) pattern or the Intersegmental General Education Transfer Curriculum (IGETC) for CSU pattern
 - (B) Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the **Course and Program Descriptions**. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no-pass" basis (Title 5 § 55063). Even though a "pass-no-pass" is allowed, it is recommended that students complete their major courses with a letter grade.
- Earn a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework.
- Complete requirements in **Residency**. For students in the Ventura County Community College District (VCCCD), a minimum of 12 units must be completed in residency at the college granting the degree.

For up-to-date information on the transfer associate degree, visit www.calstate.edu/transfer/degrees/AAAS-TDegreeRequirements.shtml or www.adegreewithaguarantee.com or visit the Counseling Department.

Note: SB 1440 does not guarantee a student admission for a specified major or campus, but requires the California State University to grant a student priority admission consideration to the local CSU campus and to a program or major that is similar to the transfer A.A. degree as determined by the California State University. With this degree, students may be given a GPA bump when applying to an impacted campus outside their local area or an impacted major that is deemed similar.

2. UPPER DIVISION TRANSFERS

To be considered as an **upper division transfer**, you must have completed a minimum of 60 semester or 90 quarter units of transferable coursework. Your overall grade point average must be at least 2.0 (2.40 for non-California residents). The GPA is calculated using all transferable coursework attempted. In case of campuses or programs with high demands, a GPA of 2.00 may not be sufficient to be admitted.

Within the transferable courses, there must be 30 semester units (or 45 quarter units) of general education coursework which includes oral communication (Area A1 of the CSU GE-Breadth), written communication (Area A2 of the CSU GE-Breadth), critical thinking (Area A3 of the CSU GE-Breadth) and mathematics (Area B4 of the CSU GE-Breadth). These four sections of general education must be completed with a grade of C or better for each course. In addition, students must be in good standing at the last college or university attended (i.e. eligible to re-enroll at that college or university).

3. LOWER DIVISION TRANSFERS

If, at the time you will enter the CSU, you have completed 59 or fewer semester (or 89 or fewer quarter) units you are a **lower division transfer**.

Please be aware that due to enrollment pressures, most CSU campuses do not admit lower division transfers so that more upper division transfers can be accommodated. Be sure to check with the specific CSU campus if you are considering transferring as a lower division student.

The best way to apply to the CSU is to go online to the CSUMentor website at www.csumentor.edu. In addition to the online application, CSUMentor has preadmission, financial aid, and admission information.



Preparing to Transfer to the California State University

Students planning to transfer to one of the California State Universities must keep the following requirements in mind when selecting courses:

1. COMPLETION AND CERTIFICATION OF GENERAL EDUCATION (GE) IS STRONGLY RECOMMENDED: The CSU requires completion of 48 semester units (72 quarter units) of general education for graduation of which up to 39 semester units can be transferred and certified by a California Community College. It is strongly recommended that students complete the 39 units of GE-Breadth courses as part of their minimum 60 units requirement for transfer as an upper division student. Certification waives additional lower division general education requirements that otherwise each CSU campus requires. *It is important that students request certification prior to transfer. Certification is not automatic.* Students can complete their GE by either of the following:

- A. Complete CSU GE-Breadth (page 68)
- B. Complete IGETC (page 75)

2. AMERICAN INSTITUTIONS REQUIREMENT: The "U.S. History, Constitution, and American Ideals Requirement" is generally known as the American Institutions requirement. While not a part of GE, it is still a graduation requirement at all CSU campuses. CSU GE-Breadth or IGETC certification guarantees that courses can double count, whereas individual CSU campuses may not allow courses to fulfill both area D and American Institutions. The colleges of the VCCCD allow courses used to fulfill the American Institutions requirement to also satisfy requirements in area D of the CSU GE-Breadth or Area 4 of IGETC.

3. PREREQUISITE COURSES FOR THE MAJOR: Some lower division courses in the student's major must be taken prior to transfer in order for the student to be admitted into a particular major. Some majors may also require concentration courses or additional support courses. For a complete list of major and supporting requirements at your CSU destination campus and their comparable courses at Oxnard College, go to www.assist.org.



4. SUPPLEMENTARY ADMISSION CRITERIA/IMPACTED MAJORS: In the CSU, an undergraduate major or campus is designated as impacted when it receives more eligible applicants than either the campus or the major can accommodate. In such instances, the CSU campuses have been authorized to use supplemental admission criteria to screen applicants to these majors and/or campuses. Students interested in an impacted major or campus must apply for admission during the initial admission application filing period (Oct. 1 - Nov. 30 for fall admission) and should strive to make themselves as competitive as possible, both in course preparation and GPA. Applicants to majors or campuses that are impacted should apply to additional CSU campuses to maximize opportunity for admission. A number of CSU campuses are impacted in some majors but the following CSU campuses are impacted in all majors: CSU Fresno, CSU Fullerton, CSU Long Beach, San Diego State University, San Jose State University, and Cal Poly San Luis Obispo. Assist.org will provide information about required coursework in impacted majors. For the most up-to-date information on campus impactation and impacted programs, please go to www.calstate.edu/SAS/impaction-campus-info.shtml

5. TRANSFERABILITY OF COURSES: Only courses considered as appropriate for baccalaureate credit are transferable. In the VCCCD, these courses are indicated in their course descriptions by the notation "Transfer credit: CSU." A maximum of 70 semester (105 quarter) baccalaureate units earned at community colleges may be transferred to the CSU. Community college coursework completed above the 70 units may be used to meet general education, or major preparation requirements even if the units will not count toward the baccalaureate degree. Credit for external exams such as Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) will not count in the 70 unit limit.

IMPORTANT NOTE: Final official transcripts from all colleges and universities attended and/or external credit documentation must be submitted prior to CSU enrollment to verify that the student is eligible for admission. CSU campuses may rescind admission, delay admission, or not permit registration or attendance until receipt of final transcripts and/or external credit documentation has been verified.

Reference: The CSU Admissions Handbook 2016-2017; www.calstate.edu/SAS/impactioninfo.shtml

NOTE: These admission requirements are subject to change. Students should consult a counselor and/or the csumentor.edu website for most up-to-date transfer requirements.

CSU GE-Breadth Certification Courses 2016-2017

Area A: English Language Communication and Critical Thinking

Complete one course from each group (A1, A2, A3). A total of 9 semester units (12-15 qtr. units) are required. All courses in Area A must be completed with a grade of "C" or better.

A1: Oral Communication: COMM R101, R107, R110, R111

A2: Written Communication: ENGL R101

A3: Critical Thinking: COMM R107; ENGL R102; PHIL R100, R107, R111, R112

Area B: Scientific Inquiry and Quantitative Reasoning:

Complete a minimum of 9 semester units (12-15 qtr. units) with at least one course from each group (B1, B2, B3, B4) to include one laboratory activity course corresponding to selected lecture course. Math requires a grade of "C" or better.

B1: Physical Science: AST R101; CHEM R104, R110, R112, R120, R122, R130, R132; GEOG R101, R103; GEOL R101, R103, R121, R130; MST R103; PHSC R170; PHYS R101, R102, R121, R122, R131, R133

B2: Life Science: ANAT R101; ANTH R101, R101H, R118; BIOL R100, R101, R120, R122, R155; ESRM R100, R160; MICR R100; MST R100, R160; PHSO R101; PSY R105

B3: Laboratory Activity: ANAT R101; ANTH R101L; AST R101L; BIOL R100L, R101L, R120L, R122L, R155L; CHEM R104, R110, R112, R120, R122, R130, R132; ESRM R160; GEOG R101L; GEOL R101L, R103L, R121; MICR R100L; MST R100L, R103L, R160; PHSC R170; PHYS R101L, R102L, R121, R122, R131, R132, R133; PHSO R101

B4: Math: MATH R101, R102, R105, R106, R115, R116, R120, R121, R122, R125, R134, R143; PSY R103; SOC R125

Area C: Arts and Humanities: Choose 9 units (12-15 qtr. units) with at least one course from area C1, one course from C2, and the third course from either C1 or C2.

C1: Arts (Art, Cinema, Dance, Music, Theater): ART R101, R102, R103, R170, R171; FTVE R107; MUS R101, R103A, R106, R116; SPAN R118; THTR R111

C2: Humanities (Literature, Philosophy, Languages other than English): ANTH R116; ART R108A, R172; ASL R101, R102, R103, R104; ENGL R103, R104, R105, R107, R108, R111, R112, R124, R151, R152, R153, R154, R157; HIST R108, R116, R122, R150, R150H, R160, R160H; IDS R101A, R101B, R102, R110; PHIL R101, R101H, R102, R102H, R103, R104, R105, R106, R108, R109, R110, R114, R115, R115H, R116; SOC R114; SPAN R101, R102, R103, R104, R117, R140, R141.

Area D: Social Sciences: Complete no fewer than 9 semester units (12-15 qtr. units) with courses selected from at least two disciplinary perspectives.

ANTH R102, R102H, R103, R105, R106, R107, R110, R111, R111H, R113, R114, R115, R116/IDS R102, R118; ART R170; ASL R110; CHST R101, *R107/HIST R107; COMM R102, R111, R113; ECE R102, R106, R107; ECON R100, R101, R102; FTVE R100; GEOG R102, R104, R105; GLST R101, R102; HED R103; HIST R104, *R107/CHST R107, *R108, R109, R110, R115, R116, *R117, R122, R124, *R130, *R130H, *R140, *R140H, R150, R150H, R160, R160H; IDS R101A, R101B, R102/ANTH R116, R110; POLS *R100, *R101, *R102, R104, R105, R108; PSY R101, R104, R107/SOC R104, R108, R110, R131, R135; SJS R110, R120, R130; SOC R101, R102, R103, R104/PSY R107, R105, R106, R108, R111, R116, R118; URBS R101

Area E: Life Long Learning & Self-Development: complete 3 semester units (4-5 qtr. units) with no more than 1 unit of physical activity.

DANC R102A, R102B, R104A, R104B, R110; ECE R102, R129; HED R101, R102, R102L, R103, R104, R105, R106A, R106B, R107, R107L, R110; ICA R110, R120, R122, R130A, R132, R140, R142, R152, R160, R162, R170, R172, R180, R182, R190A, R192; MUS R107A, R110A; PE R130, R131A, R131B, R132, R133A, R133B, R134A, R143, R146, R148, R150, R151A, R155A, R155B, R156A, R156B, R159A, R159B, R160, R161; PG R101, R102; PSY R101, R102A, R107, R108, R110, R115; SOC R104, R105, R106

U.S. History, Constitution and American Ideals: **ONE** course from Group A and **ONE** course from Group B

* Courses may be double counted in Area D.

Group A: U.S. History: CHST *R107; HIST *R107, *R108, *R117, *R130, *R130H, *R140, *R140H

Group B: U.S. Government: POLS *R100, *R101, *R102

NOTE: Certification is not automatic. Students must request certification after completion of the CSU GE-Breadth. Students completing CSU GE-Breadth Certification may also apply for a Certificate of Achievement in CSU GE-Breadth. See your counselor. Courses on the CSU GE-Breadth are subject to change. Always check assist.org to verify the latest CSU GE approvals before taking a course to meet CSU GE-Breadth.

California State University (CSU)

General Education-Breadth Certification Information

It is highly recommended that students planning to transfer to a California State University (CSU) complete their lower division general education prior to transfer by following the CSU GE-Breadth plan. Counselors can help students select courses that fulfill lower-division major requirements as well as general education. After students complete the CSU GE-Breadth pattern, they must meet with a counselor in the Counseling Office or Transfer Center to request certification. Certification is not automatic. Without this “certification”, students may have additional lower-division general education requirements to fulfill after transfer that vary from campus to campus in the CSU. Students who fully complete the CSU GE-Breadth for Oxnard College will also be eligible to apply for a Certificate of Achievement in California State University General Education-Breadth (CSU GE-Breadth). CSU GE is not appropriate for every major/college within the CSU. Check on www.assist.org or with your counselor or the Transfer Center for updated information.

CERTIFICATION – After students complete the CSU GE-Breadth pattern, they must meet with a counselor in the Counseling Office to request certification. Without this “certification”, students may have additional lower-division general education requirements to fulfill after transfer that vary from campus to campus in the CSU. Associate Degrees for Transfer (ADTs) require full certification.

Certification of the CSU General Education Breadth requirements may include courses completed at Oxnard College and previously completed courses from other regionally accredited institutions as well as external exams (AP/IB/CLEP).

Courses completed at other CSU campuses or at California community colleges must be certified in accordance with their General Education Patterns. It is the student's responsibility to provide an official transcript(s) from external institutions and/or official test scores for external exams.

Courses that have been completed at a regionally accredited institution other than a California community college or CSU will be included only under the following circumstances:

1. The student provides an official transcript, catalog description(s) and, if required, dated course outline(s);
2. The course is determined to be equivalent to a course in Oxnard College's CSU General Education pattern through the pass-along process in accordance with California State University Executive Orders (EO), the Academic Senate of the California Community Colleges (ASCCC) Resolution on Reciprocity and VCCCD AP 4100.

PARTIAL CERTIFICATION – It is possible to complete separately any of the Areas or sections (A-E) at Oxnard College and receive partial certification in any or several of these areas; if you are not fully certified, it will be necessary for you to complete the remaining areas (and perhaps other areas) after transferring as defined by the catalog of the transfer school.

COURSE RESTRICTIONS – No course may be counted in more than one area.

SCHOLARSHIP – A grade of C or better is required for each course completed in the oral communication (A1), written communication (A2), critical thinking (A3), and mathematics or quantitative reasoning (B4) of the CSU GE-Breadth. A “pass” or “P” is allowed, if the college's catalog states that it is equivalent to a C or better. Although a “P” is permissible, it is highly recommended that students complete each of these four (4) courses with a letter grade (A, B or C).

MAJOR COURSES – Most campuses require a grade of C or better for each course required in preparation for a student's major; most do not allow a “P” (Pass) grade for major courses. Some CSU campuses allow applicants who submit full or partial certification to double count courses for general education and major requirements. Some majors are highly selective and require completion of some, or all, of the required major preparation coursework prior to transfer. Consult a counselor or assist.org for more information.

U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS REQUIREMENTS – All campuses require students to complete college-level coursework in U.S. History, American Government and California Government, in addition to GE requirements for graduation. Courses approved to satisfy this requirement are specified in appropriate areas. CSU campuses may permit double counting of courses taken to meet this requirement and GE-Breadth if the student is partially or fully certified.

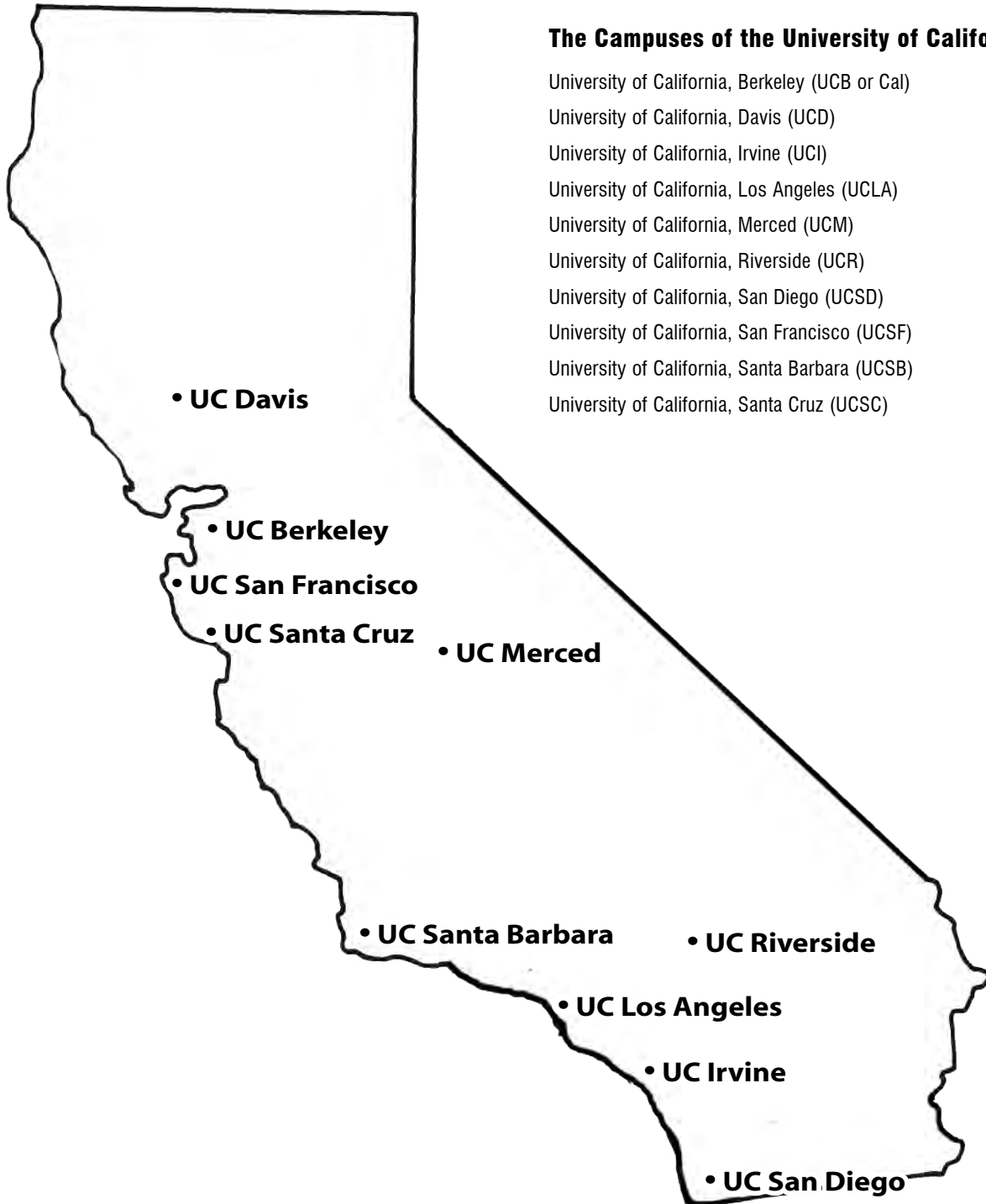
EXTERNAL CREDITS OR CREDIT BY EXAMINATION – Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) exams will be included in the CSU certification of general education requirements in accordance with the CSU Chancellor's Office policy. Students wishing to use units awarded for AP, IB, or CLEP should check with a Counselor or refer to the Credit by Examination section of this catalog.

Transfer to the University of California (UC)

The University of California System

The University of California (UC) is one of the finest research universities in the world. It offers more than 750 majors and 150 disciplines, with more academic departments ranked in the top 10 nationally than at any other public or private university. The UC system has established 10 campuses, nine offer undergraduate programs and include: UC Berkeley, UC Davis, UC Irvine, UC Los Angeles, UC Merced, UC Riverside, UC San Diego, UC Santa Barbara, and UC Santa Cruz. All nine campuses have uniform minimum entrance requirements

and certain other features in common. However, each campus is distinctive and not all majors are offered on all campuses. Students should investigate the various undergraduate colleges, schools, and majors available on each campus to determine which campuses will best satisfy their educational needs. Students are further encouraged to discuss with their counselor at Oxnard College or with a UC Admissions representative on the particular advantages each campus has to offer. For more information, see universityofcalifornia.edu or visit the Transfer Center at Oxnard College.



The Campuses of the University of California

University of California, Berkeley (UCB or Cal)

University of California, Davis (UCD)

University of California, Irvine (UCI)

University of California, Los Angeles (UCLA)

University of California, Merced (UCM)

University of California, Riverside (UCR)

University of California, San Diego (UCSD)

University of California, San Francisco (UCSF)

University of California, Santa Barbara (UCSB)

University of California, Santa Cruz (UCSC)

Transfer to the University of California (UC) System

Nearly one in three University of California (UC) students start at a community college before graduating from a UC campus. Students from California Community Colleges (CCC) can become eligible for admission to UC by meeting specific requirements. The requirements described below represent the **minimum** academic standards students must attain to be considered for admission to the University. **Meeting the minimum requirements does not guarantee admission to the University nor does it guarantee admission to a particular campus or major of the student's choice.** Many campuses and majors receive more applications than they have spaces available. To be more competitive, students should work toward meeting the specific major preparation courses and general education requirements for the campuses and majors they're interested in.

I. Admission Requirements as Junior-Level Transfer

The UC gives highest priority in transfer admission to California community college (CCC) students. A transfer student, according to the University, is a student who has enrolled in a regular (fall, winter, or spring) session at a college or university after high school. A student who meets this definition cannot disregard his or her college record and apply as a freshman. A student who attends a college summer program immediately after graduating from high school or who has completed college work while in high school is still considered a freshman applicant.

Studies have shown that community college students who enter UC as juniors perform just as well academically and their graduation rates are comparable to that of students who entered UC as freshmen. To be considered for admission as a junior level transfer, a student must fulfill the following criteria:

1. Complete at least 60 semester (90 quarter) units of UC transferable college credit. No more than 14 semester (21 quarter) units of the 60 semester (90 quarter) units may be taken pass/no-pass, or credit/no-credit, unless the student is transferring from a college or university that awards only pass credit. Note: In order to ensure that all units are UC transferable, students should check the UC Transfer Course Agreement (UC TCA) in this catalog and on assist.org to make sure their courses are approved for UC transfer.
2. Earn at least a 2.4 GPA in UC transferable courses (2.8 for non-California residents). Some majors require a higher GPA for admission selection.
3. Complete either:
 - a. IGETC (see page 75) **OR**
 - b. the following 7 course pattern by the end of the spring term prior to fall enrollment at UC and earning a grade of C or better in each course:
 - Two UC transferable college courses (3 semester or 4-5 quarter units each) in English composition.
 - One UC transferable college course (3 semester or 4-5 quarter units) in mathematical concepts and quantitative reasoning.
 - Four transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas:
 - Arts and humanities; social and behavioral sciences;
 - physical and biological sciences

All campuses recommend that the student complete math and English as early as possible (some highly recommend completing them by the end of the fall term, one year prior to enrolling at UC).

How to for Transfer as a Junior-Level Applicant

To transfer to the University as a CCC Junior-level transfer student, a student must take the following steps:

1. Meet Admission Requirements – students must complete the statewide eligibility requirements for transferring to the UC, see Admission Requirements as Junior-Level Transfer listed above.

2. Major Preparation Requirements – major preparation requirements specify the courses students must take during the first two years of college to prepare for advanced study in the selected major. Major preparation is one of the central factors some UCs use to determine admission to the University. They may be required as part of the major, be prerequisites for other courses that are required as part of the major or be required to gain admission to the major and completing these courses before transfer makes a student a more competitive applicant and will help insure on-time graduation after transfer.

Performance counts - transfer applicants are evaluated, in part, on the basis of their performance in major preparation coursework. So it's important – very important – that students investigate the requirements for the intended major as soon as possible. If the major requires mathematics and/or science, it is essential that those prerequisites be completed before transfer. Lack of preparatory coursework may affect admission to the major, particularly if there are many applicants vying for a limited number of spaces.

Start early - Students should begin coursework in the major as soon as one is selected. For fall admission, the campus may require the completion of certain major preparation requirements by the end of the preceding spring term.

3. Complete an appropriate set of general education course requirements and electives.

Transfer students have three options for fulfilling General Education (GE) preparation for the UC, depending on the campus and major selected:

- A. Intersegmental General Education Transfer Curriculum (IGETC) – is a series of courses that CCC students may complete to satisfy the lower-division breadth/general education requirements at both UC and the California State University (CSU). The IGETC is most helpful for students who know they want to transfer but have not yet decided upon a particular institution, campus or major. Students who intend to transfer into high-unit majors, such as engineering and many of the physical and natural sciences, should concentrate on completing the many prerequisites for the major that the college screens for to determine eligibility for admission. See IGETC Considerations (page 79). **OR**
- B. IGETC for STEM is a separate IGETC track available for students planning to major in science, technology, engineering, or mathematics (STEM). As of March 2015, UC will accept IGETC for STEM for the associate degrees for transfer (ADT) in Biology or Chemistry only. Although IGETC for STEM is an option, students should prioritize completing major-preparation courses for the specific campuses and programs considering. **OR**
- C. Campus-specific general education requirements of the college or campus they plan to attend (see assist.org).

Transfer Pathways - A roadmap to 21 top majors

In an effort to simplify the transfer process and help students better prepare for admission, the University of California recently developed Transfer Pathways. The intent of Transfer Pathways is to provide an academic roadmap for California community college students by unifying major preparation requirements in selected majors for those students who apply to multiple UC campuses or who do not yet know which campus they plan to attend. These Pathways, created by UC faculty and academic leaders, outline a single set of courses that will prepare transfer students for a particular major at any of the university's nine undergraduate campuses, and position a greater number of students to graduate from UC within two years after they transfer.

There are 21 Transfer Pathways which include: Anthropology, Biochemistry, Biology, Business Administration, Cell Biology, Chemistry, Communication, Computer Science, Economics, Electrical Engineering, English, Film and Media Studies, History, Mathematics, Mechanical Engineering, Molecular Biology, Philosophy, Physics, Political Science, Psychology and Sociology.

Although following a pathway doesn't guarantee admission to UC, a student who completes these pre-major courses and general education courses with a satisfactory GPA would be well-prepared for junior-level transfer to the UC in that major and well-positioned to graduate on-time. For more information on the Transfer Pathways curriculum, visit <http://admission.universityofcalifornia.edu/transfer/preparation-paths/index.html>

NOTE: The pathways guide students who want to make themselves competitive across the UC system; some campuses and majors listed may want fewer courses for admission, but none will expect more. Students are strongly encouraged to apply to multiple campuses to improve their chances of admission.

Transferring with an Associate Degree for Transfer (ADT)

For students working toward an Associate Degree for Transfer (ADT), courses should be chosen that align with the requirements of the intended UC campus. Students should refer to the ASSIST website to guide them in selecting the right courses. Although earning an ADT does not guarantee admission to a UC, some campuses consider it in the comprehensive application review process.

II. Transfer from Four-Year or Out-of-State

Every year, California Community College transfer students make up over 90% of the transfer class, leaving about 10% of other transfers from a four-year or out-of-state institutions. For admission requirements of these, please visit <http://admission.universityofcalifornia.edu/transfer/preparing-admission/other/index.html>.

III. Lower-Division Transfer

Some campuses admit a limited number of transfer students before they reach junior standing if they have met specific requirements. Check with each campus to see whether they accept lower-division transfers (freshman/sophomore) for a particular term.

Transfer Selection by Campus

Many colleges, schools, or majors within the UC system are highly selective and may have additional program requirements. These could include but are not limited to an audition, submission of a portfolio, supplemental applications, specific prerequisite coursework, test scores, and/or higher GPA than the minimum criteria for admission. Students are advised to make themselves as competitive as possible when applying for admission both in GPA and course preparation. For more details about each campus's additional program requirements, visit <http://admission.universityofcalifornia.edu/counselors/requirements/index.html>.

Transfer Admission Guarantee (TAG)

Six UC campuses offer guaranteed admission to California Community Colleges (CCC) students who meet specific requirements. By participating in a Transfer Admission Guarantee (TAG) program, students can ensure their admission to a specific UC campus, some of which offer an early review of their academic records, early admission notification, and specific guidance on major preparation and general education coursework. For more information on TAG, visit a counselor and/or the following website: <http://admission.universityofcalifornia.edu/counselors/http://admission.universityofcalifornia.edu/counselors/transfer/admissions-guarantee/index.html>. TAG is available for the following UC: Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz.

Who can file a TAG? Only students transferring directly from a California Community College (CCC) are considered for a TAG, including international students (those with a visa). A CC transfer is one who has completed at least 30 semester (45 quarter) UC-transferable units at one or more CCC, and the last college the student attended in a regular session (fall/spring or fall/winter/spring) before admission to a UC campus is a CCC. All UC campuses that offer TAGs require students to meet this definition.

Students who have already earned a bachelor's degree, graduate degree, and/or professional degree cannot receive a TAG. Students who have previously enrolled at a UC campus during a regular term (not including summer session) cannot submit a TAG application to return to that campus. Students concurrently enrolled in high school are not eligible for TAG. For the most up-to-date information on TAG, visit the Transfer Center and/or schedule an appointment with a counselor.



Oxnard College Counseling Staff

Limitations on Transfer Credit

In order to receive transfer credit, a course must be approved by the UC and be listed on the Transfer Course Agreement (TCA) available in this catalog and on assist.org.

1. All lower division units, whether from a 2-year and/or 4-year college/university are limited to a maximum of 70 semester (105 quarter) units toward the UC degree and do not put applicants at risk of being denied admission for excessive units.

a. Lower division units beyond the maximum for which credit is awarded will be granted subject credit and may be used to satisfy requirements.

b. Units earned through AP, IB, and/or A-Level examinations are not included in the limitation and do not put applicants at risk of being denied admissions. UC does not grant credit for: College-Level Examination Preparation Program (CLEP) or DANTES Subject Standardized Tests (DSST) exams.

c. Units earned at an UC campus (Extension, summer, cross/concurrent, and regular academic year enrollment) are not included in the limitation but are added to the maximum lower division credit allowed and might put applicants at risk of being denied admission due to excessive units.

d. Duplicative Credit: UC will not grant credit for college courses in which the content duplicates material of a previously completed course or examination for which credit has already been granted; with the exception of the repeat of deficient (D/F) course grades.

2. Grades of D - a grade of D (including plus/minus) in a transferable course will count toward the number of transferable units completed. However, students must earn a grade of C or better when completing the seven-course pattern, and, in most cases, grades of D do not satisfy major or general education requirements.

3. The UC system allows a maximum of 14 semester units graded Pass/No Pass.

4. Variable topics courses are reviewed after transfer by the enrolling institution and credit is given only after a review of the scope and content of the course and may require recommendations by faculty. This applies to courses in Independent Studies, Special Topics, and Field Work as well. Credit is not guaranteed. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas.

5. International Academic Records – UC does not grant credit for junior/community college programs that are technical or vocational, or that do not lead to further academic study at a University in the international country.

a. Elementary/intermediate language courses: no credit is granted to students who were instructed in that language during secondary school.

6. Internships may be presented for review after transfer but credit for internships rarely transfers to UC.

7. Honors courses: Duplicate credit will not be awarded for both the honors and regular versions of a course. Credit will only be awarded to the first course completed with a grade of C or better.

8. A maximum of 4 units of physical education activity (including intercollegiate athletics) will count towards degree or transfer unit requirements.

9. A maximum of 8 units of physical education theory courses will count towards degree or transfer unit requirements.

10. English as a Second Language Courses (ESL/ELD): A maximum of 8 semester (12 quarter) units will earn transfer credit.

11. Students may take one series in Physics.

12. One course is allowed for credit in the areas of Health, First Aid, Business Law, College Success, and Library Studies.

13. U.S. Military Service Courses: UC may award lower division (freshman/sophomore level) units for military courses completed if the courses are consistent with University policy on granting transfer credit when there is an equivalent course taught at a UC campus. UC will consult the ACE recommendations for information regarding course content and as a guide to the awarding of credit. UC does not grant credit for work experience, military/recruit basic training, vocational or technical training, and remedial academic or personal enrichment courses.

Course Sequences

When requirements are stated as a full-year sequence, students are encouraged to complete the entire course series before transferring to avoid duplicating coursework. Also, the topics covered in a particular semester or quarter of the sequence at a community college may not be the same as at a UC campus.

NOTE: Final determination on the transferability of coursework for credit will be made by the admissions office based on UC's review (not that of another institution).

Reference: http://admission.universityofcalifornia.edu/counselors/files/Transfer_Credit_Practice.pdf; <http://ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/credit-limitations.html>



University of California Transfer Course Agreement (UC TCA) 2015-2016

This agreement lists courses transferable for unit credit at all UC campuses. While all courses that appear on this chart have been approved as transferable to the UC system, how they are applied may vary from campus to campus. Students should go to www.assist.org and research their intended major at the UC campuses they plan to apply to for information on how particular courses are applied in the pre-major and for new courses added to the TCA after this catalog was published. All students planning to apply to the UC should also consult a counselor in the Transfer Center or Counseling Office.

Accounting: ACCT R101, R102
American Sign Language: ASL R101, R102, R103, R104, R110 (ASL R101 corresponds to two years of high school study)
Anatomy: ANAT R101
Anthropology: ANTH R101, R101L, R102, R103, R105, R106, R107, R110, R111, R113, R114, R115, R116, R118
Art: ART R101, R102, R103, R104A, R104B, R106A, R106B, R106C, R108A, R108B, R108C, R110A, R110B, R110C, R115, R126A, R126B, R126C, R155, R156A, R156B, R160, R170, R171, R172, R175, R180
Astronomy: AST R101, R101L
Biology: BIOL R100, R100L, R101*, R101L*, R120*, R120L*, R122, R122L, R155, R155L (<i>*No credit for R101/R101L if taken after R120, R120L. R101/L and R120/L combined: Maximum credit, one series</i>)
Business: BUS R111A, R120*, R121*, R124 (<i>*R120 and R121 combined: maximum credit, one course</i>)
Chemistry: CHEM R104*, R110*, R112+, R120, R122, R130+, R132 (<i>*No credit for R104 or R110 if taken after R120. +No credit for R112 if taken after R130.</i>)
Chicano Studies: CHST R101, R107
Communication Studies: COMM R101, R102, R105, R107, R109, R110, R111, R113
Computer Information Systems: CIS R100
Computer Networking/Information Technology: CNIT R101
Dance: DANC R102A, R102B, R104A, R104B, R110
Early Childhood Education: ECE R102, R106, R107
Economics: ECON R100*, R101, R102 (<i>No credit for R100 if taken after R101 or R102</i>)
Education: EDU R122
English: ENGL R100**, R101, R102, R103, R104+, R105+, R107+, R108+, R111++, R112, R127, R151+, R152+, R153+, R154+, R157++ (<i>**Any of this type of course combined: maximum credit 8 units. +R104 and R151 combined: maximum credit, one course. R105 and R152 combined: maximum credit, one course. R107 and R153 combined: maximum credit, one course. R108 and R154 combined: maximum credit, one course. ++ R111 and R157 combined: maximum credit, one course.</i>)
Environmental Science and Resource Management: ESRMR100, R160
Film, Television, and Electronic Media: FTVE R100, R106, R107, R108A, R108B, R110, R120, R130, R135, R150, R155, R160, R175
Geography: GEOG R101, R101L, R102, R103, R104, R105, R106
Geology: GEOL R101, R101L, R103, R103L, R130
Global Studies: GLST R101

Health Education: HED R101*, R102*, R102L#, R103*, R104*, R105+, R106A+, R106B+, R107+, R107L# (<i>*R101, R102, R103, R104 combined: maximum credit, one course. +Any or all of these courses combined: maximum credit, 8 units. #Any or all of these PE activity courses combined: maximum credit, 4 units.</i>)
History: HIST R104, R107, R108, R109, R110, R115, R116, R117, R122, R130, R140, R150, R160
Intercollegiate Athletics: ICA R110, R120, R122, R130A, R130B, R132, R140, R142, R152, R160, R162, R165, R170, R172, R180, R182, R190A, R190B, R192 (<i>any or all of these courses combined: maximum credit, 4 units</i>)
Interdisciplinary Studies: IDS R101A, R101B, R102, R110
Marine Studies: MST R100, R100L, R103, R103L, R122, R160
Mathematics: MATH R102, R105+, R106++, R115, R120++, R121, R122, R125, R134, R143 (<i>+R105 and PSY R103 and SOC R125 combined: maximum credit, one course. ++R106 and R120 combined: maximum credit, one course.</i>)
Microbiology: MICR R100, R100L
Music: MUS R101, R103A, R106, R107A, R107B, R107C, R107D, R110A, R110B, R110C, R110D, R116, R118
Personal Growth: PG R100A, R100B, R102
Philosophy: PHIL R100*, R101, R102, R103, R104, R105, R106, R107, R108, R109, R110, R111*, R112, R114, R115 (<i>*R100 and R111 combined: maximum credit, one course.</i>)
Physical Education: PE R130*, R131A*, R131B*, R132*, R133A*, R133B*, R134A*, R143, R146*, R148*, R150*, R151A*, R155A*, R155B*, R156A*, R156B*, R159A*, R159B*, R160*, R161*, R185C+ (<i>*any or all of these courses combined: maximum credit, 4 units. +Any or all of these courses combined: maximum credit, 8 units.</i>)
Physical Science: PHSC R170+ (<i>+No credit if taken after a college level course in physics or chemistry</i>)
Physics: PHYS R101*, R101L*, R102*, R102L*, R121*, R122*, R131*, R132*, R133* (<i>R101/L, R102/L or R121, R122 and R131, R132, R133 combined: maximum credit, one series.</i>)
Physiology: PHSO R101
Political Science: POLS R100, R101, R102, R104, R105, R108
Psychology: PSY R101, R102A, R103+, R104, R105, R107, R108, R110, R131 (<i>+PSY R103, SOC R125 and MATH R105 combined: maximum credit, one course.</i>)
Sociology: SOC R101, R102, R103, R104, R105, R106, R108, R111, R114, R116, R122, R125* (<i>SOC R125*, PSY R103, & MATH R105 combined: maximum credit one course.</i>)
Spanish: SPAN R101*, R102, R103, R104, R117, R118, R140*, R141 (<i>*SPAN R101 or R140 corresponds to two years of high school study.</i>)
Theatre: THTR R111, R151, R191
Urban Studies: URBS R101

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) Pattern 2016-2017

For the University of California (UC) and California State University (CSU)

A minimum of "C" grade is required in each college course for IGETC. A "C" is defined as a minimum 2.0 grade points on a 4.0 scale. Each course must be at least 3 semester/4-5 quarter units (except Science Lab courses in Area 5C)

Area 1: ENGLISH COMMUNICATION:

CSU: 3 courses required, one each from Group A, B, and C.

UC: 2 courses required, one each from Group A and B.

1A: English Composition: No IB score accepted for this area. **ENGL** R101

1B: Critical Thinking - English Composition: No AP or IB scores accepted for this area. **ENGL** R102, **PHIL** R111

1C: Oral Communication (CSU requirement ONLY): No AP or IB scores accepted for this area. **COMM** R101, R107, R110, R111

Area 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING: one course, 3 semester or 4-5 quarter units

MATH R105, R106, R115, R118, R120, R121, R122, R125, R134, R143; **PSY** R103; **SOC** R125

Area 3: ARTS AND HUMANITIES: 3 courses, with at least one from the Arts and one from Humanities. 9 semester or 12-15 quarter units

3A: Arts: **ART** R101, R102, R103, R170, R171; **FTVE** R107; **MUS** R101, R103A, R116; **SPAN** R118; **THTR** R111

3B: Humanities: **ANTH** R110, R111, R113, R116; **ART** R172; **ASL** R103, 104; **ENGL** R104, R105, R107, R108, R111, R112, R151, R152, R153, R154, R157; **HIST** R108, R109, R110, R115, R116, R122, R150, R160; **IDS** R101A, R101B, R102, R110; **PHIL** R101, R102, R103, R104, R105, R106, R108, R109, R110, R114, R115; **SOC** R114; **SPAN** R102; R103, R104, R117, R141

Area 4: SOCIAL AND BEHAVIORAL SCIENCES: At least 3 courses from at least two academic disciplines. 9 semester or 12-15 quarter units

ANTH R102, R103, R105, R106, R107, R110, R111, R113, R115, R116/**IDS** R102; **ART** R170; **ASL** R110; **CHST** R101, R107/**HIST** R107; **COMM** R102, R111, R113; **ECE** R102; **ECON** R100, R101, R102; **GEOG** R102, R104; **GLST** R101; **HIST** R104, R107/**CHST** R107, R108, R109, R110, R115, R116, R117, R122, R130, R140, R150, R160; **IDS** R101A, R101B, R102/**ANTH** R116, R110; **PHIL** R114; **POLS** R100, R101, R102, R104, R105, R108; **PSY** R101, R104, R107/**SOC** R104, R108, R110, R131; **SOC** R101, R102, R103, R104/**PSY** R107, R105, R106, R108, R111, R114, R116; **URBS** R101

Area 5: PHYSICAL AND BIOLOGICAL SCIENCES: 2 courses, with one from the Physical Science and one from the Biological Science, at least one of the two courses must include a laboratory. 7-9 semester or 9-12 quarter units.

5A: Physical Science: **AST** R101; **CHEM** R110, R112, R120, R122, R130, R132; **GEOG** R101, R103; **GEOL** R101, R103, R130; **MST** R103; **PHSC** R170; **PHYS** R101, R102, R121, R122, R131, R132, R133

5B: Biological Science: **ANAT** R101; **ANTH** R101; **BIOL** R100, R101, R120, R120L, R122, R122L; **ESRM** R100, R160; **MICR** R100; **MST** R100; **PHSO** R101; **PSY** R105

5C: Laboratory Science: **ANAT** R101; **AST** R101L; **BIOL** R100L, R101L, R120L, R122L; **CHEM** R110, R112, R120, R122, R130, R132; **ESRM** R160; **GEOG** R101L; **GEOL** R101L, R103L; **MICR** R100L; **MST** R100L, R103L, R160; **PHSC** R170; **PHSO** R101; **PHYS** R101L, R102L, R121, R122, R131, R132, R133

Area 6: LANGUAGE OTHER THAN ENGLISH (UC REQUIREMENT ONLY): Proficiency equivalent to two years of high school in the same language with a "C" or better, or one of the following courses with a "C" or better

ASL R101, R102, R103, R104; **SPAN** R101, R102, R103, R104, R140, R141

High School _____ Other college course _____ AP Exam _____ Foreign high school _____

CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS: 6 units

Not part of IGETC; may be completed prior to transfer. One course from Group 1 and one course from Group 2. May also be used in Area 4 at the discretion of the CSU campus.

GROUP 1: US – 1 (Historical development of American institutions and ideals) **CHST** R107; **HIST** R107, R108, R117, R130, R130H, R140, R140H

GROUP 2: US – 2 (U.S. Constitution and government) and US-3 (California state and local government) **POLS** R100, R101, R102

NOTES:

- Courses listed in more than one area shall not be certified in more than one area, except combined lecture/lab science courses or courses used to meet AREA 6-LOTE.
- Duplicate credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better.
- Certification of coursework completed for IGETC will be honored provided that a course was on a college's approved IGETC list when it was completed. Always check www.assist.org for the latest approvals before taking a course to fulfill an IGETC requirement.

GENERAL EDUCATION AND IGETC INFORMATION

What is IGETC?

The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses that prospective transfer students attending California Community Colleges (CCC) may complete to satisfy the lower-division breadth/general education requirements at both the University of California and the California State University. Many independent/private and out-of-state colleges and universities will also accept the IGETC.

Students Who Are Eligible to Use the IGETC

The IGETC was developed by the Academic Senates of the CCC, UC, and CSU for use by CCC transfer students. A student may be IGETC certified if they have completed coursework at a CCC(s) without regard to current enrollment status or number of units accrued at a CCC.

Students who enroll at a UC or CSU campus, then leave and attend a community college, and subsequently return to a different UC or CSU campus may use the IGETC.

Students Who Are Not Eligible to Use the IGETC

Students who initially enroll at a UC campus, then leave and attend a community college, and subsequently return to the same campus are considered "readmits" by the UC. Such students cannot use the IGETC. CSU does not have a system-wide policy that addresses this issue. Questions regarding the use of IGETC for a student who has recently been enrolled at a CSU should be directed to the specific campus the student wishes to attend.

Which type of student should follow the IGETC?

IGETC is most helpful to students who want to keep their options open - specifically, those who know they want to transfer but haven't yet decided upon a particular institution, campus or major.

Which type of student should not follow the IGETC?

Students who intend to transfer into majors that require extensive lower-division preparation, such as engineering or the physical and natural sciences, should concentrate on completing the many pre-major requirements while meeting minimum admission requirements.

Is completion of IGETC an admission requirement?

Completion of the IGETC is not an admission requirement or admission guarantee for transfer to CSU or UC, nor is it the only way to fulfill the lower-division for CSU or UC prior to transfer. However, completing the lower-division breadth/general education requirements - whether through IGETC or the campus-specific requirements - may be considered by the campus in selecting among qualified applicants.

NOTE: UC Berkeley's College of Letters and Sciences requires full completion of the IGETC pattern as selection criteria for admission to the College.

IGETC for STEM

IGETC for STEM is a separate IGETC track available for students planning to major in science, technology, engineering or mathematics. As of March 2015, UC will accept IGETC for STEM only if:

- the student is earning an associate degrees for transfer (ADT) in Biology or Chemistry at a community college that offers IGETC for STEM as an option for those degrees **AND**

- the UC major program or college the student is applying to accepts partial IGETC certification.

Although IGETC for STEM is an option, student should prioritize completing major-preparation courses for the specific campuses and programs they are considering

Information Pertinent to both IGETC and IGETC for STEM

Minimum Grade Requirement (GPA)

A minimum "C" grade is required in each college course for IGETC. A "C" is defined as a minimum of 2.0 grade points on a 4.0 scale. A "C-" grade valued at less than 2.0 grade points on a 4.0 scale cannot be used for IGETC certification. **Exception:** For the UC Language Other Than English requirement, Area 6A, the University of California does not count "minus" or "plus" grades for high school coursework, only the whole grade is used. In other words, a "C-" grade is counted as a "C".

Credit/No Credit-Pass/No Pass

Courses in which a student receives a "Credit/Pass" grade may be certified for IGETC if the community college's policy states that a "Credit/Pass" designation is equivalent to a "C" grade (2.0 grade points on a 4.0 scale) or better. It is important to keep in mind that some CSU and UC campuses may have limitations on the number of "Credit/No Credit" ("Pass/No Pass") courses that may be used to meet degree requirements. The UC system allows a maximum of 14 semester units graded "Pass/No Pass" (Credit/No Credit) basis of the 60 transferable semester units required for admission.

There is no system-wide policy for CSU campuses. Therefore, each campus has established its own policy on limitations of courses transferred with grades of "Credit/Pass". The information is updated annually and is available at the CSU Student Academic Support website: <http://www.calstate.edu/ar/counselors.shtml>.

Minimum Unit Value

A course must have a minimum unit value of 3 semester or 4 quarter units to meet the requirements for IGETC. It is not acceptable to take three 1 unit courses to fulfill a 3 unit requirement because of the lack of depth or rigor.

Exception: 3-quarter unit Math and English courses that satisfy IGETC Area/s 1A or 2 may be applied if they are a part of a sequence, and at least two of the 3-quarter unit sequence courses have each been completed with "C" grade (2.0 on a 4.0 scale) or higher. The course sequence must meet the rigor of IGETC.

Use of AP and IB Exams

IGETC course credit may be earned for scores of 3, 4 or 5 on Advanced Placement (AP) exams and 5, 6 or 7 on International Baccalaureate (IB) Higher Level exams that the community college faculty recognizes as equivalent to its IGETC-approved courses. An acceptable score on an AP English exam may be used to meet the English composition requirement, but not the critical thinking/English composition requirement. For more information, see pages 9-10 of Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum, Version 1.6 (http://icas-ca.org/Websites/icasca/images/IGETC_Standards_version_1.6_final.pdf).

Certification of IGETC

Completion of the IGETC will permit a student to transfer from a California Community College to a California State University (CSU) or University of California (UC) campus generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. It is strongly recommended that students complete IGETC prior to transfer.

Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion. All UC and CSU campuses will accept the completed IGETC to satisfy all lower-division general education requirements. However, individual colleges or majors within a CSU or UC campus may not accept IGETC for meeting general education. A list of those UC colleges and majors is found on the following website: <http://admission.universityofcalifornia.edu/transfer/general-education-igetc/index.html>. It is the student's responsibility to request IGETC Certification in the Counseling Office.

NOTE: Students transferring to a CSU with a completed IGETC will still need to complete nine semester units of upper division general education and may be held to other campus specific graduation requirements outside of general education and major coursework.

Certification of IGETC for STEM

A transfer student intending to major in science, engineering or mathematics may complete up to three courses after transfer. UC will accept IGETC for STEM if the UC school, college or major program to which the student transfers accepts partial IGETC certification.

For IGETC for STEM, the following courses should be completed *before* transfer:

- All courses in Areas 1 (except 1C for UC-bound students), 2, and 5 of the traditional IGETC; and
- One course in Area 3A; one course in Area 3B; and two courses in Area 4 from two different disciplines.

Complete the following courses *after* transfer:

- One remaining lower-division general education course in Area 3;*
- One remaining lower-division general education course in Area 4;* and
- One course in Area 6 for UC-bound students who have not satisfied it through proficiency.*

*These deferred lower division courses must be replaced with calculus and/or science courses required by the major before transfer. See admission.universityofcalifornia.edu/glossary/igetc-for-stem.html for more information.

Partial IGETC Certification

Students who do not complete IGETC before transferring will be required to satisfy the specific lower-division general education/breadth requirements of the UC school they plan to attend. However, California community colleges (CCC) may grant partial certification of IGETC to students who are missing no more than two requirements. Students submitting partial IGETC certification should complete the missing requirements at either UC or a California community college as designated by their department. Students who have been granted partial IGETC certification should not return to the community college for a full certification.

The following UC have indicated their acceptance and/or conditions of partial certification:

Berkeley – does not accept partial IGETC certification.

Davis – all colleges accept partial IGETC certification

Irvine – all schools accept partial IGETC certification

Los Angeles – all schools, except School of engineering and School of Nursing

Merced – all schools; however, the School of Social Sciences, Humanities and Arts requires completion of the additional GE courses after enrollment at UCM.

Riverside – all colleges, except the College of Natural and Agricultural Sciences

San Diego – all colleges accept partial IGETC certification

Santa Barbara – all colleges accept partial IGETC certification

Santa Cruz – all schools accept partial IGETC certification

NOTE: Deficiencies in IGETC Areas 1 and/or 2 may indicate a student does not meet minimum transfer admission requirements.

Who Certifies the IGETC or ITETC for STEM?

Students who have completed coursework at more than one California Community College (CCC) should have their coursework certified by the last California Community College they attended for a regular term (fall or spring for semester schools; fall, winter, or spring for quarter schools) prior to transfer. If a student requests certification from a California Community College that is not the last school of attendance, it is at the discretion of that community college to certify. IGETC certification will be processed without regard to current enrollment status or number of units accrued at a particular CCC.

CSU U.S. History, Constitution, and American Ideals Requirement

The CSU U.S. History, Constitution, and American Ideals graduation requirement is not part of IGETC. Courses used to satisfy this requirement may also be listed in IGETC Subject Areas 3B and/or 4. CSU campuses have the discretion whether to allow courses used to satisfy the CSU U.S. History, Constitution, and American Ideals graduation requirement to also count in Areas 3B/4.

Coursework from another California Community College

Coursework completed at another California Community College should be applied to the subject area in which it is listed by the institution where the work was completed. In addition, the course must have been IGETC approved in the area it was taken at the time it was taken. Approval dates can be verified by consulting the website assist.org. Courses with an approval date of fall 1991 may be applied to the IGETC if completed prior to fall 1991. Courses approved after fall 1991 may only be applied if completed on or after the approval date.

Non-California Community College Courses

Appropriate non-CCC general education courses in the humanities, mathematics, social sciences, and natural sciences that are completed at United States regionally accredited institutions should be routinely included in IGETC. However, care should be taken to carefully scrutinize course outlines for content, prerequisites, texts, units, and IGETC Area Standards (See Section 10.0 for Standards).

Particular care should be taken when evaluating non-CCC courses to fulfill IGETC Area 1B, Critical Thinking and Composition. Few non-CCC second semester English Composition courses offer a course in Critical Thinking/English Composition. Guidelines to determine if a course is appropriate can be found in Section 10.1.2b.

Coursework from all Other United States Regionally Accredited Institutions

Coursework from all other United States regionally accredited institutions should be deemed by the CCC faculty in the discipline or their designee to be comparable to coursework on that community college's approved IGETC course list before it is allowed to fulfill IGETC requirements. The course should then be used in the same subject areas as those for the community college completing the certification. Upper division work may also be used in limited circumstances. See IGETC standards 5.2.2 for criteria. There is no limitation on the number of courses completed at other United States regionally accredited institutions that can be included in the IGETC certification.

International Coursework

International coursework may be applied to IGETC if the international institution has United States regional accreditation. All other international coursework cannot be applied to IGETC with the exception of Area 6, Language Other Than English (LOTE). These can be from non-United States institution (See Section 10.6.1 for details on Language Other than English). Students with a substantial amount of international coursework at a non-United States regionally accredited institution should be encouraged to follow the CSU or UC campus specific general education pattern.

Online/Distance Education/Telecourses

CCC Courses

California Community Colleges may use online/distance education/telecourses for IGETC provided that the courses have been approved by the CSU and UC during the IGETC review process.

Non-CCC Courses

Non-CCC Institutions online/distance education/telecourses may be used on IGETC. The same scrutiny should be applied when reviewing these courses as when reviewing other non-CCC courses. (See Section 5.2 of IGETC Standards for guidelines).

Area 1C: Oral Communication (CSU Only)

Strictly online Oral Communication courses may not be used on IGETC Area 1C without express permission from the CSU (CSU Only). (See Section 10.1.3a) However, hybrid-delivery courses may meet the area criteria.

Credit by External Exams

Advanced Placement (AP) and International Baccalaureate (IB) exams can provide IGETC credit as listed on the AP and IB GE charts included in this catalog. CLEP (College Level Examination Program) cannot be used on IGETC. There is no limit on the number of external exams that can be applied to IGETC. However, students who have earned credit from an external exam should not take a comparable college course because transfer credit will not be granted for both.

Advanced Placement Exam (AP)

UC grants credit for College Board Advanced Placement (AP) examinations on which a student scores 3 or higher. Elective units awarded may be applied to UC graduation requirements for specific subjects and/or for general education/breadth requirements, as determined by each campus. To see how AP credits are used for IGETC certification see AP chart on page 85.

International Baccalaureate (IB)

A score of 5 or higher on Higher Level is required to grant credit for IGETC certification. An acceptable IB score for IGETC equates to either 3 semester or 4 quarter units for certification purposes. To see how IB credits are used for IGETC certification see IB chart on page 87.

Reference: The 2015 IGETC Standards, Policies and Procedures Version 1.6; www.universityofcalifornia.edu

IGETC Considerations

If you have completed substantial coursework from institutions outside the United States, consult a counselor to determine whether you should complete IGETC or the lower-division breadth/general education requirements at the campus you plan to attend. In addition, some transfer students in some colleges or majors must follow a more prescribed lower-division curriculum than IGETC allows. These are described below but be sure to check with a counselor, the college and/or visit the ASSIST website to obtain the most up-to-date information.

Berkeley: College of Letters and Science: Either full IGETC or the college's requirements (reading and composition, quantitative reasoning, and language other than English) are acceptable for all majors. **Colleges of Engineering and Chemistry:** In general, IGETC is not appropriate. **College of Natural Resources:** IGETC is acceptable; however specific lower division major requirements must still be satisfied. **College of Environmental Design:** IGETC is acceptable with full certification to fulfill CED's breadth requirements. Partial certification will not complete the requirements. **Haas School of Business:** IGETC is not accepted.

Davis: All undergraduate colleges accept IGETC. However, Bachelor of Science degrees and high-unit majors often have many freshman/sophomore prerequisites; in these cases, the IGETC is not recommended and the UC Davis general education pattern is the better choice.

Irvine: All schools accept IGETC. However, selection by the campus is based on demonstrated academic achievement and preparation for the intended major.

Los Angeles: All Schools accept IGETC except **The Henry Samueli School of Engineering and Applied Science.**

Merced: School of Engineering and School of Natural Sciences: IGETC is strongly discouraged but accepted as students are encouraged to focus on freshman/sophomore major preparation prior to transfer. **School of Social Sciences, Humanities, and Arts:** IGETC is recommended and students are encouraged to complete as much freshman/sophomore major preparation as possible prior to transfer.

Riverside: College of Humanities, Arts and Social Sciences: IGETC is recommended. **College of Natural and Agricultural Sciences:** IGETC is not accepted. **The Marlan and Rosemary Bourns College of Engineering:** IGETC is acceptable; some additional coursework may be required after enrollment. **School of Business Administration (SOBA):** IGETC is required.

San Diego: John Muir, Earl Warren, Eleanor Roosevelt, Thurgood Marshall and Sixth Colleges: IGETC clears all freshman/sophomore GE requirements; some upper-division courses required after enrollment. **Revelle College:** IGETC is acceptable; lower-division GEs may not be cleared. Additional coursework may be required after enrollment.

Santa Barbara: The **College of Letters and Science** and the **College of Creative Studies:** IGETC is acceptable. **The College of Engineering:** students are encouraged to focus on major preparation rather than general education but may use IGETC to substitute for most general education requirements. However, some additional coursework may be required after enrollment to complete the depth requirement if not satisfied during IGETC certification.

Santa Cruz: Engineering and physical and biological sciences: IGETC is not recommended. Students should ensure completion of freshman/sophomore courses for their intended major, as indicated in the UCSC catalog and on ASSIST.org.

Reference: <http://admission.universityofcalifornia.edu/counselors/files/quick-reference-2015.pdf>



Transfer to an Independent or Private and/or Out-of-State College

Students who are planning to transfer to an independent or private college or university outside of the UC and CSU system should refer to the catalog and website of that particular school for specific admission and lower division requirements.

California's independent colleges and universities are an excellent choice for many students. There are over 75 nonprofit, independent/private colleges and universities in the state. The most important criteria for selecting a college or university is how well it fits with your personality, values, and goals. Because every nonprofit, independent college and university has a unique character, there will be at least one that fits your needs. Unlike the University of California or the California State University systems, each California

nonprofit, independent/private college and university has its own Governing Board. This independence allows for a diverse set of college opportunities in California. Many independent colleges belong to the AICCU (Association of Independent California Colleges and Universities). You can explore these colleges and majors available at www.aiccu.edu and compare and contrast CSU/UC/Independent colleges at www.californiacolleges.edu. For assistance in planning a transfer program to an independent institution or an out-of-state college, students should schedule an appointment with a counselor in the Counseling Department. Articulation agreements for some local universities can be found at www.aiccu.edu.

2. S.F. Bay Area – 20

California College of the Arts - San Francisco
 Calif. Institute of Integral Studies - San Francisco
 Dominican University of California - San Rafael
 Golden Gate University - San Francisco
 Holy Names University - Oakland
 Menlo College - Atherton
 Mills College - Oakland
 Notre Dame de Namur University - Belmont
 Pacific Union College - Angwin
 Palo Alto University - Palo Alto
 Saint Mary's College of California - Moraga
 Samuel Merritt College - Oakland
 San Francisco Art Institute - San Francisco
 San Francisco Conservatory of Music - San Francisco
 Santa Clara University - Santa Clara
 Saybrook University - San Francisco
 Sofia University - Santa Clara
 Stanford University - Stanford
 Touro University California - Vallejo
 University of San Francisco - San Francisco

1. Northern California – 1

Simpson University - Redding

3. Central Valley – 4

Fresno Pacific University - Fresno
 Humphreys College - Stockton
 University of the Pacific - Stockton
 William Jessup University - Rocklin

4. Central Coast – 4

California Lutheran University - Thousand Oaks
 Fielding Graduate University - Santa Barbara
 Thomas Aquinas College - Santa Paula
 Westmont College - Santa Barbara

7. Riverside/San Bernardino – 4

California Baptist University - Riverside
 La Sierra University - Riverside
 Loma Linda Univ. - Loma Linda
 Univ. of Redlands - Redlands

5. Los Angeles/Kern – 30

Amer. Academy of Dramatic Arts - L.A. Hollywood
 American Jewish University - Bel Air
 Antioch University Los Angeles - Los Angeles
 Art Center College of Design - Pasadena
 Azusa Pacific University - Azusa
 Biola University - La Mirada
 California Institute of Technology - Pasadena
 California Institute of the Arts - Valencia
 Chicago School of Prof. Psychology - L.A.
 Claremont Graduate University - Claremont
 Claremont McKenna College - Claremont
 Harvey Mudd College - Claremont
 Keck Graduate University - Claremont
 Loyola Marymount University - Los Angeles
 Marymount College* Rancho - Palos Verdes
 Master's College - Santa Clarita
 Mount St. Mary's College - L.A.
 Occidental College - Los Angeles
 Otis College - Los Angeles
 Pacific Oaks College - Pasadena
 Pepperdine University - Malibu
 Pitzer College - Claremont
 Pomona College - Claremont
 Scripps College - Claremont
 So. Cal Univ. of Health Sciences - Whittier
 University of La Verne - La Verne
 Univ. of Southern California - Los Angeles
 Western Univ. of Health Sciences - Pomona
 Whittier College - Whittier
 Woodbury University - Burbank

6. Orange – 7

Brandman University - Irvine
 Chapman University - Orange
 Concordia University Irvine - Irvine
 Hope International University - Fullerton
 Laguna College of Art & Design - Laguna Beach
 Soka University - Aliso Viejo
 Vanguard University - Costa Mesa

8. San Diego/Imperial – 5

Alliant International University - San Diego
 National University - La Jolla
 Point Loma Nazarene University - San Diego
 San Diego Christian College - El Cajon
 University of San Diego - San Diego



California Independent Colleges and Universities

General Education Articulation Information

While IGETC is the general education pattern for the UC and CSU system, some independent/private colleges and universities also accept IGETC and/or CSU GE-Breadth in lieu of their own General Education patterns. Independent Colleges and Universities that accept at least one of these patterns are listed below. Some do require additional general education courses after transfer. Policies and GE requirements are subject to change. Students are encouraged to check with each college admission office to verify their most current policies.

College or University	Accepts IGETC	Accepts CSU GE-Breadth Pattern	Additional GE Requirements	Website
Alliant International University	Yes	Yes	No	www.alliant.edu
Azusa Pacific University	Yes	Yes	Yes	www.apu.edu
Biola University	Yes	No	Yes	www.biola.edu
Brandman University	Yes	Yes	No	www.brandman.edu
California Baptist University	Yes	Yes	Yes	www.calbaptist.edu
California College of Arts	Yes	Yes	Yes	www.cca.edu
California Institute of Integral Studies	Yes	Yes	-	www.ciis.edu
California Lutheran University	Yes	No	Yes	www.callutheran.edu
Chapman University	Yes	Yes	Yes	www.chapman.edu
Concordia University	Yes	Yes	Yes	www.cui.edu
Fresno Pacific University	Yes	No	Yes	www.fresno.edu
Golden Gate University	Yes	Yes	Yes	www.ggu.edu
Holy Names University	Yes	No	Yes	www.hnu.edu
Hope International University	Yes	Yes	Yes	www.hiu.edu
Humphreys College	Yes	Yes	Yes	www.humphreys.edu
La Sierra University	Yes	No	No	www.lasierra.edu
Laguna College of Art & Design	Yes	Yes	Yes	www.lagunacollege.edu
Loma Linda University	Yes	Yes	Yes	www.llu.edu
Marymount College	Yes	Yes	Yes	www.marymount.edu
Mills College	Yes	No	Yes	www.mills.edu
Mount St. Mary's College	Yes*	Yes*	Yes	www.msmc.la.edu *Classes taken for IGETC or CSU GE will most likely transfer towards their GE categories.
National University	Yes	Yes	Yes	www.nu.edu
Notre Dame de Namur University	Yes	Yes	Yes	www.ndnu.edu
Occidental College	Yes	Yes	Yes	www.oxy.edu
Pacific Union College	Yes	No	-	www.puc.edu
Pitzer College	Yes	Yes	Yes	www.pitzer.edu
Point Loma Nazarene University	Yes	Yes	Yes	www.ptloma.edu
Pomona College	Yes	Yes	Yes	www.pomona.edu
Saint Mary's College of California	Yes	No	Yes	www.stmarys-ca.edu
San Diego Christian College	Yes	Yes	-	www.sdcc.edu
San Francisco Conservatory of Music	Yes	Yes	Yes	www.sfcm.edu
Scripps College	Yes	No	Yes	www.scrippscollege.edu
University of La Verne	Yes	Yes	Yes	www.ulv.edu
University of San Francisco	Yes	Yes	Yes	www.usfca.edu
University of the Pacific	Yes	Yes	Only meets requirements if the courses are certified	www.pacific.edu
Vanguard University of Southern California	Yes	Yes	Yes	www.vanguard.edu
Whittier College	Yes	Yes	Yes	www.whittier.edu
Woodbury University	Yes	Yes	Yes	www.woodbury.edu

Extracted from AICCU website March 2015 https://secure.californiacolleges.edu/college_planning/california_independent_colleges/Admission_Requirements/Transfer_Admission.aspx



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CREDIT BY EXAMINATION

AP 4235 Credit by Examination – adopted July 2009. Last revised April 2015.

Granting unit credit for a course by examination is based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the college. Course and unit credit can be obtained either through the Credit for External Exam Process (AP/ IB/CLEP) or credit for Internal Exam Process, also known as locally administered exam.

Credit by Examination may be obtained by one of the following methods:

Credit for External Exams

- **Advanced Placement (AP):** Students who earn scores of 3, 4 or 5 on the College Board AP Examinations taken before high school graduation will receive 3 to 6 units of credit for each exam (3 units for one-semester courses and 6 units for two-semester courses).
- **International Baccalaureate (IB):** Students who complete the IB diploma with a score of 30 or above will receive 20 units of credit. Students completing IB Higher Level examinations with scores of 5, 6 or 7 will receive 6 units of credit for each exam. A score of 4 or higher on the IB Mathematics HL exam will satisfy the math competency requirement for the associate degree. Students will not receive credit for Standard Level exams.
- **College Level Examination Program (CLEP):** Students who earn scores of 50 or higher on a CLEP exam will receive 3 to 6 units, depending on the exam.

Credit for Internal Exams (Locally Administered Exams)

- **College Examinations:** Students receive credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- **High School to College Articulation:** High school students may be granted college credit pursuant to established articulation agreements between the high school and college. Credit will be awarded as “credit by examination”. The per-unit fee for credit by examination will not be charged for credit awarded under this provision.

Cut Scores for Credit by Examinations (AP, IB, and CLEP):

- The number of units awarded for each type of examination is subject to change based on the establishment of cut scores and/or other evaluative measures developed by college faculty in collaboration with the Academic Senates and Consultation Council.

To Receive Credit for AP, IB, and CLEP Examinations:

- The evaluation of credit for AP, IB and CLEP examination scores is done by a college counselor.
- Counselors may require additional documentation or information as necessary to determine eligibility for external credit.
- Credit granted for the examinations may be counted as credit toward an associate degree. The faculty at each college of the district will determine how the credit is used to satisfy general education and majors requirements for the associate degree.

- Credit granted for these examinations may also be counted toward the satisfaction of IGETC or CSU-GE areas as allowed by the applicable standards for each form of transfer general education certification.
- Credit awarded for AP, IB and CLEP examinations shall not impact the student’s GPA.
- Students granted credit for AP, IB or CLEP examinations shall not earn credit toward an associate degree for duplicated college courses.
- Other colleges or universities may have different policies concerning the granting of credit for AP, IB and CLEP examinations, and will evaluate the examinations based upon their own policies and practices.
- Units (Credits) granted for the AP, IB or CLEP exams will not be subject to the unit limits for credit-by-exam or PASS/NO PASS grading which otherwise apply within the district.

Internal Credit by Exam Process (Locally Administered Exam):

- All courses shall be open to credit by examination unless specifically exempted.
- Academic divisions of the District Colleges determine the courses for which credit by examination may be granted. The Office of Academic Affairs and Student Learning maintains a current list of courses excluded from Credit by Examination.

To Receive Credit by Examination for a Locally Administered Exam:

- Official transcripts of all previous coursework must be on file with the college before a petition for credit by examination is submitted to a counselor.
- The appropriate petition, a “Petition for Credit by Examination,” will be completed by the student and a college counselor, and forwarded to the appropriate academic division for administration of the examination.
- Petitions must be approved by the division dean and received by the administering instructor no later than Friday of the tenth week of the full-length semester.
- The examination is to be administered prior to the last day of the final examination period.

Determination for Eligibility for Credit by Examination (Locally Administered Exam):

- The course that the units will apply to must be listed in the college catalog.
- The student must be currently registered and in good standing at the college administering the exam.
- The student has not earned college credit in more advanced subject matter; and, has not received a grade (A, B, C, D, F, CR, P, CRE, NC or NP or equivalent), in the course for which he or she is seeking Credit by Examination at this or any other educational institutions.

**Units and Grades Recorded for Credit by Examination
(Locally Administered Exam):**

- Transcript entries shall distinguish credit units obtained by examination from credit units obtained as a result of regular course enrollment.
- A student seeking credit by examination will receive the appropriate letter grade (A, B, C, D, F or P/NP) and will be charged the current enrollment fee per unit regardless of the grade received. Students who are unsuccessful in an attempt to challenge a course by examination will receive a D, F or NP (no pass) grade, and a record of the attempt for credit by examination will appear on a student's transcript.

To Receive Credit by Examination for a High School Articulated Course:

- The student will apply online to one of the colleges in the VCCCD and create an account in the CATEMA tracking system.
- The High School Petition for Credit by Examination with required signatures will be completed at the time the student is enrolled in the equivalent high school course and submitted to the registrar after the student successfully completes the course.
- The student passes the college's course via a comprehensive exam or evaluation determined solely by the college faculty in the discipline.

**Determination for Eligibility for Credit by Examination
(High School Articulated Course):**

- The course that the units will apply to must be listed in the college catalog.
- The student must be currently registered and in good standing at the college administering the exam.
- The student has not earned college credit in more advanced subject matter; and, has not received a grade (A, B, C, D, F, CR, P, CRE, NC or NP or equivalent), in the course for which he or she is seeking Credit by Examination at this or any other educational institutions.

**Units and Grades Recorded for Credit by Examination
(High School Articulated Course):**

- The student will receive the appropriate credit units if he or she satisfactorily passes the examination; a letter grade and units will be recorded and "Credit By Examination" will be notated on the transcript for the term in which it was earned.
- Students who are unsuccessful in obtaining a standard grade of C or better will not be allowed to petition for credit and no record of the attempt for credit by examination will appear on a student's transcript.

Limits of Credit by Examinations (all Methods):

- Students may challenge a given course only once.
- Credits acquired by examination are not applicable to meeting of such unit load requirements as Veterans or Social Security benefits.
- Credits acquired by examination are not counted in determining the 12 semester hours of credit in residence required for an Associate Degree.
- Students should be aware that other colleges may not accept credit by examination for transfer purposes.
- A student should be advised that the use of units granted through Credit by Examination to establish eligibility for athletics, financial aid, and veterans benefits are subject to the rules and regulations of the external agencies involved. (Exceptions to the above may be made when necessary to meet provisions of California state law or the rules and regulations of state agencies governing programs of the California Community Colleges.)
- A student may challenge no more than 12 units (or 4 courses) under the Credit by Examination policy towards an Associate Degree or Certificate of Achievement, except that units awarded for AP, IB and CLEP examinations shall not be subject to such limit.
- Credit by examination may be granted in only one course in a sequence of courses, as determined by prerequisites, and may not be granted for a course which is prerequisite to the one in which the student is currently enrolled, except that credit may be granted for more than one course in a sequence of required courses when approved by the administrator responsible for vocational programs, or where the curriculum in occupational programs makes it necessary.



Advanced Placement (AP) Credit for Oxnard College, CSU GE and IGETC

Approved by OC Curriculum Committee on 11/10/2010.

Advanced Placement (AP Exam)	OC Course Equivalent	OC GE Area	OC GE Units Earned	Total OC Units Earned (includes GE units)	American Institutions and/or CSU GE Breadth Area	CSU GE Units Earned Toward CSU-GE Certification (sem)	CSU Min. Semester Credit Earned Toward Transfer	IGETC Area	IGETC Units Earned Toward IGETC Cert. (qtr/sem)	UC Units Earned Toward Transfer (qtr/sem)
Art History	ART R102	C1	3	6	C1 or C2	3	6	3A or 3B	4/3	8/5.3
Studio Art: Drawing	ART R106A	n/a	0	3	n/a	0	3	n/a	n/a	8/5.3
Studio Art: 2D	ART R104A	n/a	0	3	n/a	0	3	n/a	n/a	8/5.3
Studio Art: 3D	ART R180	n/a	0	3	n/a	0	3	n/a	n/a	8/5.3
Art Exam Limitation	Max 6 units for all 3 exams.							8 qtr./5.3 sem. units max for all 3 Studio Arts exams		
Biology	BIOL R120	A1	4	6	B2+B3	4	6	5B and 5C	5/4	8/5.3
Calculus AB*	MATH R120	D2	3	3	B4	3	3	2A	4/3	4/2.7
Calculus BC*	MATH R121	D2	3	6	B4	3	6	2A	4/3	8/5.3
Calculus BC/AB Subscore	n/a	n/a	0	0	B4	3	3	2A	4/3	8/5.3
Calculus Exam Limitation	Max credit: one exam				Only one exam may be used for transfer/applied to the baccalaureate degree			8 qtr./5.3 sem. units max for both exams		
Chemistry	CHEM R120	A2	4	6	B1+B3 (prior F09) B1+B3 (after F09)	6 4	6 6	5A and 5C	5/4	8/5.3
Chinese Language/Culture *	n/a	C2	3	6	C2	3	6	3B and 6A	4/3	8/5.3
Comparative Government & Politics	n/a	B2	3	3	D	3	3	4	4/3	4/2.7
Computer Science A	n/a	n/a	n/a	3	n/a	n/a	3	n/a	n/a	
Computer Science AB (Computer Science AB Exam is no longer offered)	n/a	n/a	n/a	3	n/a	n/a	6	n/a	n/a	8/5.3
Computer Science Exam Limitation	Max 4 units for both exams				Only one exam may be used for transfer/applied to the baccalaureate degree			4 qtr./2.7 sem. units max for both exams		
Economics-Macroeconomics	n/a	B2	3	3	D	3	3	4	4/3	4/2.7
Economics-Microeconomics	n/a	B2	3	3	D	3	3	4	4/3	4/2.7
English Language/Composition	ENGL R101	D1	3	6	A2	3	6	1A	4/3	8/5.3
English Literature/Composition*	ENGL R101	D1 or C2	3	6	A2 + C2	6	6	1A or 3B	4/3	8/5.3
English Exam Limitation	Max 6 units for both exams							8 qtr./5.3 sem. units max for both exams		
Environmental Science	n/a	A2	3	3	B2+B3 (prior F09) B1 + B3 (after F09)	4	4	5A and 5C	4/3	4/2.7
European History	n/a	B2 or C2	3	6	C2 or D	3	6	3B or F	4/3	8/5.3
French Language *	n/a	C2	3	6	C2 C2	6 (prior F09) 3 (F09 or after)	6 6	3B and 6A	4/3	8/5.3
French Language & Culture	n/a	n/a	0	0	C2	3	6	3B and 6A	4/3	8/5.3
French Literature *	n/a	C2	3	6	C2	3 (prior F09)	6	3B and 6A	4/3	8/5.3
German Language *	n/a	C2	3	6	C2 C2	6 (prior F09) 3 (F09 or after)	6 6	3B and 6A	4/3	8/5.3
German Language & Culture	n/a	n/a	0	0	C2	3	6	3B and 6A	4/3	8/5.3
Human Geography	GEOG R105	B2	3	3	D	3	3	4	4/3	4/2.7
Italian Language/Culture *	n/a	C2	3	6	C2	3	6	3B and 6A	4/3	8/5.3
Japanese Language/Culture *	n/a	C2	3	6	C2	3	6	3B and 6A	4/3	8/5.3
Latin Literature	n/a	C2	3	3	C2	3 (prior to F09)	6	3B and 6A	4/3	4/2.7
Latin: Vergil (prior to F12)	n/a	C2	3	3	C2	3	3	3B and 6A	4/3	4/2.7
Latin Exam Limitations								Max 4/3 units for both exams		
Music Theory	n/a	C1	3	6	C1	3 (prior to F09)	6	n/a	n/a	8/5.3
Physics 1	n/a	n/a	n/a	n/a	B1 + B3	4	4	n/a	n/a	n/a
Physics 2	n/a	n/a	n/a	n/a	B1 + B3	4	4	n/a	n/a	n/a

AP Credit Table continued on following page

AP Credit Table continued from previous page

Advanced Placement (AP Exam)	OC Course Equivalent	OC GE Area	OC GE Units Earned	Total OC Units Earned (includes GE units)	American Institutions and/or CSU GE Breadth Area	CSU GE Units Earned Toward CSU-GE Certification (sem)	CSU Min. Semester Credit Earned Toward Transfer	IGETC Area	IGETC Units Earned Toward IGETC Cert. (qtr/sem)	UC Units Earned Toward Transfer (qtr/sem)
Physics B (Physics B has been replaced by Physics 1 and 2 beginning 2014-2015)	PHYS R101	A2	4	6	B1 + B3 B1 + B3	6 (prior F'09) 4 (F'09 - F/13)	6 6	5A and 5C	5/4	8/5.3
Physics C: Elect/Mag	PHYS R101	A2	3	3	B1 + B3	4	4	5A and 5C	4/3	4/2.7
Physics C: Mechanics	PHYS R101	A2	3	3	B1 + B3	4	4	5A and 5C	4/3	4/2.7
Physics Exam Limitations	Max 6 units for all exams				Max 4 sem units towards GE and 6 units for transfer/applied to the baccalaureate degree			8/5.3 units max for all 3 exams		
Psychology	PSY R101	B2	3	3	D	3	3	4	4/3	4/2.7
Seminar	n/a	n/a	n/a	n/a	n/a	0	3	n/a	n/a	n/a
Spanish Language *	SPAN R101 & R102	C2	3	6	C2 C2	6 (prior S'14)	6 6	3B and 6A	4/3	8/5.3
Spanish Language & Culture	SPAN R101 & R102	C2	3	6	C2	3	6	3B and 6A	4/3	8/5.3
Spanish Literature*	SPAN R103 & R104	C2	3	6	C2 C2	6 (prior S'13)	6 6	3B and 6A	4/3	8/5.3
Spanish Literature & Culture	SPAN R103 & R104	C2	3	6	C2	3	6	3B and 6A	4/3	8/5.3
Statistics	MATH R105	D2	3	3	B4	3	3	2A	4/3	4/2.7
U.S. Government and Politics	POLS R101	B1 or B2	3	3	D + US - 2	3	3	4 + US - 2	4/3	4/2.7
U.S. History *	HIST R101A & R101B	B1 or C2	3	6	C2 or D + US - 1	3	6	3B or 4 + US - 1	4/3	8/5.3
World History *	n/a	B2 or C2	3	6	C2 or D	3	6	3B or 4	4/3	8/5.3

NOTE: *AP exam may be used in either area regardless of where the certifying CCC's discipline is located.

Rules for use of AP scores on IGETC:

1. A score of 3, 4, or 5 is required to grant credit for GE certification. An acceptable AP score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.
2. Each AP exam may be applied to one GE area as satisfying one course requirement, with the exception of Language other than English (LOTE). (See Section 10.6.3 of IGETC Standards for more information).
3. Students who have earned credit from an AP exam should not take a comparable college course because transfer credit will not be granted for both.
4. There is no equivalent AP exam for Critical Thinking/Composition (IGETC Area 1B/CSU GE-Breadth Area A3) requirement.
5. Students earning scores of 3, 4, or 5 in the physical and biological science AP examinations earn credit toward the lecture and meet the laboratory activity requirement.

- For IGETC: AP exams in Biology, Chemistry or Physics B allow CCC campuses to apply 4 semester or 5 quarter units to IGETC certification.
- For Environmental Science, Physics C: Mechanics, and Physics C: Electricity/Magnetism, 3 semester or 4 quarter units are applied for IGETC certification; therefore, students who complete these exams will be required to complete at least 4 semester or 5 quarter units to satisfy the minimum required units for Area 5.

6. Actual AP transfer credit awarded for these and other AP exams for admission is determined by the CSU and UC. The UC Policy for AP credit can be found at <http://admission.universityofcalifornia.edu/counselors/exam-credit/index.html> and the IGETC Standards, Policies and Procedures, version 1.6 (2015).

7. B subscore on Calculus BC examination – Students who take the Calculus BC examination and earn a subscore of 3 or higher on the Calculus AB portion will receive credit for the Calculus AB examination, even if they do not receive a score of 3 or higher on the BC examination (note that the maximum credit awarded is 8 quarter units).

8. Music Theory subscore – UC grants credit for the full Music Theory exam. Students who earn only a subscore will not receive exam credit.

Rules for use of AP scores on CSU GE-Breadth:

The CSU has a systemwide policy for these and other AP exams for awarding transfer credit for admission. The CSU policy for AP can be found at <http://www.calstate.edu/app/general-ed-transfer.shtml>.

1. If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.
2. Students who pass AP Environmental Science earn 4 units of credit. Tests prior to Fall 2009 may apply to either B1 + B3 or B2 + B3 of CSU GE-Breadth. Fall of 2009 or later, those credits may only apply to B1 + B3).
3. If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in CSU GE-Breadth.

INTERNATIONAL BACCALAUREATE (IB) TEST EQUIVALENCY LIST FOR OC GE

Approved by OC Curriculum Committee on 3/9/2011.

International Baccalaureate (IB) Exam	OC GE Category	OC GE Units earned	Total OC Units Earned (includes GE units)	Minimum Passing Score for CSU	CSU Min. elective units earned toward Transfer (includes GE units)	CSU GE Units earned toward CSU GE-Breadth Cert.	CSU GE Area	IGETC Area	IGETC Units earned toward Cert. (qtr/sem)	Total UC Units earned toward Transfer (includes GE units) (qtr/sem)
IB Biology HL	A1	3	6	5	6	3	B2	5B (w/out lab)	4/3	8/5.3
IB Chemistry HL	A2	3	6	5	6	3	B1	5A (w/out lab)	4/3	8/5.3
IB Economics HL	B2	3	6	5	6	3	D	4	4/3	8/5.3
IB Geography HL	B2	3	6	5	6	3	D	4	4/3	8/5.3
IB History (any region) HL	B2	3	6	5	6	3	*C2 or D	*3B or 4	4/3	8/5.3
IB Language A Literature HL	C2	3	6	4	6	3	C2	n/a	n/a	n/a
IB Language A Language and Literature HL	C2	3	6	4	6	3	C2	n/a	n/a	n/a
IB Language A1 (any language) HL	C2	3	6	4	6	3 (Prior F'13)	C2	3B	4/3	8/5.3
IB Language A2 (any language) HL	C2	3	6	4	6	3 (Prior F'13)	C2	3B	4/3	8/5.3
IB Language A1 (any language except English) HL	C2	3	6	n/a	n/a	n/a	n/a	3B and 6A	4/3	8/5.3
IB Language A2 (any language except English) HL	C2	3	6	n/a	n/a	n/a	n/a	3B and 6A	4/3	8/5.3
IB Language B (any language) HL	C2	3	6	4	6	0	n/a	6A	4/3	8/5.3
**IB Mathematics HL	D2	3	6	4	6	3	B4	2A	4/3	8/5.3
IB Physics HL	A2	3	6	5	6	3	B1	5A	4/3	8/5.3
IB Psychology HL	B2	3	6	5	3	3	D	4	4/3	8/5.3
IB Theatre HL	C1	3	6	4	6	3	C1	3A	4/3	8/5.3

NOTES: All units shown on this chart are semester units except those listed for IGETC which include quarter and semester units.

*** IB exam may be used in either area regardless of where the certifying CCC's discipline is located.**

**** A score of 4 or higher on the IB Mathematics HL exam will satisfy Oxnard College's math competency requirement for the associate degree but will not provide general education credit.**

Rules for using International Baccalaureate (IB) credit for IGETC, CSU GE-Breadth and OC GE

1. A minimum score of 5 on these IB subjects is considered a passing score by the VCCCD, CSU, and UC to earn elective units, except where noted.
2. A score of 5, 6 or 7 on Higher Level (HL) exams is required to grant credit for IGETC certification, CSU GE-Breadth certification, or for Oxnard College Associate Degree credit except where noted otherwise.
3. An acceptable IB score equates to either 3 semester/4 quarter units for certification purposes.
4. For more information about course credit awarded for admission and in majors by individual campuses, visit <http://admission.universityofcalifornia.edu/counselors/exam-credit/ib-credits/index.html>
5. CSU also grants unit credit for transfer purposes of IB HL exams (see CSU policy <http://www.calstate.edu/AcadAff/codedMemos/AA-2015-19.pdf>). Each campus in the CSU system determines how it will apply external examinations toward credit in the major. Contact the individual campus for more information.
6. Students will not receive credit for Standard Level exams.
7. Students who have earned credit for an IB exam should not take a comparable college course because credit will NOT be granted for both.

8. 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 are advanced courses in literature for native and non-native speakers, respectively.

Reference: IGETC Standards, Version 1.6 2015 (section 7.2) and CSU E.O. 1036 Section 1.2.4 and Coded Memo AA-2015-19.

IB Policies Specific to Oxnard College

1. Students who complete the IB Diploma with a score of 30 or above will receive 20 semester units of credit for Oxnard College.
2. Students completing IB Higher Level exams with scores of 5, 6, or 7 will receive 6 units of credit for each exam.
3. Students will not receive credit for Standard Level exams.
4. Credits awarded for IB exams shall not impact a student's GPA at Oxnard College.
5. Units granted for IB will not be subject to the unit limits for credit by exam or Pass/No Pass grading which otherwise applies within the district.
6. Credits acquired by exam are not counted in determining the 12 semester units in residence at Oxnard College required for an Associate Degree.

College Level Examination Program (CLEP)

For Oxnard College General Education and CSU-GE Breadth. Approved by OC Curriculum Committee on 1/28/2015.

Students who earned a score of 50 or higher or as specified below on CLEP exam will receive 3-6 units depending on the exam.

CLEP Exam	Passing Score	OC GE Placement	OC GE Units Earned	Total OC Units Earned	CSU GE Breadth and/or American Institutions Area	Semester Credits Toward GE-Breadth Certification	Min. Semester Credits Earned
American Government	50	B1 American History/Institutions or B2 Social & Behavioral Sciences	3	3	D	3	3
American Literature	50	C2 Humanities	3	3	C2	3	3
Analyzing & Interpreting Literature	50	C2 Humanities	3	3	C2	3	3
Biology	50	A1 Biological Science	3	3	B2	3	3
Calculus	50	D2 Communication and Analytical Thinking	3	3	B4	3	3
Chemistry	50	A2 Physical Science	3	3	B1	3	3
College Algebra	50	D2 Communication and Analytical Thinking	3	3	B4	3	3
College Algebra - Trigonometry	50	D2 Communication and Analytical Thinking	3	3	B4	3	3
College Composition	50	n/a	0	0	n/a	0	0
College Composition - Modular	50	n/a	0	0	n/a	0	0
College Mathematics	50	D2 Communication and Analytical Thinking	3	3	n/a	0	0
English Composition - w/essay or no essay	50	n/a	0	0	n/a	0	0
English Literature (for tests taken prior to F'11)	50	C2 Humanities	3	3	C2	3	3
Financial Accounting	50	n/a	0	3	n/a	0	3
French Level I*	50	n/a	0	3	n/a	0	6
French Level II* (for tests taken prior to F'15)	59	C2 Humanities	3	6	C2	3	12
French Level II* (for tests taken F'15 or after)	59	C2 Humanities	3	6	C2	3	9
Freshman College Composition	50	n/a	0	0	n/a	0	0
German Level I*	50	n/a	0	3	n/a	0	6
German Level II* (for tests taken prior to F'15)	60	C2 Humanities	3	6	C2	3	12
German Level II* (for tests taken F'15 or after)	60	C2 Humanities	3	6	C2	3	9
History, United States I	50	B1 American History/Institutions or B2 Social & Behavioral Sciences	3	3	D + US-1	3	3
History, United States II	50	B1 American History/Institutions or B2 Social & Behavioral Sciences	3	3	D + US-1	3	3
Human Growth & Development	50	B2 Social & Behavioral Sciences	3	3	E	3	3
Humanities	50	C2 Humanities	3	3	C2	3	3
Info. Systems & Computer Applications	50	n/a	0	3	n/a	0	3
Intro. to Educational Psychology	50	n/a	0	3	n/a	0	3
Introductory Business Law	50	n/a	0	3	n/a	0	3
Introductory Psychology	50	B2 Social & Behavioral Sciences	3	3	D	3	3
Introductory Sociology	50	B2 Social & Behavioral Sciences	3	3	D	3	3
Natural Sciences	50	A1 Biological or A2 Physical Sciences	3	3	B1 or B2	3	3
Pre-Calculus	50	D2 Communication and Analytical Thinking	3	3	B4	3	3
Principles of Accounting	50	n/a	0	3	n/a	0	3
Principles of Macroeconomics	50	B2 Social & Behavioral Sciences	3	3	D	3	3
Principles of Management	50	n/a	0	3	n/a	0	3

CLEP Table continued on following page

CLEP Table continued from previous page

CLEP Exam	Passing Score	OC GE Placement	OC GE Units Earned	Total OC Units Earned	CSU GE Breadth and/or American Institutions Area	Semester Credits Toward GE-Breadth Certification	Min. Semester Credits Earned
Principles of Marketing	50	n/a	0	3	n/a	0	3
Principles of Microeconomics	50	B2 Social & Behavioral Sciences	3	3	D	3	3
Social Sciences and History	50	n/a	0	0	n/a	0	0
Spanish Level I*	50	n/a	0	3	n/a	0	6
Spanish Level II* (for tests taken prior to F15)	63	C2 Humanities	3	6	C2	3	12
Spanish Level II* (for tests taken F15 or after)	63	C2 Humanities	3	6	C2	3	9
Trigonometry (for tests taken prior to F06)	50	D2 Communication and Analytical Thinking	3	3	B4	3	3
Western Civilization I	50	C2 Humanities or B2 Social & Behavioral Sciences	3	3	C2 or D	3	3
Western Civilization II	50	C2 Humanities or B2 Social & Behavioral Sciences	3	3	D	3	3

NOTE: Each campus in the California State University system determines how it will apply external examinations toward credit in the major. For students not already certified in GE and/or American Institutions, the campus also determines how to apply credit from such exams toward the local degree requirements.

If a student passes more than one CLEP test in the same language other than English (e.g. two exams in French), then only one examination may be applied to the baccalaureate. For each test in a language other than English, a passing score of 50 is considered "Level I" and earns six units of baccalaureate credit; 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.

Reference: CSU EO 1036 and CSU Coded Memorandum AA-2015-19 and ASCCC Resolution 9.01 S11 CCC CLEP Exam Equivalency List; Approved by OC Curriculum Committee on 1/28/2015.





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How to Read the Course Descriptions

Course Identification: Discipline and Course Number points to **AT R014**.

Course Title points to **Advanced Engine Performance**.

4 Units points to **Semester units of credit earned by passing the course**.

Classes that MUST be completed PRIOR to taking this course points to **Prerequisites: AT R013** and **Corequisites: AT R014L**.

Classes that MUST be taken in the SAME semester as this course points to **Hours: 4 lecture weekly**.

Requirement of field trips points to **Field trips may be required.**

This advanced course provides technical preparation in the skills required to diagnose engine control management systems of modern vehicles. The L-1 certification by ASE requires the most knowledge and preparation in the series of tests offered by ASE for automobiles. Students will use manufacturer approved scan tools, lab scopes, digital volt meters and other state-of-the-art test equipment. Systems covered will include the engine management computer control, and how other computer control systems (such as the anti-lock brake and supplemental restraint computer systems) interact. Preparation for the ASE L-1 certification in advanced engine performance will be included.

Total lecture and/or lab hours per week points to **Hours: 3 lecture, 3 lab weekly**.

4 Units points to **GEOL R121 – Earth Science with Lab**.

C-ID Number points to **C-ID: GEOL 121**.

Course description points to the course description text.

Course transferability points to **Transfer credit: CSU**.

This course is a broad introduction to the essentials of Earth Science designed for future educators including teaching techniques to engage students in science. Topics include the geosphere, atmosphere, hydrosphere, and solar system. This course focuses on the interactions between physical and chemical systems of the Earth such as the tectonic cycle, rock cycle, hydrologic cycle, weather, and climate. The laboratory component includes study of rocks, maps, scientific instruments, earthquakes, and local geologic features.

Course does not provide credit toward the Associate Degree points to **Not applicable for degree credit.**

Course is offered on a Pass/No Pass (P/NP) basis only. points to **Grading Basis:**

Grading Basis:

- 1) Course may only be taken "pass/no pass" or
- 2) Course may be taken "pass/no pass" at student's option

MATH R001 – Transitional Mathematics I **4 Units**

Hours: 1 lecture, 9 lab weekly

This course is the first of a two-course Algebra sequence covering Pre-Algebra and Elementary Algebra topics. An interactive, mastery-based technology model allows students to accelerate through pre-collegiate mathematics. Topics include ratios, rates, percents, geometry, operations on real numbers, variables, algebraic expressions, and solving and graphing linear equations and inequalities.

COURSE INFORMATION

Offering of Courses as Described in the Catalog

Occasionally there may be changes concerning course numbers, titles, units of credit, prerequisites, hours, or course descriptions made after publication of the Catalog. Efforts will be made through the Schedules of Classes, public media, and at the time of registration, to notify students of any changes other than as described in the Catalog.

All degree applicable courses listed in the Catalog meet major, area of emphasis, general education, or elective credit requirements for approved degree, certificate, or proficiency programs. The College will make every effort to regularly offer each of the credit courses listed under the Course and Program Descriptions. "Regularly offered" shall mean a frequency of not less than once in two years.

The student who plans to satisfy the requirements for a particular academic goal -- such as a Certificate of Achievement, an Associate Degree, and/or the completion of courses necessary to prepare for transfer into a baccalaureate major -- must carefully plan a program of study to complete all requirements in a timely fashion. The student may consult with appropriate instructional divisions to determine the frequency of course offerings.

Offering of Courses as Listed in the Schedule of Classes

The College reserves the right to cancel any course section scheduled for any term if enrollment is insufficient.

Course Discipline Abbreviations

Courses listed below are offered as a regular part of established curricula or when demand warrants. The current class schedule should be consulted to determine the availability of specific courses.

In the course number designations, the following subject or departmental title abbreviations are used:

AB - Automotive Body and Fender Repair

ACCT - Accounting

ACS - Automation and Control Systems

ACT - Assistive Computer Technology

ADS - Addictive Disorders Studies

ANAT - Anatomy

ANTH - Anthropology

ART - Art

AS - Area Studies

ASL - American Sign Language

AST - Astronomy

AT - Automotive Technology

BIOL - Biology

BUS - Business

CAOT - Computer Applications and Office Technologies

CHEM - Chemistry

CHST - Chicana/o Studies

CIS - Computer Information Systems

CNIT - Computer Networking/Information Technology

COMM - Communication Studies

COT - Cooperative Work Experience

CRM - Culinary Arts and Restaurant Management

DA - Dental Assisting

DANC - Dance

DH - Dental Hygiene

DMS - Digital Media Studies

ECE - Early Childhood Education

ECON - Economics

EDU - Education

EMT - Emergency Medical Technology

ENGL - English

ENGR - Engineering

ENVT - Environmental Control Technology

ESL - English as a Second Language

ESRM - Environmental Science & Resource Management

FT - Fire Technology

FTVE - Film, Television, and Electronic Media

GEOG - Geography

GEOLOG - Geology

GIS - Geographical Information Systems

GLST - Global Studies

HED - Health Education

HIST - History

HM - Hospitality Management

ICA - Intercollegiate Athletics

IDS - Interdisciplinary Studies

LS - Learning Skills

MATH - Mathematics

MICR - Microbiology

MST - Marine Studies

MUS - Music

PE - Physical Education

PG - Personal Growth

PHIL - Philosophy

PHSC - Physical Science

PHSO - Physiology

PHYS - Physics

PLS - Paralegal Studies

POLS - Political Science

PSY - Psychology

SJS - Social Justice Studies

SOC - Sociology

SPAN - Spanish

URBS - Urban Studies

For convenience, the course descriptions in this catalog are arranged alphabetically according to subject grouping.

Course Identification

Course identification is comprised of the course discipline name or abbreviated name (prefix) and course number (for example, ENGL R101). All course numbers for Oxnard College will have a leading R (for Oxnard) preceding the actual course number. Courses numbered 1 (one) through 9 (nine) will also have two leading zeros preceding the actual number. Courses numbered 10 (ten) through 99 (ninety-nine) will have one leading zero preceding the actual number. Sometimes an alphabetic character is appended to the course identification (for example, PE R131A and PE R131B). Courses numbered R100-R199 are deemed baccalaureate level and CSU transferable.

Semester Unit Credit

The semester unit credit of the course is shown by a number(s) following the title of the course. As defined by Title 5, Section 55002.5, the semester unit is based on three hours of work study; one lecture hour with two attendant hours of preparation or three hours of laboratory activity requiring special facilities or equipment.

Most courses have fixed units; few have variable units. The unit value of each variable-unit course will be specified in the Schedule of Classes each term. In certain instances, the hours of instruction in some variable unit courses may be reduced and credit reduced proportionately.

Prerequisites, Corequisites and Advisories on Recommended Preparation

Prerequisites - a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. The prerequisite ensures that students will achieve skills or knowledge necessary for success in a course or program. For example, a course might require completion of an English course (or placement into English at a specific level) before the student may enroll in a Philosophy course that requires high level reading and writing skills. For example, a student enrolling in general biology is likely to have serious difficulty without adequate preparation in intermediate algebra and introduction to chemistry.

Some prerequisites are required by state statute or regulation. Prerequisites on transferable courses are often determined by four-year institutions which may require specific prerequisites in order to award credit for these courses.

Corequisites - a condition of enrollment consisting of a course which a student is required to take simultaneously in order to enroll and succeed in another course. The student acquires the necessary skills, concepts, and/or information in the corequisite course that supports success in the target course. Since the corequisite course provides skills or knowledge necessary for successful completion of another course, it is highly unlikely that the student can achieve a satisfactory grade in the course for which the corequisite is being established without the skills and knowledge provided in the corequisite course.

Advisory/Recommended Preparation - a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program. While encouraged to do so, students are not required to satisfy recommended preparation guidelines to enroll in a course.

Course prerequisites, corequisites or recommended preparation are specified within course descriptions announced in the Catalog and the Schedule of Classes. Students are expected to have completed the prerequisite course with a satisfactory grade of C or better or P (Pass) and if applicable be enrolled in the corequisite required of all courses in which they enroll.

Limitations on Course Enrollment

Limitations - Conditions of enrollment that a student must meet before enrollment in a course or educational program. The college will only restrict enrollment in a course when the restriction is specifically required by statute or legislation, by prerequisites and/or corequisites, or by health and safety considerations. Other limitations can include facility limitations, faculty availability, funding limitations or other constraints imposed by code, regulations or contracts. The college can provide special registration assistance to the disabled or disadvantaged student. And, the college can enroll students in accordance with a priority system adopted by the local Board of Trustees.

(e.g., CRM R102A-Limitations: current negative TB test or chest x-ray)

Course Identification Numbering System (C-ID)

The Course Identification Numbering System (C-ID) is a statewide numbering system independent from the course numbers assigned by local California community colleges. A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. (e.g. Oxnard's PSY R108 has been approved for C-ID PSY 180)

For further information, please refer to C-ID information in the catalog and <https://c-id.net>.

Courses Designated as Repeatable

A statement following the course description noting the repeatability of a course will specify the number of times a course or a course within a "family of courses" can be repeated. "Students shall be permitted to enroll in no more than four semesters in an active participatory course in PE, visual or performing arts that are "related in content" to other courses (Title 5 55001 (1))." Courses that are related in content when the courses have "similar primary educational activities in which skills levels or variations are separated into distinct courses with different student learning outcomes for each level or variation." Oxnard College has defined courses related in content as a "family of courses" for the following disciplines: Art and Dance.

For more information refer to the Oxnard College Families of Courses table on the following page and Appendix XIV.

Course Enrollment Limitations

A statement following the course description noting the repeat capability of a course will specify the maximum credit permitted for the designated course. The repeat capability will be expressed in maximum units and/or in total times the course may be taken. The absence of a repeat capability statement is always intended to designate a course which may be taken one time only.

Co-designated, Cross-listed, or Same-As Courses

The College offers some of its courses as co-designated, cross-listed, or same-as between two or more disciplines. Where this occurs, all aspects of the co-designated courses are identical, except the course identifier (course discipline abbreviation) and possibly the course numbers and/or alpha characters following the discipline abbreviation, which may be identical or may differ. All other aspects are the same (title, units, hours, description, repeat capability, transferability, etc.). These courses are identified in the Course and Program Descriptions section of the Catalog. Courses which are co-designated or cross-listed are identified by the phrase "Same as . . ."

Courses Offered on a Pass/No Pass Basis Only

By far, most of the courses offered by the college are offered for a letter grade. Students enrolled in these courses have the right to petition to be evaluated on a pass/no pass (P/NP) basis; interested students should consult the Academic Policies section of this Catalog. Courses that are offered exclusively on a P/NP basis (letter grade not possible) are so noted following the course description. All other courses without this notation are offered for a letter grade unless the student successfully petitions otherwise.

Courses Not Applicable for Degree Credit

The majority of courses offered by the College are applicable for degree credit. Courses that are not applicable for degree credit are so noted following the course description with the notation of "Not applicable for degree credit." Students enrolled in these courses will receive unit credit and will be awarded an academic record symbol on transcripts as defined in the Academic Policies section of this Catalog. However, the units earned in courses will not apply toward Proficiency Awards, Certificates of Achievement, or Associate degrees.

Transfer Course Identification

Courses offered by Oxnard College provide a wide selection of curricula that meet the requirements for most university majors. To assist students in planning their programs of study, all credit courses offered by Oxnard College are classified as follows:

1. No notation of transfer credit following the course description indicates that the course is not designed to transfer to public (and most independent) four-year colleges or universities. At Oxnard College, all courses numbered R001 - R099 are non-transferable courses.

2. The notation of transfer credit after the course description is followed by the abbreviation CSU meaning that the course will transfer to any of the 23 campuses of the California State University (Channel Islands, Northridge, etc.) and/or is followed by the abbreviation UC meaning that the course will transfer to any of the nine undergraduate campuses of the University of California (Santa Barbara, UCLA, etc.)

3. The notation of transfer credit is defined to mean that the course is acceptable for unit credit for admissions purposes and for credit towards a baccalaureate degree only. Students interested in the applicability of particular courses for use in satisfaction of major preparation requirements and/or general education requirements are advised to consult the transfer information section of the Catalog and an Oxnard College counselor.

4. The notation of credit limitations following the transfer credit statement indicates that one or more public four-year institutions impose some kind of limitation on the course. In this case, consult your counselor concerning the transferability of the course.

Additional transfer information is available from the Counseling Office or the www.assist.org website.

Field Trips

Field trips are required activities for a number of courses in the College curriculum. For any such courses, it is intended that they be clearly identified in the College Catalog and the Schedule of Classes. For other courses, a field trip or an off-campus activity may be optional for the students enrolled.

According to policy adopted by the College District's governing board, all persons making any type of field trip or excursion shall be deemed to have waived all claims for injury, accident, illness, or death during, or by reason of, the field trip or excursion.

The College assumes no liability for students' personal property. This includes course or related College activities, on campus, at off-campus facilities, and college-sponsored field trips.

Oxnard College Families of Courses

Family Group	Distinct but Related Courses					
Modern Dance	DANC R102A Modern Dance I	DANC R102B Modern Dance II				
Modern Jazz	DANC R104A Modern Jazz I	DANC R104B Modern Jazz II				
Art Fundamentals	ART R104A Color and Design: 2-D Foundations	ART R180 3-D Foundations	ART R106A Drawing and Composition I	ART R106B Drawing and Composition II	ART R106C Drawing and Composition III	
Painting	ART R108A Beginning Oil Painting	ART R108B Intermediate Oil Painting	ART R108C Advanced Oil Painting	ART R110A Beginning Acrylic Painting	ART R110B Intermediate Acrylic Painting	ART R110C Advanced Acrylic Painting
Sculpture	ART R155 Beginning Sculpture	ART R156 Intermediate Sculpture				
Life Drawing	ART R126A Life Drawing I	ART R126B Life Drawing II	ART R126C Life Drawing III			

COURSE AND PROGRAM INFORMATION

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COURSE AND PROGRAM INFORMATION

ACCOUNTING

The Associate in Science Degree in Accounting and Certificate of Achievement in Accounting have been discontinued. Students already enrolled in these programs will be allowed to complete their degree or certificate but they must meet with a counselor to create a plan to do so and they must maintain continuous enrollment. Effective Fall 2012, no new students will be able to declare an Accounting major. Courses in Accounting required for transfer in the Business major (ACCT R101 and R102) will continue to be offered. Students interested in majoring in Accounting after transfer to a four-year university should check assist.org for pre-major requirements that may be completed at Oxnard College to prepare them for transfer. In addition, many CSU campuses have deemed the AS-T in Business Administration as similar to their Accounting majors or emphasis in Accounting, making completion of that AS-T advantageous for students.

To determine if the AS-T in Business Administration is the best preparation for Accounting majors at a particular CSU, students should check the website: adegreewithaguarantee.com. At the printing of this catalog, the following CSU campuses have designated their Accounting major or emphasis in Accounting as similar to the AS-T in Business Administration:

California State University, Bakersfield
California State University, Chico
California State University, Fresno
California State University, Humboldt
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Pomona
California State University, San Bernardino
California State University, San Luis Obispo
California State University, San Marcos
California State University, Sonoma

For information, see the AS-T in Business Administration.

For more information, contact:
Robert Cabral, rcabral@vcccd.edu
(805) 678-5051

FACULTY

Full-Time

Ed Bassey

Robert Cabral

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in Accounting will be able to:

- Complete exercises involving reflection, critical review and analysis of accounting problems in Financial and Managerial accounting.
- Prepare, interpret and summarize financial reports for external users.
- Master an understanding of the Accounting cycle and computerized accounting.

COURSE DESCRIPTIONS

ACCT R101 – Financial Accounting

3 Units

Advisories: BUS R001

Hours: 3 lecture weekly

C-ID: ACCT 110

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. Includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics. *Field trips may be required.*

Transfer credit: CSU, UC

ACCT R102 – Managerial Accounting

3 Units

Prerequisites: ACCT R101

Hours: 3 lecture weekly

C-ID: ACCT 120

This is the study of how managers use accounting information in decision-making, planning, directing operations and controlling. Focuses on cost terms and concepts, cost behavior, cost structure and cost-volume-profit analysis. Includes issues relating to cost systems, cost control, profit planning, and performance analysis in manufacturing and service environments. *Field trips may be required.*

Transfer credit: CSU, UC

ADDICTIVE DISORDERS STUDIES

The Addictive Disorders Studies Program at Oxnard College prepares students to enter the field of alcohol/drug counseling with responsibilities for doing intakes, screening, and assessments, motivational interviewing, supportive and group counseling, crisis intervention, information and referral and case write-ups.

Students completing this program will have the necessary educational and skills requirements to APPLY for certification through the California Association of Alcohol/Drug Educators (CAADE).

For more information, contact:

Dr. Michael Webb, mwebb@vcccd.edu

(805) 678-5043

CAREER OPPORTUNITIES

Alcohol Counselor Alcohol/Drug Treatment Spec. I-II
Addiction Counselor Prevention Counselor
Forensic Corrections Treatment Spec. I-II

FACULTY

Full-Time

Michael G. Webb

Lois Zsarnay

◆ ADDICTIVE DISORDERS STUDIES

Associate in Science Degree Certificate of Achievement

This CAADE (California Association of Alcohol/Drug Educators) approved program prepares students to enter the field of alcohol/drug counseling with responsibilities for doing intakes, screening, and assessments, motivational interviewing, supportive and group counseling, crisis intervention, information and referral, and case write-ups, and treatment planning.

Students completing this program will have the necessary educational and skills requirements to apply for certification through CAADE which offers a Certified Addictions Treatment Counselor (C.A.T.C.) credential: application forms and information can be obtained by contacting: CAADE, Central Office at 5230 Clark Avenue, Suite 3, Lakewood, CA 90712; Phone: 707-7-CAADE-1 (707-722-2331); Fax 562-275-3494; E-mail: office@CAADE.org.

REQUIRED COURSES:	UNITS
ADS R101 Overview of Addiction	3
ADS R102 Intervention, Treatment and Recovery	3
ADS R103 Physiology and Pharmacology of Alcohol and Other Drugs	3
ADS R104 Case Management and Basic Counseling Skills	3
ADS R105A Group Leadership I	3
ADS R105B Group Leadership II	3
ADS R106 Adult Children of Alcoholics	3
ADS R108 Alcohol/Drugs and Human Development	3
ADS R109 Counseling Addicted Families	3
ADS R110A Alcohol and Drug Studies Field Experience I	3
ADS R110B Alcohol and Drug Studies Field Experience II	3
ADS R113 Co-occurring Diagnosis	3
ADS R124 Ethics and Confidentiality for Alcohol/Drug Studies	3
TOTAL REQUIRED MAJOR UNITS	39

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Addictive Disorder Studies program students will be able to:

- Master concepts central to alcohol and drug addiction, i.e., brain, heredity, gender.
- Apply critical thinking to addiction data and become acquainted with the relationship to drugs and alcohol usage and crime.
- Identify major factors that contribute to addiction.
- Learn how to deliver/articulate presentations both written and oral.
- Demonstrate familiarity with the standards of professional ethics in the field of substance abuse prevention.

- Apply their knowledge of addiction prevention in both theoretical and practical settings, including in the workplace and in society in general.
- Improve information retrieval and organizational skills including the use of online resources, resulting in the ability to refer clients to the appropriate clinical resources.

◆ ADDICTIVE DISORDERS STUDIES IN THE CRIMINAL JUSTICE SYSTEM

Associate in Science Degree Certificate of Achievement

This program is designed to prepare students to enter the field of treatment providers of services to incarcerated clients in county, state, and federal correctional programs and those recently released from such institutions. Emphasis will be given to the special knowledge, skills, and attitudes required for those who choose to work in the criminal justice system or other related human services. Students with this certificate will also be trained to work in the adolescent and adult drug court systems, pre-release and after-care programs, and intensive probation models.

Graduates completing this program will be qualified to apply for a number of certifications: C.A.T.C. (Certified Addictions Treatment Counselor) available from CAADE; F.A.C.T. (Forensics Addictions Corrections Treatment Specialists) available from C.C.A.R.T.A., (the Center for Criminality; Addictions Research, Training, & Application) UCSD, 565 Pearl St., Suite 306, La Jolla, CA 92307.

REQUIRED COURSES:	UNITS
ADS R101 Overview of Addictions	3
ADS R104 Case Management and Basic Counseling Skills	3
ADS R106 Adult Children of Alcoholics	3
ADS R107 Alcohol/Drug Treatment of Adolescents	3
ADS R110A Alcohol and Drug Studies Field Experience I	3
ADS R110B Alcohol and Drug Studies Field Experience II	3
ADS R113 Co-occurring Diagnosis	3
ADS R116 Alcohol, Drugs and the Driving Laws	3
ADS R117 Treatment Modalities in the Criminal Justice System	3
ADS R118 Culture, Race, & Gender Considerations in CJS Treatment	3
ADS R119 Community as Treatment in the Criminal Justice System	3
ADS R120 Introduction to Alcohol and Drugs in the Criminal Justice System	3
TOTAL REQUIRED MAJOR UNITS	36

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Addictive Disorder Studies in Criminal Justice System program students will be able to:

- Master concepts central to the relationship of addiction that leads to significant involvement in the criminal justice system.
- Apply critical thinking to addiction data and become acquainted with the relationship to drugs and alcohol usage and crime.
- Identify major factors that contribute to addiction.
- Learn how to deliver/articulate presentations both written and oral.
- Demonstrate familiarity with the standards of professional ethics in the field of substance abuse prevention.
- Apply their knowledge of addiction prevention in both theoretical and practical settings, including in the workplace and in society in general.
- Improve information retrieval and organizational skills including the use of online resources, resulting in the ability to refer clients to the appropriate clinical resources.
- Master concepts central to alcohol and drug addiction, i.e., brain, heredity, gender.

◆ ADDICTIVE DISORDERS STUDIES FOR ALCOHOL/DRUG COUNSELORS

Associate in Science Degree Certificate of Achievement

For those who have already completed the Addictive Disorders Studies Program, this is an advanced certificate program tailored to meet the demands of new developments in the field. Emphasis will be given to develop special knowledge and skills for treatment in the increasingly complicated areas of substance abuse. Students with this certificate will be trained to work as clinical supervisors, domestic violence facilitators, addiction and trauma counselors, program managers and prevention specialists.

REQUIRED COURSES:		UNITS
ADS R105B	Group Leadership II	3
ADS R111	Management and Supervision in Alcohol Programs	3
ADS R112	Prevention Overview	3
ADS R115	Alcohol/Drugs/Nutrition	3
ADS R121	Alcohol/Drugs and Domestic Violence	3
ADS R122	Reducing Binge & Underage Drinking: A Collective Responsibility	3
ADS R123	Alcohol, Drug Addiction and Trauma	3
TOTAL REQUIRED MAJOR UNITS		21

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Addictive Disorder Studies for Alcohol/Drug Counselors program students will be able to:

- Master concepts central to counseling alcohol and/or drug addiction, i.e., interviewing skills, leadership methods.
- Identify major factors that lead to human resource processes of assistance, discipline and dismissal of employees.
- Demonstrate familiarity with the correct protocol in counseling clients.
- Apply their knowledge in a counseling setting in the workplace or in a treatment center.
- Locate and use online resources resulting in the improved ability to refer clients to appropriate clinical resources.

COURSE DESCRIPTIONS

ADS R101 – Overview of Addiction

3 Units

Hours: 3 lecture weekly

This introductory course studies alcohol-related problems, including their relationship to alienation and change in lifestyle, cultural and family attitudes, causes and addiction, subcultures, ethical implications, and solutions. This course is a study of the history of alcohol use, misuse, and dependency. It will also study causes and effects of addiction and current modalities of treatment. This course fulfills one 3-unit chemical core requirement for the California Association for Alcohol/Drug Educators (CAADE). *Field trips may be required.*

Transfer credit: CSU

ADS R102 – Intervention, Treatment and Recovery

3 Units

Prerequisites: ADS R101

Hours: 3 lecture weekly

This course will give students a comprehensive history of alcohol/drug treatment modalities and the rules of ethnics and confidentiality involved in such treatment. Students will learn crisis intervention techniques and the dynamics of a family intervention and work place interventions. Students will be taught all the tools for intakes, assessments, screening, recovery planning, exit planning and relapse prevention. *Field trips may be required.*

Transfer credit: CSU

ADS R103 – Physiology and Pharmacology of Alcohol and Other Drugs

3 Units

Hours: 3 lecture weekly

This course will cover both an ancient and contemporary history of drug use. It will describe the new micro-biology of the brain, especially as it is affected and changed by drug use. It will describe in detail the effects of all the major drugs on the body and will show how the new synthetic drugs and other addictions affect the bio-chemistry of the brain. Other addictions like compulsive gambling, eating disorders, sexual addictions will also be studied and the course will conclude with an overview of the various treatments for drug addicts. This course fulfills one 3-unit chemical core requirement for the California Association for Alcohol/Drug Educators (CAADE). *Field trips may be required.*

Transfer credit: CSU

ADS R104 – Case Management and Basic Counseling Skills 3 Units

Hours: 3 lecture weekly

This course is designed to teach students case management and the basic skills of alcohol/drug counseling: active listening, empathic responding and motivational interviewing. It will also introduce students to the principles of harm reduction and show how these insights can enhance positive treatment outcomes. This course fulfills one 3-unit skills requirement for the California Association for Alcohol/Drug Educators (CAADE). *Field trips may be required.*

Transfer credit: CSU

ADS R105A – Group Leadership I 3 Units

Prerequisites: ADS R101

Advisories: ADS R104

Hours: 3 lecture weekly

This course is designed to familiarize students with group dynamics, especially groups involving recovering alcoholic and drug addicts. This course offers practicum's in group leadership skills, examines various types of groups and teaches specific skills for dealing with recovering addicts. This course fulfills one 3-unit skills requirement for the California Association for Alcohol/Drug Educators (CAADE).

Transfer credit: CSU

ADS R105B – Group Leadership II 3 Units

Prerequisites: ADS R105A

Hours: 3 lecture weekly

This course in group counseling is designed to give students knowledge and skills training in advanced group leadership techniques. It will offer supervised practicums for the experienced counselor and introduce students to the special dynamics involved in addressing difficult group behavior.

Transfer credit: CSU

ADS R106 – Adult Children of Alcoholics 3 Units

Hours: 3 lecture weekly

This course is specifically designed for potential counselors to develop self-awareness and examine clients' origins as possible adult children of alcoholics. They will study the necessity of maintaining boundaries in all relationships. Students will be given the tools to work especially with children from alcoholic families and learn how to change attitudes and behavior by examining different parenting approaches. This course fulfills one 3-unit skills requirement for the California Association for Alcohol/Drug Educators (CAADE). *Field trips may be required.*

Transfer credit: CSU

ADS R107 – Alcohol/Drug Treatment of Adolescents 3 Units

Hours: 3 lecture weekly

This course integrates biological, psychological, and social factors into a comprehensive model for understanding and treating alcohol and drug problems, eating disorders, and addiction in the adolescent population. In this context, students will learn necessary techniques of counseling and basic aspects of adolescent addiction. *Field trips may be required.*

Transfer credit: CSU

ADS R108 – Alcohol/Drugs & Human Development 3 Units

Hours: 3 lecture weekly

This course is an analysis of developmental behaviors associated with each stage in human development and the way the social environment impedes or helps this development. Special emphasis is given to show how drugs and alcohol affect this development. Many examples of the disruptive influences of alcohol and drugs on human development will be given along with the ways human service occupations develop systems and services to minimize these influences. This course fulfills one 3-unit behavioral requirement for the California Association for Alcohol/Drug Educators (CAADE) and Domain VI of TAP 21 (Technical Assistance Publication Series: Addiction Counseling Competencies). *Field trips may be required.*

Transfer credit: CSU

ADS R109 – Counseling Addicted Families 3 Units

Hours: 3 lecture weekly

Recognizing that alcohol/drug addiction is a family disease, this course is designed to give students the insight and skills to involve family members in the treatment process. Cultural stress factors will be studied. The student will be given techniques and strategies tailored to meet the various cultural challenges. This course fulfills one 3-unit skills course for the California Association for Alcohol/Drug Educators (CAADE) and Domain VC and VI of TAP 21 (Technical Assistance Publication Series: Addiction Counseling Competencies). *Field trips may be required.*

Transfer credit: CSU

ADS R110A – Alcohol and Drug Studies Field Experience I 3 Units

Prerequisites: ADS R102 and ADS R103 and ADS R104 and ADS R105A

Hours: 1 lecture, 6 lab weekly

This course requires that students gain experience in applied alcohol studies in community agencies such as mental health, youth correction, shelters for the homeless, social services, selected industrial settings, military bases, Alcoholic Anonymous, Narcotics Anonymous, and other private and public facilities for the prevention, intervention, and treatment of alcoholics/drug addicts.

Transfer credit: CSU

ADS R110B – Alcohol and Drug Studies Field Experience II 3 Units

Prerequisites: ADS R110A

Hours: 1 lecture, 6 lab weekly

This course provides students with experience in applied alcohol studies in a two-semester sequence where students are placed in various agencies and organizations in the alcohol education and treatment field. Students learn through supervised participation in agency work. This semester will emphasize student growth in self-awareness and self-esteem, interviewing skills, connections and interrelationships with other core courses, introduction to systems, and the agency and other client systems. This course fulfills one 3-unit field studies requirement of the California Association for Alcohol/Drug Educators (CAADE).

Transfer credit: CSU

ADS R111 – Management and Supervision in Alcohol Programs 3 Units

Prerequisites: ADS R101

Hours: 3 lecture weekly

This course focuses on five levels of alcohol program management; federal, state, and local governments, as well as private and voluntary agencies. The following organizational components will be emphasized: supervision at all levels of treatment and management; inter and intra organizational relationships, communication, employee assistance programs; and management styles and their influence on services. Students will also study the current and anticipated impact of alcohol, drug abuse on individual and community health problems, and societal institutions and resources integrated into analysis of program management. This course fulfills one 3-unit skills requirement for the California Association of Alcohol/Drug Educators (CAADE) and Domain VIII of TAP 21 (Technical Assistance Publication Series: Addiction Counseling Competencies). *Field trips may be required.*

Transfer credit: CSU

ADS R112 – Prevention Overview 3 Units

Hours: 3 lecture weekly

This course is a study of prevention strategies in the field of alcohol and drug addictions stressing a positive and practical approach to the diminution and eradication of addictive diseases in our society. This course fulfills one 3-unit skills requirement of the California Association for Alcohol/Drug Educators (CAADE) and Domain VI of TAP 21 (Technical Assistance Publication Series: Addiction Counseling Competencies). *Field trips may be required.*

Transfer credit: CSU

ADS R113 – Co-occurring Diagnosis 3 Units

Hours: 3 lecture weekly

This course addresses the coexistence of chemical dependency and other major psychiatric illnesses. It will focus on identification and assessment, current treatment approaches, understanding medications, making appropriate referrals, and how addiction counselors may interface with the professional mental health community. This course fulfills one 3-unit skills requirement for the California Association for Alcohol/Drug Educators (CAADE). *Field trips may be required.*

Transfer credit: CSU

ADS R115 – Alcohol/Drugs/Nutrition 3 Units

Hours: 3 lecture weekly

The principles of sound nutrition will be taught to provide basic information so that an understanding of the nutritional needs of the recovering alcoholic/drug addict can be thoroughly discussed. The prevalence of eating disorders such as bulimia, anorexia, and compulsive overeating in recovering individuals will be emphasized. The similarities between drug addiction and eating disorders will also be discussed. Finally, the physical implications, including pregnancy, with regard to abuse which compromise nutritional status will be addressed. *Field trips may be required.*

Transfer credit: CSU

ADS R116 – Alcohol, Drugs, and the Driving Laws 3 Units

Hours: 3 lecture weekly

This is a course designed for students currently working in, or interested in working in, a Driving Under the Influence (DUI) program, a Probation program, police work, and for people who supervise others, some of whom have DUI problems. The student will be introduced to the effects of alcohol and other drugs on the driver, as well as the laws and penalties regarding driving under the influence incidents. This course is designed to demonstrate the need for DUI programs as intervention strategies. *Field trips may be required.*

Transfer credit: CSU

ADS R117 – Treatment Modalities in the Criminal Justice System 3 Units

Hours: 3 lecture weekly

This course is an examination of the treatment and intervention models in the Criminal Justice System (CJS) for treating the substance-abusing client. The focus will be on the various treatment approaches used at each phase of the justice continuum, that is, the pretrial phase, custodial phase, pre-release phase, and probation/parole supervision phase. The course will examine the concept of graduated sanctions for drug use violations and the various aspects of the community, courts, prison system, and probation/parole that affect the recovery goals of the client and treatment providers. *Field trips may be required.*

Transfer credit: CSU

ADS R118 – Culture, Race, & Gender Considerations in CJS Treatment 3 Units

Hours: 3 lecture weekly

This course is designed to familiarize students with the theories of addiction and their application to incarcerated populations of men, women, and youth. Theories of criminology, diversity, and prevention of gang involvement, lethal criminal behavior, and recovery from addictions will be the emphasis of this course. The course will give special consideration to the impact of gender, race, and culture in the treatment of the prison population. *Field trips may be required.*

Transfer credit: CSU

ADS R119 – Community As Treatment in the Criminal Justice System 3 Units

Hours: 3 lecture weekly

This course is designed to familiarize students with the various theories of rehabilitation for addicts in the Criminal Justice System from initial incarceration to reinstatement in the community. Students will be introduced to various therapeutic community models, the methodology involved in such models, and step-by-step explanations and illustrations of the entire process of life-style changes. *Field trips may be required.*

Transfer credit: CSU

ADS R120 – Introduction to Alcohol and Drugs in the Criminal Justice System 3 Units

Hours: 3 lecture weekly

This course is an introduction to the treatment of alcohol and drug addicts living in the Criminal Justice System. It will include the history and evolution of the Justice System in the United States. It will survey crime, criminal behavior, the police, courts, and corrections. *Field trips may be required.*

Transfer credit: CSU

ADS R121 – Alcohol/Drugs and Domestic Violence 3 Units

Hours: 3 lecture weekly

This course will explain the dynamics of domestic violence and the related power and control effects it has on all aspects of relationships and intimacy. It will also examine the interconnectedness with substance abuse, cultural diversity, and family dynamics. The course will teach the tools and techniques for developing alternatives to violence with special emphasis on anger management. *Field trips may be required.*

Transfer credit: CSU

**ADS R122 – Reducing Binge and Underage
Drinking: A Collective Responsibility** **3 Units**

Hours: 3 lecture weekly

This course offers specialized and specific subject matter designed to update alcohol program personnel and others who are interested in primary prevention. It will cover the scope and nature of binge and underage drinking, associated problems, national, state and local research and data on binge and underage drinking, effective municipal, college, and university law enforcement and community prevention strategies. *Field trips may be required.*

Transfer credit: CSU

ADS R123 – Alcohol, Drug Addiction and Trauma **3 Units**

Hours: 3 lecture weekly

This course will explore the relationship between addiction and trauma; and students will learn to identify the stages of addiction and treatment strategies for substance abuse. They will learn to recognize the physical and psychological symptoms of Post-Traumatic Stress Disorder (PTSD), and understand the specific events of different types of trauma, such as childhood betrayal trauma, combat-related trauma, domestic violence, and natural disasters. Crisis management strategies will be explored for reducing high-risk, re-traumatizing behaviors, as well as effective treatment modalities for addicted survivors of trauma, including integrating twelve-step recovery tools with the treatment of trauma symptoms. *Field trips may be required.*

Transfer credit: CSU

**ADS R124 – Ethics and Confidentiality for
Alcohol/Drug Studies** **3 Units**

Hours: 3 lecture weekly

This course is specifically designed for potential alcohol/drug counselors to develop an awareness and understanding of issues and ethics in the field as well as the steps involved in making ethical decisions. The students will study diversity issues, client rights, counselor responsibilities, confidentiality, managing boundaries, ethical issues and standards. *Field trips may be required.*

Transfer credit: CSU

**ADS R198 – Short Courses in Addictive Disorders
Studies** **1-3 Units**

Hours: Lecture and/or lab hours as required by unit formula

Short courses in Addictive Disorders Studies provide courses in selected areas to meet specific needs of the college or the community when those needs are not met by regular course offerings. Unit credit will be determined by length of course. *Field trips may be required.*

Transfer credit: CSU

AIR CONDITIONING & REFRIGERATION

See courses in Environmental Control Technology

AMERICAN SIGN LANGUAGE

This four-course series in American Sign Language will prepare students who wish to pursue careers working with Deaf people. With continued education students can work in a variety of fields: sign language interpreting, counseling, teaching, teacher's aides, government specialists, social services, and many others. Recent legislation and judicial directives have mandated communication access for Deaf people in the public and private sectors. Proficiency in ASL is a marketable skill and a valuable addition to any resume.

For more information, contact:

*Elissa Caruth, ecaruth@vcccd.edu
(805) 678-5804*

FACULTY

Full-Time

Emily Zwaal

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in American Sign Language will be able to:

- Demonstrate a broad knowledge of Deaf culture, history and political issues relevant to members of the Deaf community.
- Sustain a conversation in ASL that reflects in which a variety of sentence types are constructed and responded to and a wide range of vocabulary is incorporated.
- Tell a story using ASL grammar, a broad range of vocabulary and elements of ASL story development that describes, in detail, the persons/objects involved and incidents that occurred.

COURSE DESCRIPTIONS

ASL R101 – American Sign Language 1 **4 Units**

Hours: 4 lecture weekly

Students with little or no prior knowledge of American Sign Language will be introduced to the natural language and culture of the American Deaf community. The course provides basic vocabulary and preparation for visual/gestural communication. Emphasis will be on comprehension skills and the fundamentals of ASL grammatical structures. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

ASL R102 – American Sign Language 2 **4 Units**

Prerequisites: ASL R101

Hours: 4 lecture weekly

Building on the skills developed in the ASL R101 course, instruction will focus on ASL sentence types, time concepts, numbers, classifiers, giving directions, describing others, making requests, and discussing family and occupations. Additional information on Deaf culture and community will be presented. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

ASL R103 – American Sign Language 3

4 Units

Prerequisites: ASL R102

Hours: 4 lecture weekly

This course will continue the study of conversational American Sign Language with expanded information on ASL grammar, syntax, spatial referencing, and vocabulary development. Dialogues, short stories, and narratives will incorporate discussion of Deaf culture and detailed descriptions of people and surroundings. *Field trips may be required.*

Transfer credit: CSU, UC

ASL R104 – American Sign Language 4

4 Units

Prerequisites: ASL R103

Hours: 4 lecture weekly

This course will build on skills acquired in ASL R103, and includes more complex ASL grammatical features, vocabulary building in context, and comprehension and development of medium-length stories, narratives, and dialogues. Discussion material will include topics which are culturally significant to the Deaf community. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

ASL R110 – Introduction to Deaf Studies

3 Units

Prerequisites: ASL R102

Hours: 3 lecture weekly

This interdisciplinary course introduces a range of issues that are developed within Deaf Studies: ASL linguistics, Deaf education, sociology of Deaf culture, and ASL interpreting. *Field trips may be required.*

Transfer credit: CSU, UC

ANATOMY

See courses in Biological Sciences

ANTHROPOLOGY

Anthropology is one of the most interesting and flexible undergraduate majors. Similar to a GE or Liberal Studies degree in scope, Anthropology has the added benefit of introducing students to science, scientific method, qualitative and quantitative research methods. Anthropology studies all human cultures in all places and times. It is the core discipline from which ethnology and ethnic studies spring. It is also the study of human biology, diversity, variation and evolution. Anthropology majors go on to many different professions. UCSB, CSUCI and CSUN all have bachelor's programs in Anthropology. The AA-T degree (Associate in Arts for Transfer) in Anthropology will position you for many kinds of jobs, even if you do not end up majoring in Anthropology. Training in anthropology will benefit students interested in a range of different majors and careers including business, marketing, human resources and the non-profit sector. The AA-T in Anthropology is designed to satisfy the introductory level program requirements for students pursuing a B.A. in Anthropology and is excellent preparation for other professional and graduate programs in related disciplines.

For more information contact:

Linda LeValley Kama'ila, lkamaila@vcccd.edu
(805) 678-5045

or

Arion Melidonis, amelidonis@vcccd.edu
(805) 678-5044

CAREER OPPORTUNITIES

Teacher	International Businessperson
Forensic Anthropologist	Criminologist
Documentary Filmmaker	Marketing Professional
Environmental Scientist	Non-profit Businessperson
Public Policy Analyst	International Lawyer
Curator	Archaeologist
Park Ranger	Urban Planner
Event Organizer	Social Worker
Linguist/Translator	Lobbyist
Neuroscientist	College Administrator
Management Consultant/ Analyst	Professor
	Public Administrator

FACULTY

Full-Time

Linda LeValley Kama'ila

Arion Melidonis

◆ ANTHROPOLOGY

Associate in Arts for Transfer

The Associate in Arts in Anthropology for Transfer (Anthropology AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Anthropology AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Anthropology AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Anthropology major.

California State University, Bakersfield

California State University, Channel Islands

California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 California State University, Fresno
 California State University, Fullerton
 Humboldt State University
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Northridge
 California State Polytechnic University, Pomona
 California State University, Sacramento
 California State University, San Bernardino
 San Diego State University
 San Francisco State University
 San José State University
 California State Polytechnic University, San Luis Obispo
 California State University, San Marcos
 Sonoma State University
 California State University, Stanislaus

REQUIRED CORE COURSES (9 UNITS): **UNITS**

ANTH R101/H	Introduction to Biological Anthropology/Honors	3
ANTH R102/H	Introduction to Cultural Anthropology/Honors	3
ANTH R103	Introduction to Archaeology	3

LIST A - SELECT A MINIMUM OF 3 UNITS FROM THE FOLLOWING: THESE COURSES ARE COMMONLY REQUIRED AS ADDITIONAL COURSES FOR A B.A. IN ANTHROPOLOGY. CSU CHANNEL ISLANDS, CHICO AND LONG BEACH SPECIFICALLY REQUIRE ANTH R115. (3-4 UNITS)

ANTH R115	Introduction to Language and Culture	3
MATH R105	Introductory Statistics	4
PSY R103	Beginning Statistics for Behavioral Science	3

LIST B - SCIENCE AND METHODS BLOCK: SELECT 1-2 COURSES FROM THE FOLLOWING. STUDENTS MAY TAKE ANY COURSE IN LIST A NOT ALREADY SELECTED ABOVE; AND/OR ANY COMBINATION OF COURSEWORK FROM LIST B (3-4 UNITS):

SOC R111	Introduction to Social Research	3
or		
GEOL R101	Physical Geology	3
and		
GEOL R101L	Physical Geology Lab	1

LIST C - CULTURAL BLOCK: SELECT ONE COURSE FROM THE FOLLOWING. STUDENTS MAY TAKE ANY COURSE NOT SELECTED FROM LIST A OR LIST B; OR ONE OF THE FOLLOWING (3 UNITS MINIMUM):

ANTH R105	Sex, Gender and Culture	3
ANTH R106	Psychological Anthropology	3
ANTH R107	The Anthropology of Native Americans	3
ANTH R110	People of the World: The Cultures of Globalization and Change	3
ANTH R111/H	Magic, Witchcraft and Religion: Anthropology of Belief/Honors	3
ANTH R113	Ancient Civilizations of the Americas	3
COMM R113	Intercultural Communication	3

Total Required Major Units	18-20
CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(15-19)
Electives (CSU transferable units needed to reach 60)	14-23
DEGREE TOTAL	60

◆ ANTHROPOLOGY

Associate in Arts Degree

REQUIRED COURSES:	UNITS
ANTH R101	Introduction to Biological Anthropology 3
ANTH R102	Introduction to Cultural Anthropology 3

AND ONE of the two following courses:	
ANTH R103	Introduction to Archaeology 3
ANTH R115	Introduction to Language and Culture 3
	9

REQUIRED ADDITIONAL COURSES:	UNITS
Complete a minimum of 9 units from the following:	
ANTH R103	Introduction to Archaeology 3
ANTH R105	Sex, Gender and Culture 3
ANTH R106	Psychological Anthropology 3
ANTH R107	The Anthropology of Native Americans 3
ANTH R110	People of the World: The Cultures of Globalization and Change 3
ANTH R111	Magic, Witchcraft and Religion: Anthropology of Belief 3
ANTH R113	Ancient Civilizations of the Americas 3
ANTH R115	Introduction to Language and Culture 3
MATH R105	Introductory Statistics 4
PHIL R108	World Mythology 3
PSY R103	Beginning Statistics for Behavioral Science 3
	9-10

TOTAL REQUIRED MAJOR UNITS 18-19

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Anthropology program students will be able to:

- Apply logic, critical thinking, quantitative and qualitative reasoning to anthropological data and be able to distinguish amongst scientific laws, principles, hypotheses and theories.
- Apply their knowledge to the solution of human problems, both local and global, in both theoretical and practical settings, including a more mature understanding of their own place in society, in the workplace, and in academia.
- Identify major figures in the history of anthropology, the major schools/orientation of anthropological theory, and important trends in contemporary anthropological theory, methods and ethics.
- Demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology.
- Develop skills in ethnographic writing, speaking and presentation.
- Master concepts and methods central to the anthropological perspective, e.g. culture, human evolution, genetics, linguistics, archaeology, prehistory, diversity, physical type, language, gender/sex, cultural relativism, holism, social structure, historical and cross-cultural comparisons, kinship, participant-observation and globalism.
- Develop and improve information retrieval and management skills, particularly use of online resources.

COURSE DESCRIPTIONS

ANTH R101 – Introduction to Biological Anthropology 3 Units

Hours: 3 lecture weekly

C-ID: ANTH 110

This course introduces students to the study of human evolution including the concepts, methods of inquiry, and scientific explanations for biological evolution and their application to the human species. Issues and topics will include, but are not limited to, genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior, and the fossil evidence for human evolution. The scientific method serves as foundation of the course. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

Transfer credit: CSU, UC

ANTH R101H – Honors: Introduction to Biological Anthropology 3 Units

Hours: 3 lecture weekly

C-ID: ANTH 110

This course introduces students to the study of human evolution including the concepts, methods of inquiry, and scientific explanations for biological evolution and their application to the human species. Issues and topics will include, but are not limited to, genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior, and the fossil evidence for human evolution. The scientific method serves as foundation of the course. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

Transfer credit: CSU

ANTH R101L – Introduction to Biological Anthropology 1 Unit Laboratory

Prerequisites: ANTH R101 or concurrent enrollment

Hours: 3 lab weekly

This laboratory course is offered as a supplement to Introduction to Biological Anthropology either taken concurrently or in a subsequent term. Laboratory exercises are designed to introduce students to the scientific method and explore genetics, human variation, human and non-human behavior, the primate/hominin fossil record and other resources to investigate processes that affect human evolution. *Field trips may be required.*

Transfer credit: CSU, UC



ANTH R102 – Introduction to Cultural Anthropology 3 Units

Hours: 3 lecture weekly

C-ID: ANTH 120

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

Transfer credit: CSU, UC

ANTH R102H – Honors: Introduction to Cultural Anthropology 3 Units

Hours: 3 lecture weekly

C-ID: ANTH 120

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

Transfer credit: CSU

ANTH R103 – Introduction to Archaeology 3 Units

Hours: 3 lecture weekly

C-ID: ANTH 150

This course is an introduction to the study of concepts, theories, data and models of archaeological archaeology that contribute to our knowledge of the human past. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences. *Field trips may be required.*

Transfer credit: CSU, UC

ANTH R105 – Sex, Gender and Culture 3 Units

Hours: 3 lecture weekly

Human sexuality is the study of biological differences between men and women. Gender is the study of how sexuality is constructed within cultures, providing such human universals as sex roles, norms for sexual and gendered behavior, reproductive strategies and much more. Students will learn how sex and gender vary across the world, and study this very important part of their own culture, including the current state of marriage, courtship, and the ways in which sex and gender help construct individual human beings. *Transfer credit: CSU, UC*

ANTH R106 – Psychological Anthropology 3 Units

Hours: 3 lecture weekly

Psychological anthropology examines the relationship between culture and psychology. It draws from both anthropology and psychology to explore the complex relationships between the social and the individual. Through the use of ethnographic sources, anthropological and psychological theory, films and other readings, we employ a cross-cultural perspective to consider how culture impacts behavior, understandings of mental health, identity, cognition, personality, perception, and self. *Field trips may be required.* *Transfer credit: CSU, UC*

ANTH R107 – The Anthropology of Native Americans 3 Units

Hours: 3 lecture weekly

Through story and artifact, this course explores the anthropology of Native American cultures, including; prehistory, adaptations, and social, political and religious beliefs. Special attention will be given to contributions by Native Americans to anthropology and to the broader culture of the United States. The effects of European contact and the situations of contemporary Native Americans are considered. *Transfer credit: CSU, UC*

ANTH R110 – People of the World: The Cultures of Globalization and Change 3 Units

Hours: 3 lecture weekly

Culture is a central part of all human life. It shapes our identity, our worldview, and how we make sense of the world. Yet in an increasingly globalized world, cultures are rapidly changing as they come into contact with global economies, media, and transnational social forces. Through the use of ethnographic sources, films, and anthropological theory, this course emphasizes intensive study of select ethnographic regions around the globe, paying particular attention to processes of cultural change and the impact of globalization. We conduct in-depth analyses of the practices and beliefs of these cultures and consider how cultural change is impacting their lives. Topics covered will include ethnic and religious conflict, economic inequality, borders and migration, development, globalization, colonialism, environmental damage, and transnational social movements. *Field trips may be required.* *Transfer credit: CSU, UC*

ANTH R111 – Magic, Witchcraft and Religion: Anthropology of Belief 3 Units

Hours: 3 lecture weekly

Religion and magic are human universals. Anthropologists study contemporary religions and religious consciousness to help reconstruct religions in prehistory, as well as for an understanding of the modern world and of the human mind. The student will be introduced to a fascinating variety of rites, rituals, religious movements, symbolic systems, as well as anthropological theories about religion. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.* *Transfer credit: CSU, UC*

ANTH R111H – Honors: Magic, Witchcraft and Religion: Anthropology of Belief 3 Units

Hours: 3 lecture weekly

Religion and magic are human universals. Anthropologists study contemporary religions and religious consciousness to help reconstruct religions in prehistory, as well as for an understanding of the modern world and of the human mind. The student will be introduced to a fascinating variety of rites, rituals, religious movements, symbolic systems, as well as anthropological theories about religion. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.* *Transfer credit: CSU*

ANTH R113 – Ancient Civilizations of the Americas 3 Units

Hours: 3 lecture weekly

This course introduces students to the early civilizations of North America, South America, and Mesoamerica. Through the use of archaeological analysis, human remains and historical documents we will explore the origins, development and culture of these societies including the Maya, Aztecs, Inca, Olmecs and Paleo-Indians. *Field trips may be required.* *Transfer credit: CSU, UC*

ANTH R114 – African American Culture and Experience 3 Units

Hours: 3 lecture weekly

This course explores the richness and diversity of African American culture and experience in the Americas from the 1600's to the present. Utilizing an anthropological perspective the course will critically explore concepts like race, identity, diaspora, discrimination, marginalization and hybridity while paying particular attention to the significant impact that African Americans have had on American culture as a whole. Topics for discussion will include the influences of Yoruba culture, slavery, the Harlem Renaissance, Pan-Africanism, civil rights, the Black Power movement, the Black Panthers, blues, jazz, poetry, sports, literature, and the culture of Hip Hop. *Field trips may be required.* *Transfer credit: CSU, UC*

ANTH R115 – Introduction to Language and Culture 3 Units

Hours: 3 lecture weekly

C-ID: ANTH 130

This introductory course serves as a foundation for understanding language from an anthropological perspective, addressing such core questions as how, what, when, where, why and with whom do we communicate. This course surveys three core areas in linguistic anthropology--structural linguistics: phonetics, phonology, morphology, syntax, and semantics, as well as the complex biocultural interface of the brain and genetics in language production; historical linguistics: origins and evolution/change, dialects, and language families; and sociocultural linguistics: language acquisition in cultural context, emphasizing the relationship between language and culture, and issues of language conservation. *Transfer credit: CSU, UC*

ANTH R116 – Science, Technology, and Human Values 3 Units

Hours: 3 lecture weekly

Science and technology have the potential to improve our lives, yet they also challenge the basic values of our humanity. Utilizing an interdisciplinary approach, this course explores the impact of science and technology on human culture, history, and understanding. Through critical engagement with scientific and social theory we explore how science and technology impact human cultures and values and we question what these developments mean for human societies in a global context. We explore topics such as global warming, pollution, the nature of knowledge, science and gender, surveillance and security, nuclear energy, fracking, weapons of mass destruction, communications, the internet, hacking, genetic modification, space exploration, cosmology, cloning, artificial intelligence and medicine. (Same as IDS R102.) *Field trips may be required.*

Transfer credit: CSU, UC

ANTH R118 – Introduction to Forensic Science 3 Units

Hours: 3 lecture weekly

C-ID: AJ 150

This course introduces students to the fields of forensic science and forensic anthropology. Utilizing a variety of forensic disciplines including anthropology, osteology, odontology, entomology, profiling and criminalistics, we apply these sciences to crime scene investigation, to benefit legal processes and to the analysis of human remains. Students will explore the use of DNA as a tool of identification, the use of human remains to identify individuals and cause of death, blood spatter analysis, ballistics, fingerprinting and criminal profiling. *Field trips may be required.*

Transfer credit: CSU, UC

ANTH R189 – Topics in Anthropology 1/2-3 Units

Hours: Lecture and/or lab hours as required by unit formula

Topics in Anthropology courses are designed to meet specific student, college, and/or community needs which are not met by general anthropology course offerings.

Transfer credit: CSU

ANTH R199 – Directed Studies in Anthropology 1-3 Units

Prerequisites: A course in the specific field.

Hours: Lecture and/or lab hours as required by unit formula

Designed for students interested in furthering their knowledge of Anthropology on an independent basis. Assigned problems will involve library, laboratory, and field work. *Field trips may be required.*

Transfer credit: CSU

ART

The Fine Arts Department encourages all students to discover Art, either by taking classes as a major or as a natural accompaniment to another course of study. Fine Arts encompass a range of the arts, including drawing, life drawing, painting, color and design, three-dimensional art, digital photography, digital techniques in art, as well as art history and art appreciation. The Fine Arts program serves students seeking to transfer or work towards an Associate in Arts degree. Many courses can apply either towards an art degree or as general electives. The Fine Arts' emphasis on creative thinking applies to every area of study: art provides new ways of thinking!

The Oxnard College McNish Art Gallery is an integral part of instruction. It features a series of exhibitions during the Fall and Spring semesters that reflects professional work relating to courses taught in the program. These include group and solo shows, a guest-curated show, and a juried student art show.

The gallery program supports the mission of Oxnard College through its educational program and formal exhibition of contemporary works of art. The gallery is open to the public and serves Oxnard College and the broader Oxnard community by providing an opportunity for viewing contemporary works of art and for learning about art in person.

For more information, contact:

Christine Morla, cmorla@vcccd.edu

(805) 678-5046

CAREER OPPORTUNITIES

Artist	Painter	Interior Designer
Illustrator	Creative Director	Gallery Preparator
Gallery/Museum Educator	Art Teacher	Art Therapist
Graphic Designer	Multimedia Artist	Set Designer
Innovator	Animator	Architect
Muralist	Curator	

FACULTY

Full-Time

Rainer Mack

Christine Morla

◆ STUDIO ARTS

Associate in Arts for Transfer

The Associate in Arts in Studio Arts for Transfer (Studio Arts AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Studio Arts AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as “similar” to the Studio Arts AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Studio Arts major.

California State University, Bakersfield
 California State University, Channel Islands
 California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 California State University, Fresno
 California State University, Fullerton
 Humboldt State University
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Northridge
 California State University, Sacramento
 California State University, San Bernardino
 San Diego State University
 San Francisco State University
 San José State University
 California State University, San Marcos
 Sonoma State University
 California State University, Stanislaus

REQUIRED CORE COURSES (12 UNITS):		UNITS
ART R103	Survey of Western Art from Renaissance to Contemporary	3
ART R104A	Color and Design: 2-D Foundations	3
ART R106A	Drawing and Composition I	3
ART R180	3-D Foundations	3

LIST A - ART HISTORY RESTRICTED ELECTIVES: SELECT ONE COURSE FROM THE FOLLOWING (3 UNITS):

ART R102	Survey of Western Art from Prehistory through the Middle Ages	3
ART R171	Survey of Modern Art	3
ART R172	Art of the Ancient Americas	3

LIST B - STUDIO ARTS RESTRICTED ELECTIVES: SELECT ONE COURSE FROM ANY THREE OF THE FOLLOWING AREAS FOR A MAXIMUM OF NINE UNITS. CURRICULAR AREAS TO CHOOSE FROM INCLUDE: DRAWING, PAINTING, SCULPTURE, DIGITAL ART, DIGITAL PHOTOGRAPHY, AND COLOR. (9 UNITS):

ART R126A	Life Drawing I	3
or		
ART R106B	Drawing and Composition II	3
ART R110A	Beginning Acrylic Painting	3
or		
ART R108A	Beginning Oil Painting	3
ART R175	Introduction to Digital Art	3
ART R160	Introduction to Digital Photography	3
ART R104B	Color Theory	3
ART R155	Beginning Sculpture	3
	Total Required Major Units	24

CSU General Education or IGETC Pattern	37-39
Double-Counted Units	(6-9)
Electives (CSU transferable units needed to reach 60)	3-8

DEGREE TOTAL 60

◆ ART

Associate in Arts Degree

REQUIRED COURSES:	UNITS
ART R102	Survey of Western Art from Prehistory through the Middle Ages 3
ART R103	Survey of Western Art from Renaissance to Contemporary 3
ART R104A	Color and Design: 2-D Foundations 3
ART R104B	Color Theory 3
ART R106A	Drawing and Composition I 3
ART R106B	Drawing and Composition II 3
ART R126A	Life Drawing I 3
ART R165	Portfolio/Gallery Presentation 3

CHOOSE A SERIES OF 2 PAINTING COURSES (MINIMUM OF 6 UNITS):

ART R108A	Beginning Oil Painting	3
ART R108B	Intermediate Oil Painting	3
or		
ART R110A	Beginning Acrylic Painting	3
ART R110B	Intermediate Acrylic Painting	3

TOTAL REQUIRED MAJOR UNITS 30

Note: Students planning to transfer to four-year universities and major in Art should consider taking advanced coursework in their area of emphasis such as drawing, painting, or sculpture. For major preparation requirements at UC and CSU campuses, see assist.org.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Art program students will be able to:

- Demonstrate an understanding of art including its many contexts and art's interrelationships with other disciplines.
- Interpret artworks that are visual or non-visual and be able to respond to the artwork with interpretation.
- Present ideas related to subject matter and communicate effectively.
- Demonstrate creative expression when they design and implement a hands-on experience through creative thinking and either individually or collaboratively create original work, which they then revise and improve upon, based on critical feedback.
- Engage in collaborative projects that allow students to practice critical thinking, express their ideas, and apply creative art concepts across disciplinary lines and in a variety of contexts.
- Understand and use the elements of design in the correct application in various creative contexts.
- Understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in their own artistic work.

◆ ART - TWO-DIMENSIONAL STUDIO

Associate in Arts Degree

REQUIRED COURSES:	UNITS
ART R102 Survey of Western Art from Prehistory through the Middle Ages	3
ART R103 Survey of Western Art from Renaissance to Contemporary	3
ART R104A Color and Design: 2-D Foundations	3
ART R104B Color Theory	3
ART R106A Drawing and Composition I	3
ART R106B Drawing and Composition II	3
ART R115A Abstract Concepts I	3
ART R126A Life Drawing I	3
ART R126B Life Drawing II	3
ART R165 Portfolio/Gallery Presentation	3
CHOOSE A SERIES OF 2 PAINTING COURSES (MINIMUM OF 6 UNITS):	
ART R108A Beginning Oil Painting	3
ART R108B Intermediate Oil Painting	3
or	
ART R110A Beginning Acrylic Painting	3
ART R110B Intermediate Acrylic Painting	3
TOTAL REQUIRED MAJOR UNITS	36

Note: Students planning to transfer to four-year universities and major in Art should consider taking advanced coursework in their area of emphasis such as drawing, painting, or sculpture. For major preparation requirements at UC and CSU campuses, see assist.org.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Art - Two-Dimensional Studio program students will be able to:

- Listen, receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages.
- Speak clearly and organize ideas and communicate verbal or nonverbal messages appropriate to the audience and the situation.
- Use basic geometric shapes, such as: lines, angles, shapes and space.
- Demonstrate creative expression when they achieve a hands-on experience with creative endeavors and either individually or collaboratively create original work applying feedback to improve their performance.
- Understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in their own artistic work.
- Demonstrate an understanding of art including historical context and interrelationships with other disciplines.

COURSE DESCRIPTIONS

ART R101 – Art Appreciation

3 Units

Hours: 3 lecture weekly

C-ID: ARTH 100

This course offers an introduction to art across time and diverse cultures. This general introduction to art includes an examination of the terminology, themes, design principles, media, and techniques of art across movements and cultures. Through visual presentations, visits to art exhibitions, class discussions and projects, students will learn to compare and contrast works of art and develop a fuller understanding of how and why an artwork is conceived and realized. *Field trips may be required.*

Transfer credit: CSU, UC

ART R102 – Survey of Western Art from Prehistory through the Middle Ages

3 Units

Advisories: ENGL R101

Hours: 3 lecture weekly

C-ID: ARTH 110

This course provides an overview of western art and architecture from prehistory through the medieval period. Topics will include: prehistoric art, art of the ancient Near East, Ancient Egypt, Greece, and Rome; early Medieval European art; Romanesque and Gothic art and architecture; religious representation and symbols in art; and connections between art of various cultures. This course will also emphasize art techniques and key figures in art history. *Field trips may be required.*

Transfer credit: CSU, UC

ART R103 – Survey of Western Art from Renaissance to Contemporary

3 Units

Hours: 3 lecture weekly

C-ID: ARTH 120

This course provides an overview of art and architecture from the Renaissance to the Contemporary period. Emphasis is placed on the techniques of producing art as well as an examination of key figures in art history. Museum or gallery visits may be required. *Field trips may be required.*

Transfer credit: CSU, UC

ART R104A – Color and Design: 2-D Foundations

3 Units

Hours: 1½ lecture, 4½ lab weekly

C-ID: ARTS 100

This course is an introduction to the concepts, applications, and social and historical contexts of two-dimensional art and composition, including the study of the basic principles and elements of line, shape, texture, value, color and spatial illusion. Emphasis is placed on the development of a visual vocabulary for creative expression. *Field trips may be required.*

Oxnard College faculty have defined Art Fundamentals as a family of courses which includes ART R104A, ART R106A, ART R106B, ART R106C, and ART R180. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R104B – Color Theory

3 Units

Prerequisites: ART R104A

Hours: 1½ lecture, 4½ lab weekly

C-ID: ARTS 270

This course is a study of the principles, theories, and applications of additive and subtractive color in two dimensions. Topics will include major historical and contemporary color systems, production of projects in applied color, and the elements of design as they apply to color. The course is a further development from ART R104A with usage of new materials adjusting levels of intensity and value of low yield color harmonies. *Field trips may be required.*

Transfer credit: CSU, UC

ART R106A – Drawing and Composition I 3 Units

Hours: 1½ lecture, 4½ lab weekly

C-ID: ARTS 110

This course is an introduction to principles, elements and practices of drawing employing a wide range of subject matter and drawing media. Students will focus on perceptually based drawing, observational skills, technical abilities and creative responses to materials and subject matter. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Oxnard College faculty have defined Art Fundamentals as a family of courses which includes ART R104A, ART R106A, ART R106B, ART R106C, and ART R180. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R106B – Drawing and Composition II 3 Units

Prerequisites: ART R106A

Hours: 1½ lecture, 4½ lab weekly

C-ID: ARTS 205

This course is an exploration of artistic concepts, styles and creative expression related to intermediate-level drawing focusing on complex subject matter and concepts using a variety of mediums, techniques and methodologies. Students in this course will build on fundamental drawing skills to develop personalized approaches to content and materials in exercises covering multiple historical and contemporary approaches to drawing. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Oxnard College faculty have defined Art Fundamentals as a family of courses which includes ART R104A, ART R106A, ART R106B, ART R106C, and ART R180. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R106C – Drawing and Composition III 3 Units

Prerequisites: ART R106B

Hours: 1½ lecture, 4½ lab weekly

This course is an investigation of advanced drawing techniques, using materials deemed appropriate to the development of personal style. Students develop originality in process, critical visual thinking and awareness of contemporary drawing. *Field trips may be required.*

Oxnard College faculty have defined Art Fundamentals as a family of courses which includes ART R104A, ART R106A, ART R106B, ART R106C, and ART R180. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R108A – Beginning Oil Painting 3 Units

Hours: 1½ lecture, 4½ lab weekly

C-ID: ARTS 210

This course is an introduction to principles, elements, and practices of oil painting. This class focuses on painting materials, perceptual skills and color theory, paint mixing and technique, as well as creative responses to materials and subject matter. Students will explore representational and abstract painting. Particular emphasis will be on the awareness of shape, form and color, surface, and their importance in composition. *Field trips may be required.*

Oxnard College faculty have defined Painting as a family of courses which includes ART R108A, ART R108B, ART R108C, ART R110A, ART R110B, and ART R110C. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R108B – Intermediate Oil Painting 3 Units

Prerequisites: ART R108A

Hours: 1½ lecture, 4½ lab weekly

This course is an intermediate level course to oil painting as an expressive medium. A thorough understanding will be developed by the individual centered on the following studio topics: materials and techniques, value, color, composition, perception, creative impulse and self-expression. Each topic will be approached by examining theoretical issues, or historical and contemporary painters' lives and works in order to inform student development. *Field trips may be required.*

Oxnard College faculty have defined Painting as a family of courses which includes ART R108A, ART R108B, ART R108C, ART R110A, ART R110B, and ART R110C. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R108C – Advanced Oil Painting 3 Units

Prerequisites: ART R108B

Hours: 1½ lecture, 4½ lab weekly

This course explores the more advanced concepts in painting by examining abstract qualities in contemporary art; understanding philosophical trends and movements in painting and critical analysis of students' work. Each topic will be approached by examining theoretical issues, or historical and contemporary painters' lives and works in order to inform student development. *Field trips may be required.*

Oxnard College faculty have defined Painting as a family of courses which includes ART R108A, ART R108B, ART R108C, ART R110A, ART R110B, and ART R110C. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R110A – Beginning Acrylic Painting 3 Units

Hours: 1½ lecture, 4½ lab weekly

C-ID: ARTS 210

This class is an introduction to principles, elements and practices of painting. Students will focus on the exploration of painting materials, perceptual skills and color theory, paint mixing and technique as well as creative responses to materials and subject matter. *Field trips may be required.*

Oxnard College faculty have defined Painting as a family of courses which includes ART R108A, ART R108B, ART R108C, ART R110A, ART R110B, and ART R110C. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R110B – Intermediate Acrylic Painting 3 Units

Prerequisites: ART R110A

Hours: 1½ lecture, 4½ lab weekly

This course provides intermediate level study in acrylic painting as an expressive medium. A thorough understanding will be developed by the student centered on the following studio topics: materials and techniques, value, color, composition, perception, creative impulse and self-expression. *Field trips may be required.*

Oxnard College faculty have defined Painting as a family of courses which includes ART R108A, ART R108B, ART R108C, ART R110A, ART R110B, and ART R110C. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R110C – Advanced Acrylic Painting 3 Units

Prerequisites: ART R110B

Hours: 1½ lecture, 4½ lab weekly

This course explores the more advanced concepts in painting by examining abstract qualities in contemporary art, understanding philosophical trends and movements in painting and critical analysis of students' work. Each topic will be approached by examining theoretical issues or historical and contemporary painters' lives and works in order to inform student development. *Field trips may be required.*

Oxnard College faculty have defined Painting as a family of courses which includes ART R108A, ART R108B, ART R108C, ART R110A, ART R110B, and ART R110C. A student may take a maximum of four (4) courses from a family. Transfer credit: CSU, UC

ART R115A – Abstract Concepts I 3 Units

Prerequisites: ART R110A

Hours: 1½ lecture, 4½ lab weekly

This course is a study of abstract conceptual trends, both past and present source development in all art. Students will explore the areas of abstraction in real and non-objective form, as well as problems and solutions in abstraction. *Field trips may be required.*

Transfer credit: CSU, UC

ART R126A – Life Drawing I 3 Units

Prerequisites: ART R106A

Hours: 1½ lecture, 4½ lab weekly

C-ID: ARTS 200

This course is an introduction to drawing the human figure from observation using a wide variety of drawing media and techniques. Topics include an introduction to human anatomy and the historical and contemporary roles of figure drawing in the visual arts. Students in this course will learn both descriptive and interpretive approaches to drawing the figure. *Field trips may be required.*

Oxnard College faculty have defined Life Drawing as a family of courses which includes ART R126A, ART R126B and ART R126C. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R126B – Life Drawing II 3 Units

Prerequisites: ART R126A

Hours: 1½ lecture, 4½ lab weekly

This course is a continuation of Life Drawing I, but includes minor structures that surround or may be included in set-up (pose). Emphasis is placed on compositional and technical improvement in artistic procedures. *Field trips may be required.*

Oxnard College faculty have defined Life Drawing as a family of courses which includes ART R126A, ART R126B and ART R126C. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R126C – Life Drawing III 3 Units

Prerequisites: ART R126B

Hours: 1½ lecture, 4½ lab weekly

This course is a continuation of Life Drawing II, but includes more complex structures that surround or may be included in set-up. Emphasis is placed on more complex compositional poses, and further technical improvement in artistic style development. Students will draw the human figure from live models using a variety of media such as: charcoal, pencil, conté crayon, pastels and multimedia. *Field trips may be required.*

Oxnard College faculty have defined Life Drawing as a family of courses which includes ART R126A, ART R126B and ART R126C. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R155 – Beginning Sculpture 3 Units

Hours: 1½ lecture, 4½ lab weekly

This course is an introduction to three-dimensional sculptural principles, techniques, and concepts utilizing a wide range of materials and practices. Various sculpture methods are practiced with attention to creative self-expression and historical context. *Field trips may be required.*

Oxnard College faculty have defined Sculpture as a family of courses which includes ART R155 and ART R156. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R156 – Intermediate Sculpture 3 Units

Prerequisites: ART R155

Hours: 1½ lecture, 4½ lab weekly

This intermediate studio course will focus on experimentation with the ideas and media of sculpture and assembly with traditional, nontraditional, and alternative materials. Emphasis will be on the exploration of contemporary sculptural challenges of subject matter, form, and materials in relationship to individual aesthetic choices. Projects develop a wide range of skills and understanding of working in 3D. *Field trips may be required.*

Oxnard College faculty have defined Sculpture as a family of courses which includes ART R155 and ART R156. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

ART R160 – Introduction to Digital Photography 3 Units

Hours: 1½ lecture, 4½ lab weekly

The history, theory and aesthetics of digital photography will be explored in this course. Students will learn the fundamentals of digital photography with an emphasis on processes, principles and tools of photography. Topics include the development of technical and aesthetic skills, elements of design and composition, camera technology, materials and equipment, and contemporary trends in photography. *(Same as FTVE R160.) Field trips may be required.*

Transfer credit: CSU, UC

ART R165 – Portfolio/Gallery Presentation 3 Units

Prerequisites: ART R106A

Hours: 1½ lecture, 4½ lab weekly

This course provides a practical experience in portfolio and exhibit development culminating in a group exhibit. Emphasis is placed on continuing artistic practice and professional development. Through hands-on experiences, students will be introduced to exhibition planning, display, design, preparation, and installation techniques. *Field trips may be required.*

Transfer credit: CSU

ART R170 – Introduction to Women in Art: Woman as Artist; Woman as Image 3 Units

Hours: 3 lecture weekly

This is a survey focusing on the contributions and achievements of women as artists, collectors, and subjects. The course will examine key women artists from the middle ages to the present day, as well as investigating the role of women as subjects of art and the influence of women as collectors of art. It will include an examination of feminist art theory and discuss the impact of the women's movement of the 1960's and 1970's on women artists and their work. The course will include an examination of the portrayal of women in art produced by men, how this portrayal has changed over time, and how these changes reflect the changing roles of women in society. Special attention will be paid to the expanded range of both subject matter and media for women artists of the 20th century. *Field trips may be required.*

Transfer credit: CSU, UC

ART R171 – Survey of Modern Art**3 Units***Hours: 3 lecture weekly**C-ID: ARTH 150*

This course provides an overview of art and architecture from the Western modern period of the 19th and 20th centuries. This course explores the many global influences on Modern Art. *Field trips may be required.*

*Transfer credit: CSU, UC***ART R172 – Art of the Ancient Americas****3 Units***Hours: 3 lecture weekly*

Art of the Ancient Americas is a survey of visual culture within the historical context of select ancient civilizations in Mexico, Central America, and South America up to European contact. *Field trips may be required.*

*Transfer credit: CSU, UC***ART R175 – Introduction to Digital Art****3 Units***Hours: 1½ lecture, 4½ lab weekly*

This course is an introduction to fundamental concepts, practices, and theories of digital art production. Topics include integration of traditional design, color, and compositional principles with contemporary digital tools. Understanding of the underlying logic of computer software will be taught with an emphasis on the role of the computer in all forms of modern art-making. Students will learn how to use the computer as a tool effectively while developing their own method of creating digital artwork. Cross-platform issues will be addressed, as well as file preparation for various output media. (Same as FTVE R175.) *Field trips may be required.*

*Transfer credit: CSU, UC***ART R180 – 3-D Foundations****3 Units***Hours: 1½ lecture, 4½ lab weekly**C-ID: ARTS 101*

This course is an introduction to the concepts, applications, and historical references related to three-dimensional design and spatial composition, including the study of the elements and organizing principles of design as they apply to three-dimensional space and form. Development of a visual vocabulary for creative expression through lecture presentations and use of appropriate materials for non-representational three-dimensional studio projects. *Field trips may be required.*

Oxnard College faculty have defined Art Fundamentals as a family of courses which includes ART R104A, ART R106A, ART R106B, ART R106C, and ART R180. A student may take a maximum of four (4) courses from a family.

*Transfer credit: CSU, UC***ART R198 – Short Courses in Art****1-3 Units***Hours: Lecture and/or lab hours as required by unit formula*

Short courses designed as workshops in selected areas of art or studies of selected areas of art history are designed to meet the specific needs of the college and community as requested or required. *Field trips may be required.*

*Transfer credit: CSU***ART R199 – Directed Studies in Art****½-3 Units***Prerequisites: A course in the specific field.**Hours: Lecture and/or lab hours as required by unit formula*

This course is designed for students interested in furthering their knowledge of Art or Art History on an independent basis. This course offers opportunities for students with intermediate and/or advanced skills to engage in projects or studies not included in the regular curriculum. Students are accepted only by written project proposal approved by the discipline prior to enrollment.

*Transfer credit: CSU***ASSISTIVE COMPUTER TECHNOLOGY**

The courses below have been designed to meet the special instructional needs of students with disabilities and to prepare the students for certificate and degree programs in line with the mission of the College. Students are encouraged to seek guidance and support services through the Educational Assistance Center, (805) 678-5830.

FACULTY**Full-Time**

Della Newlow

COURSE DESCRIPTIONS**ACT R001 – Assistive Computer Technology****2 Units***Hours: 1 lecture, 3 lab weekly*

This course provides in-depth computer access evaluation to determine the most appropriate access environment for students with a disability or multiple disabilities. Disability categories served could include: physical, learning, visual, cognitive, deaf/hard of hearing, and psychological. Other participants could include students recommended by instructional staff. *Not applicable for degree credit. Course is offered on a Pass/No Pass (P/NP) basis only.*

ACT R011 – Computer-Aided Learning**1 Unit***Hours: ½ lecture, 1½ lab weekly*

The course provides computer-assisted instruction in basic academic skills and test preparation. Course may include fundamental word processing to assist students in completion of classroom assignments such as homework and term papers. *Not applicable for degree credit. Course is offered on a Pass/No Pass (P/NP) basis only.*

ACT R016 – Computer Aided Learning Math**1 Unit***Hours: ½ lecture, 1½ lab weekly*

Students with learning disabilities will be able to take this course while currently enrolled in any basic math course at Oxnard College to use computers to aid with their retention and learning of mathematics. *Not applicable for degree credit. Course is offered on a Pass/No Pass (P/NP) basis only.*

ACT R017 – Skills for the Internet**1 Unit***Hours: ½ lecture, 1½ lab weekly*

This course is designed to teach students the basic internet computer skills, techniques, and assistive computer technology that will enable them to be successful in accessing the Internet and email. Specifically, the course will review software that will accommodate students with disabilities to aid in using the internet. Student will learn the difference between academic and non-academic sources. Students will utilize and practice skills in individualized weekly research, presentations and website review assignments that will focus on developing better overall research skills as well as computing skills. *Not applicable for degree credit. Course is offered on a Pass/No Pass (P/NP) basis only.*

ASTRONOMY

CAREER OPPORTUNITIES

(Post bachelor's degree necessary)

Astronomer Astrophysicist

FACULTY

Full-Time

Justin Miller

COURSE DESCRIPTIONS

AST R101 – Introduction to Astronomy

3 Units

Hours: 3 lecture weekly

This course is an introduction to astronomy for both science and non-science majors. The intent of the course is to familiarize each student with the terms, tools, and theories of modern astronomy. Topics covered include historical events and discoveries, personalities, and tools, as well as studies of the solar system, stars, galaxies, pulsars, and black holes. The scientific method is defined and expounded.

Transfer credit: CSU, UC

AST R101L – Astronomy Laboratory

1 Unit

Prerequisites: AST R101 or concurrent enrollment

Advisories: MATH R002 or MATH R011

Hours: 3 lab weekly

This laboratory reinforces principles learned in AST R101. Students obtain hands-on experience with telescopes, star charts, and other devices used in astronomy. Observations are made of the Moon, the planets, and the stars. Field trips to observatories, planetariums, and/or dark-sky sites may be required. Students are expected to be familiar with high-school algebra. *Field trips may be required.*

Transfer credit: CSU, UC

AUTOMATION AND CONTROL SYSTEMS

For more information, contact:

Alan Ainsworth, aainsworth@vcccd.edu

(805) 678-5042

CAREER OPPORTUNITIES

Automation and Control Systems Technician
PLC Technician Sales

FACULTY

Full Time

Alan Ainsworth

COURSE DESCRIPTIONS

ACS R100 – Automation and Control Systems

4 Units

Prerequisites: ENVT R020, ENVT R020L, and ENVT R021L

Hours: 3 lecture, 3 lab weekly

This course provides instruction in the principles, operation, and implementation of automation and process control systems used in many industries including but not limited to the following: pharmaceutical/biotechnology, agricultural, manufacturing, water/wastewater, green energy, and HVAC/R. Control types covered in this course include direct digital controls (DDC), programmable logic controls (PLC), building automation systems (BAS) and pneumatic controls. *Field trips may be required.*

Transfer credit: CSU

ACS R110 – Programmable Logic Controllers (PLCs)

4 Units

Prerequisites: ENVT R020, ENVT R020L, and ENVT R021L

Hours: 3 lecture, 3 lab weekly

This is an introductory course on the principles of how Programmable Logic Controllers (PLCs) function. This course provides practical information about installing, programming, and maintaining PLC systems. Students receive instruction and training to help them achieve the industry qualifications needed to work in the high growth area of automation. *Field trips may be required.*

Transfer credit: CSU

AUTOMOTIVE BODY AND FENDER REPAIR

The Automotive Body, Painting, and Fender Repair program at Oxnard College prepares students to enter the industry as entry-level technicians and provides continuous skills improvement training for employed technicians in the field. Students can complete a Certificate of Achievement and an Associate of Science Degree if the necessary general education requirements are completed. The program emphasizes hands-on training in body, fender, collision repair, painting, and automotive graphics so that students have the prerequisite skills necessary to gain employment in the industry.

For more information, contact:

Jose Ortega, jortega@vcccd.edu

(805) 678-5047

CAREER OPPORTUNITIES

Body and Fender Repair Painting and Graphics
Frame Specialist Repair Estimator
Parts and Service Management

FACULTY

Full-Time

Jose Ortega

◆ AUTOMOTIVE BODY AND FENDER REPAIR

Associate in Science Degree Certificate of Achievement

REQUIRED COURSES:		UNITS
AB R001	Introduction to Automotive - Body and Fender	4
AB R002	Intermediate Auto Body and Fender Repair	4
AB R003	Introduction to Estimating Auto Body Damage	4
AB R004	Advanced Auto Body Collision and Damage Repair	4
AB R005A	Auto Body Painting & Refinishing I	2
AB R005B	Auto Body Painting and Refinishing II	4
		22

REQUIRED ADDITIONAL COURSES:		UNITS
Complete a minimum of one course from the following courses:		
AB R007A	Automotive Graphics	2
AB R007B	Advanced Automotive Graphics	2
AT R010	Fundamentals of Auto Technology	3
AT R015	Automotive Electrical Systems	4
		2-4

TOTAL REQUIRED MAJOR UNITS 24-26

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Automotive Body and Fender Repair program students will be able to:

- Identify and comprehend environmental safety rules and regulations, in the following areas: shop safety, personal safety, hazardous material safety, air bag safety, respirator safety, welding safety, and power tool and equipment safety.
- Demonstrate the ability to analyze and evaluate various damage areas of a vehicle including estimating the costs of repair, and identify the safety and proper procedures of repair.
- Demonstrate the skills and knowledge required to repair vehicles in the Auto Body Industry in the following areas: cosmetic repairs, painting spot repair, painting a panel repair, painting a complete car, non-structural body repairs, structural body repair, and final detailing of a vehicle.

◆ AUTO BODY/COLLISION REPAIR

Proficiency Award (Awarded by the Department)

The Auto Body/Collision Repair Program is a proficiency award that demonstrates students are prepared to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features.

REQUIRED COURSES:		UNITS
AB R001	Introduction to Automotive - Body and Fender	4
AB R002	Intermediate Auto Body and Fender Repair	4
TOTAL REQUIRED UNITS		8

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Auto Body/Collision Repair Program students will be able to:

- Repair minor dents and cosmetic repairs.
- Repair non-structural body damage.

◆ ESTIMATING AUTO BODY DAMAGE & ADVANCED REPAIR

Proficiency Award (Awarded by the Department)

The Estimating Auto Body Damage & Advanced Repair Program is a proficiency award that prepares students for positions in the auto body and repair industry in the areas of auto damage analysis and estimating and reconstructing auto bodies, fenders, and external features.

REQUIRED COURSES:		UNITS
AB R003	Introduction to Estimating Auto Body Damage	4
AB R004	Advanced Auto Body Collision and Damage Repair	4
TOTAL REQUIRED UNITS		8

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Estimating Auto Body Damage & Advanced Repair Program students will be able to:

- Demonstrate proficiency in evaluating various damage areas of a vehicle and estimating the repair cost.
- Demonstrate proficiency in structural body repair and frame repair.

◆ AUTO BODY PAINTING AND REFINISHING

Proficiency Award

(Awarded by the Department)

The Auto Body Painting and Refinishing Program is a proficiency award that prepares students for positions in the auto body and repair industry in the area of painting and refinishing.

REQUIRED COURSES:		UNITS
AB R005A	Auto Body Painting & Refinishing I	2
AB R005B	Auto Body Painting and Refinishing II	4
TOTAL REQUIRED UNITS		6

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Auto Body Painting and Refinishing Program students will be able to:

- Demonstrate proficiency in spot painting repair.
- Demonstrate proficiency in panel painting repair.
- Demonstrate proficiency in complete car painting repair.

◆ AUTOMOTIVE GRAPHICS

Proficiency Award

(Awarded by the Department)

The Automotive Graphics Program is a proficiency award that prepares students for positions in the auto body and repair industry as well as other fields that require graphic design skill sets such as paint mixing, customized murals, advanced commercial lettering, advanced outlines and shadowing, and advanced pin-stripping.

REQUIRED COURSES:		UNITS
AB R007A	Automotive Graphics	2
AB R007B	Advanced Automotive Graphics	2
TOTAL REQUIRED UNITS		4

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Automotive Graphics Program students will be able to:

- Demonstrate proficiency in the preparation and layout of pin-stripping.
- Demonstrate proficiency in advanced level automotive graphics design including color selection.

COURSE DESCRIPTIONS

AB R001 – Introduction to Automotive - Body and Fender 4 Units

Hours: 2 lecture, 6 lab weekly

This course covers the fundamentals of auto body repair, including arc and oxy-acetylene welding, and metal finishing, use of body filler, sanding, masking, and priming. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

AB R002 – Intermediate Auto Body and Fender Repair 4 Units

Prerequisites: AB R001

Hours: 2 lecture, 6 lab weekly

This course provides training in special problems in repair of automobiles using advanced techniques with material such as steel, aluminum, and plastic. Special priming methods are also taught. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

AB R003 – Introduction to Estimating Auto Body Damage 4 Units

Prerequisites: AB R002

Hours: 2 lecture, 6 lab weekly

This course is designed to prepare students with the necessary skills in writing estimates or accident reports for none structural refinishing, and repair of automobile damage. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

AB R004 – Advanced Auto Body Collision and Damage Repair 4 Units

Prerequisites: AB R003

Hours: 2 lecture, 6 lab weekly

This is an advanced course in the techniques of repairing heavy damage to the automobile body and chassis; emphasis will be on automobile frame straightening, structure damage repairs, and advanced welding. The student's auto body projects will be in the scope of complete automotive wrecks. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

AB R005A – Auto Body Painting & Refinishing I 2 Units

Hours: 1 lecture, 3 lab weekly

This course is designed to prepare students for entry-level positions in the automotive refinishing industry by providing training in painting fundamentals. Topics to be covered include a history of the industry, shop safety, shop equipment and layout, required tools and materials, and surface preparation techniques. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

AB R005B – Auto Body Painting and Refinishing II 4 Units

Prerequisites: AB R005A

Hours: 2 lecture, 6 lab weekly

This course continues training in automotive painting and refinishing. Topics to be covered include application of undercoats and topcoats, spot repair procedures, paint job procedures, paint problems, and procedures for securing employment in the field. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

AB R007A – Automotive Graphics 2 Units

Hours: 1 lecture, 3 lab weekly

This is an introductory course that gives a comprehensive overview of automotive graphics including preparation and layout of pinstripping, touch-up, lettering, and murals. This course also includes graphics for commercial trucks and boats. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

AB R007B – Advanced Automotive Graphics 2 Units

Prerequisites: AB R007A

Hours: 1 lecture, 3 lab weekly

This course provides instruction in advanced level automotive graphics design including color selection, paint mixing, customized murals, advanced commercial lettering applications, advanced outlines and shadowing, advanced pinstripping, and customized quilts. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

AB R098 – Short Courses in Automotive Body and Fender Repair 1-3 Units

Hours: Lecture and/or lab hours as required by unit formula

These courses and/or workshops will cover selected areas of automotive body and fender repair. These courses will be developed to meet specific needs of the college community as requested or required. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

AUTOMOTIVE TECHNOLOGY

The Automotive Technology program at Oxnard College is designed to prepare students as entry-level technicians for the automotive field. The program also provides improvement training for working automotive technicians dealing with rapidly changing technologies and updated certification exams. Students can complete a Proficiency Award (Entry Level Alignment Specialist, Entry Level Brake and Electrical Specialist), an Associate of Science Degree or Certificate of Achievement. Courses include a full range of curriculum for this career: fundamentals and foundations of automotive, automotive electrical, engine performance, brake systems, steering and suspension, heating and air conditioning systems, transmissions, and automotive business management. In addition, students can enter a pathway to becoming a State of California, Bureau of Automotive Repair licensed vehicle Emissions Inspector. The courses are designed to give a student knowledge and hands-on training needed to achieve ASE (Automotive Service Excellence) certification. All courses are taught by ASE certified instructors and the program is certified by NATEF (National Automotive Technicians Educational Foundation).

For more information, contact:
Richard Williams, rwilliams@vccd.edu
(805) 678-5890

CAREER OPPORTUNITIES

Automotive Service Technician	Licensed Smog Technician
Automotive Electrical Repair Specialist	Line Technician
Engine Performance Specialist	Service Manager
Brake and Wheel Alignment Undercar Technician	

FACULTY

Full-Time
Richard Williams

◆ AUTOMOTIVE TECHNOLOGY

**Associate in Science Degree
Certificate of Achievement**

REQUIRED COURSES:		UNITS
AT R010	Fundamentals of Auto Technology	3
AT R011	Foundations of Automotive Technology	3
AT R013	Automotive Engine Performance	4
AT R013L	Automotive Engine Performance Lab	2
AT R015	Automotive Electrical Systems	4
AT R015L	Automotive Electrical Systems Lab	2
AT R016	Auto Electronics	3
AT R018	Automotive Brake Systems	4
AT R018L	Automotive Brake Systems Lab	2
AT R033	Automotive Emission and Fuel Control Systems	4
AT R050	Automotive Steering and Suspension	6
TOTAL CORE REQUIREMENTS		37

REQUIRED ADDITIONAL COURSES (MINIMUM 5 UNITS): UNITS

Complete a minimum of five units from the following courses:

AT R012	Automotive Air Conditioning	2
AT R014	Advanced Engine Performance	4
AT R014L	Advanced Engine Performance Lab	2
AT R026	Automotive Engine Overhaul	4
AT R026L	Automotive Engine Overhaul Lab	2
AT R030	Automotive Transmissions and Drive Line	3
AT R030L	Automotive Transmissions and Drive Line Lab	2
AT R048	Smog Check Procedures	3
AT R060	Automotive Business Management	6

TOTAL REQUIRED MAJOR UNITS 42-43

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Automotive Technology program students will be able to:

- Complete industry standard documents and related paperwork.
- Comprehend math concepts as they apply to automotive diagnosis and repair.
- Identify and comprehend environmental safety rules and regulations related to the Automotive Industry.
- Effectively research and utilize information as it applies to the automotive industry.

◆ ENTRY LEVEL ALIGNMENT SPECIALIST

Proficiency Award

(Awarded by the Department)

The Entry Level Alignment Specialist Program is a proficiency award that designed to acknowledge the student's readiness to enter the industry field for Automotive and Light Truck Steering, Suspension, and Alignment diagnosis and repair.

REQUIRED COURSES: UNITS

AT R010	Fundamentals of Auto Technology	3
AT R015	Automotive Electrical Systems	4
AT R015L	Automotive Electrical Systems Lab	2
AT R050	Automotive Steering and Suspension	6

TOTAL REQUIRED UNITS 15

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Entry Level Alignment Specialist Program students will be able to:

- Complete industry standard documents and related paperwork.
- Comprehend math concepts as they apply to automotive diagnosis and repair.
- Identify and comprehend environmental safety rules and regulations related to the Automotive Industry.
- Effectively research and utilize information as it applies to the automotive industry.

◆ ENTRY LEVEL BRAKE AND ELECTRICAL SPECIALIST

Proficiency Award

(Awarded by the Department)

The Entry Level Brake and Electrical Specialist Program is a proficiency award that designed to acknowledge the student's readiness to enter the industry field for for Automotive and Light Truck brake diagnosis and repair.

REQUIRED COURSES:		UNITS
AT R010	Fundamentals of Auto Technology	3
AT R015	Automotive Electrical Systems	4
AT R015L	Automotive Electrical Systems Lab	2
AT R018	Automotive Brake Systems	4
AT R018L	Automotive Brake Systems Lab	2
TOTAL REQUIRED UNITS		15

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Entry Level Brake and Electrical Specialist Program students will be able to:

- Complete industry standard documents and related paperwork.
- Comprehend math concepts as they apply to automotive diagnosis and repair.
- Identify and comprehend environmental safety rules and regulations related to the Automotive Industry.
- Effectively research and utilize information as it applies to the automotive industry.

COURSE DESCRIPTIONS

AT R010 – Fundamentals of Auto Technology 3 Units

Hours: 3 lecture weekly

This course is a comprehensive overview of the automobile, basic operation principles and repair procedures. Systems included are ignition, charging, cranking, cooling, fuel, lubrication, brakes, engine operation and front suspension. *Field trips may be required.*

AT R011 – Foundations of Automotive Technology 3 Units

Advisories: AT R010

Hours: 2½ lecture, 1½ lab weekly

This is a companion class to Fundamentals of Auto Technology (AT R010). It will focus on teaching the skills necessary for a student to be successful in all other courses in the Automotive Technology program. These skills will include, but are not limited to, information acquisition and retrieval; writing repair orders and related documents; hardware identification, use and repair; gasket, seal and sealants use; bearing identification & repair; fluid services; wheel & tire service. *Field trips may be required.*

AT R012 – Automotive Air Conditioning 2 Units

Advisories: AT R010

Hours: 1 lecture, 3 lab weekly

This course provides a comprehensive study of the principles of operation and theory of automotive air conditioning. This course offers a study of design features of each manufacturer to include servicing, troubleshooting, diagnosis and system repair. Students will be given practical skills for servicing, repair and diagnosis. *Field trips may be required.*

AT R013 – Automotive Engine Performance 4 Units

Corequisites: AT R013L

Advisories: AT R010

Hours: 4 lecture weekly

This course provides detailed coverage of automotive ignition systems and fuel injection systems. This course will focus on engine computer management, and the skills required for diagnosing, servicing and repairing these systems. Preparation for the ASE certification test in engine performance is included. *Field trips may be required.*

AT R013L – Automotive Engine Performance Lab 2 Units

Corequisites: AT R013

Advisories: AT R010

Hours: 1 lecture, 3 lab weekly

This course provides vocational preparation with the skills required in the diagnosing, servicing and repairing automotive ignition, fuel injection and engine computer management systems. The student will practice the skills required for diagnosing, servicing and repairing these systems. The student will use engine computer scan tools and lab scopes for testing purposes. Preparation for the ASE certification test in engine performance is included. *Field trips may be required.*

AT R014 – Advanced Engine Performance 4 Units

Prerequisites: AT R013

Corequisites: AT R014L

Hours: 4 lecture weekly

This advanced course provides technical preparation in the skills required to diagnose engine control management systems of modern vehicles. The L-1 certification by ASE requires the most current knowledge and preparation in the series of tests offered by ASE for automobiles. Students will use manufacturer approved scan tools, lab scopes, digital volt meters and other state-of-the-art test equipment. Systems covered will include the engine management computer control, and how other computer control systems (such as the anti-lock brake and supplemental restraint computer systems) interact. Preparation for the ASE L-1 certification in advanced engine performance will be included. *Field trips may be required.*

AT R014L – Advanced Engine Performance Lab 2 Units

Prerequisites: AT R013

Corequisites: AT R014

Hours: 1 lecture, 3 lab weekly

This advanced course provides hands on technical preparation in the skills required to diagnose engine control management systems of modern vehicles. The L-1 certification by ASE requires the most current knowledge and preparation in the series of tests offered by ASE for automobiles. Students will use manufacturer approved scan tools, lab scopes, digital volt meters and other state-of-the-art test equipment. Systems covered will include the engine management computer control system, and how other computer control systems (such as the anti-lock brake and supplemental restraint computer systems) interact. Preparation for the ASE L-1 certification in advanced engine performance will be included. *Field trips may be required.*

AT R015 – Automotive Electrical Systems 4 Units

Corequisites: AT R015L

Advisories: AT R010

Hours: 4 lecture weekly

This course covers all aspects of automotive electrical systems including charging, starting, ignition, accessories, and electronics. This course will cover wiring diagrams and provide skills necessary to diagnose electrical problems in computer controls on vehicles. Preparation for ASE certification test included. *Field trips may be required.*

AT R015L – Automotive Electrical Systems Lab 2 Units*Corequisites: AT R015**Advisories: AT R010**Hours: 1 lecture, 3 lab weekly*

This course provides vocational preparation in the skills required in diagnosis, adjustment, repair and maintenance of the electrical systems of modern automotive vehicles. The course is based on electrical service procedures for the overhaul of electrical components and circuitry in automobiles. Preparation for the ASE certification electrical and electronics A-6 test is included. *Field trips may be required.*

AT R016 – Auto Electronics 3 Units*Prerequisites: AT R015 and AT R015L**Advisories: AT R010**Hours: 3 lecture weekly*

This course is designed for advanced students or technicians in the auto service industry. This course covers various types of electronic systems, ignition systems, computer management, and fuel injection control systems. Scan tool devices used in diagnosis of today's modern vehicles will be covered. *Field trips may be required.*

AT R018 – Automotive Brake Systems 4 Units*Corequisites: AT R018L**Advisories: AT R010**Hours: 4 lecture weekly*

This course begins with the study of automotive brake systems, including hydraulic and friction principles. This course will study drum and disc brake systems showing how the systems function. The course will cover computerized anti-lock brake controls giving students skills in diagnosis and repair with these systems. Preparation for the ASE certification test included. *Field trips may be required.*

AT R018L – Automotive Brake Systems Lab 2 Units*Corequisites: AT R018**Hours: 1 lecture, 3 lab weekly*

This course covers automotive brake systems service procedures including: hydraulic system overhaul, drum and disc rotor machining, brake shoe and pad service. The anti-lock brake computer system will be tested and serviced with industry accepted practices. Scan tools will be used to test anti-lock brake systems. This "hands-on" course will allow the student to practice skills taught in the brake class. Preparation for the ASE certification test is included. *Field trips may be required.*

AT R020 – ASE Mechanics Certification 3 Units*Advisories: Employment in the automotive industry or an automotive major.**Hours: 3 lecture weekly*

This course is offered to assist employed mechanics and students with automotive mechanic majors in preparing for the ASE (Automotive Service Excellence) certification examinations. This course will cover nine specific test areas: engine repair, electrical/electronic systems, heating and air conditioning, brakes, suspension and steering, automatic transmission/transaxle, manual drive train and axles, engine performance, and advanced engine performance specialist. *Field trips may be required.*

AT R026 – Automotive Engine Overhaul 4 Units*Corequisites: AT R026L**Advisories: AT R010**Hours: 4 lecture weekly*

This course provides technical preparation in the basic skills required to diagnose, adjust, repair, and overhaul the automotive internal combustion engine. All phases of machine work will be covered. Quality inspection and reassembly procedures will be stressed. Preparation for the ASE certification test is included. *Field trips may be required.*

AT R026L – Automotive Engine Overhaul Lab 2 Units*Corequisites: AT R026**Advisories: AT R010**Hours: 1 lecture, 3 lab weekly*

Course uses class projects involving theory and operation of modern engine overhaul equipment. Students will gain experience and skills diagnosing repairs, cleaning, disassembling, repairing, and restoring engines to service. Preparation for the ASE certification test is included. *Field trips may be required.*

AT R030 – Automotive Transmission and Drive Line 3 Units*Corequisites: AT R030L**Advisories: AT R010**Hours: 3 lecture weekly*

This course provides technical preparation in the basic skills required to diagnose, adjust, repair, and overhaul the automotive transmission and drive line. All phases of transmission diagnosis and repair work will be covered. Quality inspection and reassembly procedures will be stressed. Preparation for the ASE certification is included. *Field trips may be required.*

AT R030L – Automotive Transmission and Drive Line Lab 2 Units*Corequisites: AT R030**Advisories: AT R010**Hours: 6 lab weekly*

This course provides technical preparation in the skills required to diagnose, adjust, repair and overhaul the automotive transmission. All phases of transmission testing will be covered. Quality inspection and reassembly procedures will be stressed. Students will gain experience and skills diagnosing repairs, cleaning, disassembling, repairing, and restoring transmissions to service. Preparation for the ASE certification test is included. *Field trips may be required.*

AT R033 – Automotive Emission and Fuel Control Systems 4 Units*Advisories: AT R010**Hours: 3 lecture, 3 lab weekly*

This course covers a brief history of air pollution, automotive emissions control laws, and control systems. The basic emission controls such as positive crankcase ventilation, air injection, evaporative controls, catalytic converters, and computer control systems will be covered in depth. Emission testing equipment approved by the State of California will be used on vehicles. Students will study emission failing vehicles and principles of diagnosis to correct excessively polluting vehicles. Fuel injection systems will be studied and tested. Preparation for the ASE (Automotive Service Excellence) certification test is included. *Field trips may be required.*

AT R048 – Smog Check Procedures 3 Units*Advisories: AT R013 or AT R013L or AT R033.**Hours: 3 lecture weekly*

This course will provide students with the knowledge, skills, and abilities needed to perform smog check inspections. Students who successfully complete this course will have met the California Bureau of Automotive Repair's training requirements to qualify to sit for the smog check inspector licensing examination. *Field trips may be required.*

AT R050 – Automotive Steering and Suspension 6 Units

Advisories: AT R011

Hours: 5 lecture, 3 lab weekly

This course is for the automotive student, who wants to understand automotive steering and suspension systems. This course provides the technical skills and preparation required in diagnosis, adjustment, replacement and repair of all types of suspension systems commonly used in the automotive industry. Factory type scan tools will be used for interaction with the vehicle steering and suspension control systems. Skills used for diagnosing body computer systems will be taught as part of the course. Preparation for the ASE certification exam is included. *Field trips may be required.*

NOTE: Course may be repeated if legally mandated.

AT R060 – Automotive Business Management 6 Units

Hours: 5 lecture, 3 lab weekly

This course covers the automotive service management operations of an automotive business/dealership as related to service advisor/manager by focusing on the repair order as a legal document, appointment systems, telephone skills, communication strategies, product knowledge, selling skills, customer handling, warranties, and cost reduction methods. Successful completion of the class will prepare students for the ASE Automobile Service Consultant (C1) Exam. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

AT R088 – California Bureau of Automotive Repair Smog License Update Class 1 Unit

Advisories: This course is for persons holding a current State of California Smog Inspection License and candidates for the Smog Inspection License. However any student with a working knowledge of electricity who desires an introduction to the Digital Storage Oscilloscopes would benefit from the class.

Hours: ¾ lecture, ¾ lab weekly

This short course will cover selected areas of automotive technology. This course will meet the smog license update training requirements of the State of California, Bureau of Automotive Repair. *Field trips may be required. Course is offered Pass/No Pass (P/NP) basis only.*

AT R098 – Short Courses in Automotive Mechanics ½-10 Units

Hours: Lecture and/or lab hours as required by unit formula

Specialized topics designed to inform or update interested persons in various disciplines within the auto repair industry. Length of course determines unit credit.

BIOLOGICAL SCIENCES

Biology is the study of living organisms from those composed of one cell to those made of trillions of cells and everything in between, including bacteria, mushrooms, humans, other animals, and plants. Biology majors also receive a strong foundation in other science fields, as these are relevant to living organisms. For example, all living things are made of molecules. So to understand how these molecules will interact in living organisms, biology majors will receive a foundation in chemistry. Students in the biology program at Oxnard College will learn about the diversity of living organisms and will become skilled in laboratory techniques. Various career options in biology will also be explored.

Biology majors have the choice between two degree options. The Associate in Arts in Biology (AA) is recommended for those looking to transfer to a University of California school or planning on a career in the medical or dental field. The Associate in Science in Biology for Transfer (AS-T) is recommended for those students planning to transfer to a California State University school as it provides certain guarantees upon transfer. See a counselor for more information. For students interested in the wonder of the living world, the Oxnard College Biology program is the place to be.

For more information, contact:

Anatomy/Physiology – Michael Abram, mabram@vcccd.edu, (805) 678-5049

General Biology – Michael Nicholson, mnicholson@vcccd.edu, (805) 678-5197

Marine Biology – Shannon Newby, shnewby@vcccd.edu, (805) 678-5050

Microbiology – James Harber, jharber@vcccd.edu, (805) 678-5048

CAREER OPPORTUNITIES

(Most careers require bachelor's or advanced degrees)

Biological Technician	Public Health Biologist
Health Technician	Laboratory Technician
Clinical Lab Technologist	Research Technician
Marine Biologist	Forestry & Wildlife Biologist
Environmental Consultant	Ecologist
Biotechnologist	Fisheries Technician
Zoology	Medical Scientist

FACULTY

Full-Time

Michael Abram	Shannon Newby
James Harber	Michael Nicholson

◆ BIOLOGY

Associate in Science for Transfer

The Associate in Science in Biology for Transfer (Biology AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Biology AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as “similar” to the Biology AS-T. Some campuses may also require or recommend specific course selections from choices within the AS-T. Please see a counselor or adgreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Biology major.

California State University, Bakersfield
 California State University, Channel Islands
 California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 Humboldt State University
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Northridge
 California State University, Pomona
 California State University, Sacramento
 San Diego State University
 San Francisco State University
 San José State University
 California State University, San Marcos
 California State University, Stanislaus

REQUIRED CORE COURSES (10 UNITS):		UNITS
BIOL R120	Principles of Biology I	4
BIOL R120L	Principles of Biology I Lab	1
BIOL R122	Principles of Biology II	4
BIOL R122L	Principles of Biology II Lab	1

LIST A (25 UNITS):

CHEM R120	General Chemistry I	5
CHEM R122	General Chemistry II	5
MATH R120	Calculus with Analytic Geometry I	5

Select one Physics Sequence (10 UNITS):

Sequence 1:

PHYS R101	College Physics 1	4
PHYS R101L	College Physics 1 Laboratory	1
PHYS R102	College Physics 2	4
PHYS R102L	College Physics 2 Laboratory	1

OR

Sequence 2:

PHYS R131	Physics for Scientists and Engineers 1	5
PHYS R132	Physics for Scientists and Engineers 2	5

Total Required Major Units 35

CSU General Education or IGETC for STEM Pattern	31-33
Double-Counted Units	(10)
Electives (CSU transferable units needed to reach 60)	2-4

DEGREE TOTAL 60

◆ BIOLOGY

Associate in Arts Degree

The requirements for the A.A. degree in Biology are satisfactory completion of 60 semester units of which 29 semester units must be the required major courses shown below. The additional 31 units should be chosen from the general education degree requirements found in the Oxnard College catalog. Students who plan to transfer to a four-year university should consult the CSU GE-Breadth or IGETC pattern for general education. In addition, all students planning to transfer should consult the assist.org website for guidance on the requirements of their intended major and/or emphasis at the transfer institution. The A.A. in Biology is designed primarily for students pursuing a Bachelor of Arts in Biology after transfer.

REQUIRED CORE COURSES:		UNITS
BIOL R120	Principles of Biology I	4
BIOL R120L	Principles of Biology I Lab	1
BIOL R122	Principles of Biology II	4
BIOL R122L	Principles of Biology II Lab	1
CHEM R120	General Chemistry I	5
CHEM R122	General Chemistry II	5
MATH R105	Introductory Statistics	4
TOTAL REQUIRED CORE UNITS		24

REQUIRED ADDITIONAL COURSES:		UNITS
Complete a minimum of 4 units from the following:		
BIOL/MST R100	Marine Biology	3
BIOL/MST R100L	Marine Biology Laboratory	1
BIOL R170	Biological Marine Resource Management	1
BIOL R199	Directed Studies in Biology	1-3
CHEM R130	Organic Chemistry I	5
ESRM R100	Introduction to Environmental Science and Resource Management	3
MATH R120	Calculus with Analytic Geometry I	5
MATH R121	Calculus with Analytic Geometry II	5
MICR R100	Principles of Microbiology	3
MICR R100L	Principles of Microbiology Lab	2
MST R160	Introduction to Research in Natural Resource Management	4
PHSO R101	Human Physiology	5
PHYS R101	College Physics 1	4
PHYS R101L	College Physics 1 Laboratory	1
PHYS R121	Physics with Calculus I	5
		4
TOTAL REQUIRED MAJOR UNITS		28

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Biology program students will be able to:

- Use logic and the scientific method to draw well supported conclusions pertaining to biological questions.
- Display written and verbal competency in the description and analysis of biological subject matter.
- Integrate ideas and values from different disciplines (e.g., mathematics, chemistry) to explain biological concepts or ideas.

- Conduct research and information gathering using a variety of sources such as texts, tables, graphs, maps, media, personal communication, observation, and electronic databases to answer biological questions.
- Understand and communicate complex relationships between natural and human systems.
- Recognize applications of biology in everyday life.
- Acquire knowledge and skills sufficient to allow one to pursue more advanced study in biological sciences or seek employment in biology-related fields, or upgrade skills for the workplace.

ANATOMY COURSE DESCRIPTIONS

ANAT R101 – General Human Anatomy 4 Units

Prerequisites: MATH R014 and ENGL R096 and BIOL R101 and BIOL R101L

Hours: 2 lecture, 6 lab weekly

C-ID: BIOL 110B

This course is organized into two parts: lecture and laboratory. The lecture portion is an introduction to gross anatomy as well as organization and histology of human organ systems. The laboratory portion reinforces the lecture material and consists of hands-on experiments and demonstrations used to illustrate the principles and concepts of anatomy. These include but are not limited to microscope use, model and specimen examination, dissection of the cat as well as other livestock organs and demonstration of the dissected human cadaver. This course meets the requirements of students anticipating transfer to university, medical school, dental school, holistic medicine, kinesiology programs and other health care certificated programs. *Field trips may be required.*

Transfer credit: CSU, UC

BIOLOGY COURSE DESCRIPTIONS

BIOL R100 – Marine Biology 3 Units

Advisories: ENGL R095 and ENGL R096, or ENGL R100, or concurrent enrollment in ENGL R101; MATH R001

Hours: 3 lecture weekly

This course provides an introduction to the diversity of marine organisms and the physical and biological processes that influence their life history, behavior, distribution, and anatomical structure. Topics also address the interactions of these organisms and processes in a variety of habitats, marine ecology, and marine conservation. (Same as MST R100.) *Field trips may be required.*

Transfer credit: CSU, UC

BIOL R100L – Marine Biology Laboratory 1 Unit

Prerequisites: BIOL R100 or concurrent enrollment

Advisories: ENGL R095 and ENGL R096, or ENGL R100, or concurrent enrollment in ENGL R101; MATH R001 and MATH R002

Hours: 3 lab weekly

This laboratory course provides an introduction to the diversity of marine organisms and the physical and biological processes that influence their structure, life history, and behavior. (Same as MST R100L.) *Field trips may be required.*

Transfer credit: CSU, UC

BIOL R101 – General Biology 3 Units

Advisories: ENGL R095 and ENGL R096, or ENGL R100, or concurrent enrollment in ENGL R101; BIOL R101L

Hours: 3 lecture weekly

This course is an introduction to the science of life, cell biology, metabolism, diet, genetics, evolution and ecology and will include current issues and news on these topics. This course meets the needs of prospective teachers, health care workers, environmental personnel, technicians, scientists, and non-science employees. This course will satisfy the requirements for certain education, dental hygiene, nursing and physical therapy programs. *Field trips may be required.*

Transfer credit: CSU, UC

BIOL R101L – General Biology Laboratory 1 Unit

Prerequisites: BIOL R101 or concurrent enrollment

Advisories: MATH R002

Hours: 3 lab weekly

This is a laboratory course designed to be taken in conjunction with BIOL R101 as an introduction to biology laboratory practices for non-majors as well as those considering majoring in Biology. The laboratory exercises cover the scientific method, basic biochemistry, microscopy, cellular organization, cellular energy transformation, cellular reproduction, genetics, and evolution. *Field trips may be required.*

Transfer credit: CSU, UC

BIOL R120 – Principles of Biology I 4 Units

Prerequisites: CHEM R120; and MATH R014 or MATH R014B or eligibility for college level math as determined by the college's multiple measures process

Advisories: ENGL R096, or ENGL R100, or ENGL R101

Hours: 4 lecture weekly

C-ID: BIOL 190 (when taken with BIOL R120L)

The first semester of biology for majors introduces the student to principles of cellular and molecular biology. Knowledge from a breadth of disciplines related to health, medical and research science careers is examined including: biochemistry, metabolism, molecular biology, genetics, cellular biology, recombinant DNA, developmental biology, microbiology and molecular evolution. While the diversity of life is surveyed, an emphasis is placed on the biology worldview derived from experimental data of specific model genera, animal cell culture systems and prokaryotic/eukaryotic viruses. The method of generating hypothesis based research results and the role of paradigms in advancing biological science theory are examined. *Field trips may be required.*

Transfer credit: CSU, UC

BIOL R120L – Principles of Biology I Lab: Intro to Cellular and Molecular Biology 1 Unit

Prerequisites: BIOL R120 or concurrent enrollment

Hours: 3 lab weekly

C-ID: BIOL 190 (when taken with BIOL R120)

This is a laboratory course designed to complement the BIOL R120 lecture course, the first course in the series of biology courses for majors. The current methods employed by investigators in the biological sciences are presented. These include, but are not limited to microscopy, differential centrifugation, chromatography, electrophoresis, spectrophotometry, recombinant DNA methods and PCR. *Field trips may be required.*

Transfer credit: CSU, UC

BIOL R122 – Principles of Biology II 4 Units

Prerequisites: BIOL R120 and BIOL R120L; MATH R014 or MATH R014B or eligibility for college level math as determined by the college's multiple measures process

Advisories: ENGL R101

Hours: 4 lecture weekly

C-ID: BIOL 140 (when taken with BIOL R122L)

This course, intended for biology majors, includes a survey of the basic biology and diversity of unicellular and multicellular organisms and examines the basic principles governing evolution of organisms and interactions between organisms and the environment. It emphasizes general biological principles, classification, structure, function and evolutionary adaptations of organisms (including plants, fungi, animals, and unicellular organisms) to their environments, and ecological principles. *Field trips may be required.*

Transfer credit: CSU, UC

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in Microbiology will be able to:

- Use logic and the scientific method to draw well supported conclusions pertaining to biological/microbiological questions.
- Display written and verbal competency in the description and analysis of microbiological subject matter.
- Integrate ideas and values from different disciplines (e.g., mathematics, chemistry) to explain microbiological concepts or ideas.
- Conduct research and information gathering using a variety of sources such as texts, tables, graphs, maps, media, personal communication, observation, and electronic databases to answer biological questions.
- Understand and communicate complex relationships between natural and human systems.
- Recognize applications of microbiology in everyday life.
- Acquire knowledge and skills sufficient to allow one to pursue more advanced study in biological sciences or seek employment in biology-related fields, or upgrade skills for the workplace.

MICR R100 – Principles of Microbiology 3 Units

Prerequisites: MATH R014 or MATH R014B or eligibility for college level math as determined by the college's multiple measures process; and one of the following CHEM courses: CHEM R104, CHEM R110, CHEM R112 or CHEM R120; and one of the following pairs of courses: ANAT R101 and PHSO R101; or BIOL R120 and BIOL R120L

Advisories: ENGL R101

Hours: 3 lecture weekly

This course is an introduction to the structure, metabolic activities, utility and pathogenicity of bacteria, fungi, algae, protozoa and viruses. The topics will include distribution, metabolism, molecular genetics, biotechnology, immunity, cancer, probiotics and the physical/chemical methods used in control of microbes and cellular pathogens. The principles of disease transmission, prevention and immunity will also be presented. The diversity of the microbial world and its applications to improving human health and quality of life are emphasized. *Field trips may be required.*

Transfer credit: CSU, UC

MICR R100L – Principles of Microbiology Laboratory 2 units

Prerequisites: MICR R100 or concurrent enrollment

Hours: 6 lab weekly

This is a laboratory course designed for biological science majors and students interested in the health science professions. The exercises are intended to give the students experience in the manipulation of microorganisms and exposure to current microbial techniques. Topics covered will include microscopy methods, prokaryotic and eukaryotic cell structure, microbial metabolism, genetics, recombinant DNA, and biotechnology. *Field trips may be required.*

Transfer credit: CSU, UC

BIOL R122L – Principles of Biology II Lab 1 Unit

Prerequisites: BIOL R120 and BIOL R120L; BIOL R122 or concurrent enrollment

Hours: 3 lab weekly

C-ID: BIOL 140 (when taken with BIOL R122)

This course, intended for biology majors, is a survey of the diversity of unicellular and multicellular organisms, their anatomy, functional morphology, physiology, development, and interactions with each other and their environment. *Field trips may be required.*

Transfer credit: CSU, UC

BIOL R155 – Principles of Botany 3 Units

Prerequisites: BIOL R120 or BIOL R101; and MATH R014 or MATH R014B or MATH R032 or eligibility for college level math as determined by the college's multiple measures process

Hours: 3 lecture weekly

C-ID: BIOL 155 (when taken with BIOL R155L)

This course is intended for biology majors and covers comparative diversity, structure, and function of plants. Topics include development, morphology and physiology, taxonomy and systematics. Principles of population and community ecology and ecosystem interactions are emphasized. *Field trips may be required.*

Transfer credit: CSU, UC

BIOL R155L – Principles of Botany Laboratory 1 Unit

Prerequisites: BIOL R155 or concurrent enrollment

Hours: 3 lab weekly

C-ID: BIOL 155 (when taken with BIOL R155)

This course involves laboratory and field studies of the characteristics and relationships of selected plants from the major divisions. Students will learn the principles of taxonomy, and will gain practice in identification of species by means of keys. This course will offer an introduction to the basic experimental techniques and instrumentation used in the investigation of plant physiology. *Field trips may be required.*

Transfer credit: CSU, UC

BIOL R170 – Biological Marine Resource Management 1 Unit

Corequisites: GEOL R178 or MST R178

Hours: 3 lab weekly

This field course is an introduction to topics in marine biology related to current resource management issues in this region. Trips to natural areas where biological, geological, and oceanographic resources can be observed will be combined with related information about resource management at the federal, state, and local levels. (Same as MST R170.) *Field trips will be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

BIOL R199 – Directed Studies in Biology Related Topics 1-3 Units

Prerequisites: BIOL R100 and BIOL R100L; or concurrent enrollment in BIOL R120 and BIOL R120L; or concurrent enrollment in MICR R100 and MICR R100L

Hours: Lecture and/or lab hours as required by unit formula

Designed for students interested in furthering their knowledge of Biology on an independent study basis. These studies may require a combination of laboratory and library research. Project findings will be presented in a scientific poster format, video, protocol or research publication.

Transfer credit: CSU

PHYSIOLOGY COURSE DESCRIPTIONS

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in Physiology will be able to:

- Use logic and the scientific method to draw well supported conclusions pertaining to biological questions.
- Display written and verbal competency in the description and analysis of physiological/biological subject matter.
- Integrate ideas and values from different disciplines (e.g., mathematics, chemistry) to explain biological concepts or ideas.
- Conduct research and information gathering using a variety of sources such as texts, tables, graphs, maps, media, personal communication, observation, and electronic databases to answer biological questions.
- Understand and communicate complex relationships between natural and human systems.
- Recognize applications of biology in everyday life.
- Acquire knowledge and skills sufficient to allow one to pursue more advanced study in biological sciences or seek employment in biology-related fields, or upgrade skills for the workplace.

PHSO R101 – Human Physiology

5 Units

Prerequisites: ANAT R101, and CHEM R104 or CHEM R110, and MATH R014, and ENGL R096

Hours: 3 lecture, 6 lab weekly

C-ID: BIOL 120B

This course emphasizes principles of cellular and systemic functions of the human body. Lecture topics include scientific method, basic inorganic and organic chemistry, solute as well as water transport and balance, homeostatic mechanisms, and functions of the major organ systems. This course emphasizes demonstrations and techniques of commonly utilized laboratory equipment. Laboratory topics will primarily consist of analysis, interpretation and evaluation of data gathered relating to homeostatic mechanisms, functions of the major organ systems and disease. Experiments reinforce material presented in lecture. *Field trips may be required.*

Transfer credit: CSU, UC

BUSINESS

The Business program offers a variety of courses in business leading to the degrees of Associate in Arts and Science and Certificates in Business and Business Management. In addition to the major coursework, which emphasizes business and accounting practices, the business program combines studies in computer information systems and meets the needs of students targeting careers that meld knowledge of business and information systems.

For more information, contact:

Robert Cabral, rcabral@vcccd.edu

(805) 678-5051

CAREER OPPORTUNITIES

A.A./Certificate Level

Assistant Manager
Sales Representative
Finance Operations
Market Research Assistant
Manufacturer Representative

Management Trainee
Sales Trainee
Buyer
Fashion Director

B.A. Level

Sales Executive/Sales Management
Small Business Owner
Advertising Manager
International Business Management

Human Resource Manager
Small Business Manager
Manufacturers Representative

FACULTY

Full-Time

Ed Bassey

Robert Cabral

◆ BUSINESS ADMINISTRATION

Associate in Science for Transfer

The Associate in Science in Business Administration for Transfer (Business Administration AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Business Administration AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as “similar” to the Business Administration AS-T. Some campuses may also require or recommend specific course selections from choices within the AS-T. Please see a counselor or adgreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Business Administration major.

- California State University, Bakersfield
- California State University, Channel Islands
- California State University, Chico
- California State University, Dominguez Hills
- California State University, East Bay
- California State University, Fresno
- California State University, Fullerton
- Humboldt State University
- California State University, Long Beach
- California State University, Los Angeles
- California Maritime Academy
- California State University, Monterey Bay
- California State University, Northridge
- California State Polytechnic University, Pomona
- California State University, Sacramento
- California State University, San Bernardino
- San Diego State University
- San Francisco State University
- San José State University
- California State Polytechnic University, San Luis Obispo
- Sonoma State University
- California State University, Stanislaus

REQUIRED CORE COURSES (15 UNITS):

	UNITS
ACCT R101 Financial Accounting	3
ACCT R102 Managerial Accounting	3
BUS R111A Business Law	3
ECON R101 Introduction to the Principles of Macroeconomics	3
ECON R102 Introduction to the Principles of Microeconomics	3

LIST A - SELECT ONE OF THE FOLLOWING COURSES (4 UNITS):

MATH R105 Introductory Statistics	4
MATH R106 Business Calculus	4

LIST B - SELECT TWO COURSES WITH NO MORE THAN ONE COURSE FROM EACH CATEGORY (6-7 UNITS):

1) Mathematics
Any course from List A not already chosen 4

2) Business
BUS R120 Introduction to Business 3
or
BUS R140 Business Communication 3

3) Business Information Systems
CAOT R122 Microsoft Office 3
or
CIS R100 Introduction to Computer Information Systems 3

TOTAL REQUIRED MAJOR UNITS **25-26**

CSU General Education or IGETC Pattern 38-41
Double-Counted Units (9)
Electives (CSU transferable units needed to reach 60) 2-6

DEGREE TOTAL **60**

◆ BUSINESS

Associate in Arts Degree

This program is designed for students interested in transferring to a four-year college or university to complete a bachelor’s degree in Business, Business Administration, Management, Economics, Accounting, and other Business-related majors such as Marketing. The courses in the Associate Degree listed below are the most commonly required lower-division courses in these majors at both CSU and UC campuses as well as independent colleges and universities. Business-related majors are popular at all university campuses and impacted at many, making admission into these programs competitive. At some universities, admission preference may be given to students who have completed all lower-division major requirements prior to transfer. Requirements vary by campus and are subject to change. Students are advised to refer to the official articulation agreements on assist.org for the most current requirements of their intended transfer institution and should work with a counselor to create a transfer plan.

REQUIRED COURSES:

	UNITS
ACCT R101 Financial Accounting	3
ACCT R102 Managerial Accounting	3
ECON R101 Introduction to the Principles of Macroeconomics	3
ECON R102 Introduction to the Principles of Microeconomics	3

CHOOSE ONE INFORMATION TECHNOLOGY COURSE:

CAOT R122 Microsoft Office	3
or	
CIS R100 Introduction to Computer Information Systems	3

CHOOSE ONE MATHEMATICS COURSE:

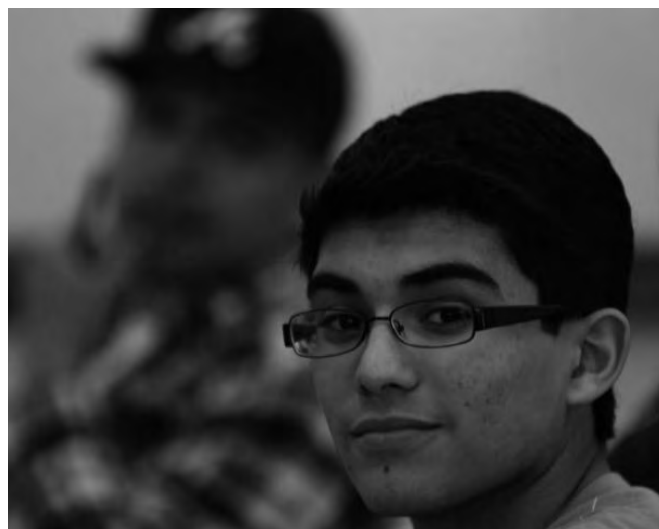
MATH R106 Business Calculus	4
or	
MATH R120 Calculus with Analytic Geometry I	5

CHOOSE ONE ADDITIONAL MAJOR PREPARATION COURSE:

BUS R111A Business Law	3
BUS R140 Business Communications	3
MATH R105 Introductory Statistics	4

TOTAL REQUIRED MAJOR UNITS **22-24**

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.



◆ BUSINESS MANAGEMENT

Associate in Science Degree Certificate of Achievement

This program will prepare students for management positions within an organization. These positions would include responsibilities for formulating and implementing policies, long-range planning, and overseeing the work of other levels within the organization.

REQUIRED COURSES:	UNITS
ACCT R101 Financial Accounting	3
ACCT R102 Managerial Accounting	3
BUS R100 Introduction to Entrepreneurship	1
BUS R111A Business Law	3
BUS R120 Introduction to Business	3
BUS R121 Introduction to Management	3
BUS R122 Human Resource Management	3
BUS R130 Sales Management	3
BUS R132 Marketing	3
BUS R140 Business Communications	3
PSY R102A Interpersonal Relations	3

COMPLETE ONE OF THE FOLLOWING COURSES:	UNITS
BUS R103 Business Mathematics	3
BUS R125 Personal Finance	3
CIS R100 Introduction to Computer Information Systems	3
COMM R101 Introduction to Oral Communication	3
ECON R101 Introduction to the Principles of Macroeconomics	3
ECON R102 Introduction to the Principles of Microeconomics	3
TOTAL REQUIRED MAJOR UNITS	34

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Business program students will be able to:

- Acquire skills for employment in a variety of public and private organizations.
- Apply rules and principles to new business situations.
- Demonstrate collaboration skills by working effectively with others in group settings - both inside and outside the classroom.
- Demonstrate personal conduct that reflects an ethical understanding of complex business, economic and social issues.
- Formulate ways of accessing and interpreting business information from beyond their immediate spheres.
- Write clearly and accurately in a variety of business contexts and formats while checking, editing, and revising their written work for correct information, appropriate emphasis, form, style, and grammar.

COURSE DESCRIPTIONS

Accounting courses can be found under ACCOUNTING

BUS R001 – Preparation for Accounting 3 Units

Hours: 3 lecture weekly

This course covers the accounting cycle, including journalizing, posting, trial balance, worksheets, adjusting and closing entries, payroll and financial statements. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

BUS R100 – Introduction to Entrepreneurship 1 Unit

Hours: 1 lecture weekly

This is an introductory course intended to provide a comprehensive overview of entrepreneurship in the 21st century. The global economy and the critical role that innovation and creativity play in the entrepreneurial process will be examined. Students will gain knowledge from various CEO (chief executive officer) in-class presentations and then examine and reflect on their own entrepreneurial potential and evaluate the challenges and rewards of entrepreneurship. *Field trips may be required.*

Transfer credit: CSU

BUS R103 – Business Mathematics 3 Units

Advisories: MATH R011

Hours: 3 lecture weekly

This course utilizes mathematical operations to solve practical business application problems. Topics include percents with applications, cash and trade discounts, markup and markdowns, payroll, present value, annuities, installment buying, mortgages, stocks, bonds. A review of basic mathematics will be covered as needed. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

BUS R104 – Business English 3 Units

Hours: 3 lecture weekly

This course develops competency in the fundamentals and mechanics of college-level business communications skills, including grammar, sentence structure, punctuation, and written expression. These English and communication competencies will include practical writing applications such as business letters, memos, and compositions on assigned topics. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

BUS R111A – Business Law 3 Units

Hours: 3 lecture weekly

C-ID: BUS 125

This course is an introduction to the legal process. Topics include sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes. A general review of law as it relates to businesses, individuals and society will be covered. Fundamental legal principles pertaining to business transactions will be covered. *Field trips may be required.*

Transfer credit: CSU, UC

BUS R120 – Introduction to Business**3 Units***Hours: 3 lecture weekly**C-ID: BUS 110*

This course is a survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the U.S. and a global society. The course will demonstrate how these influences impact the primary areas of business including: organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market; and therefore affect a business' ability to achieve its organizational goals. *Field trips may be required.*

*Transfer credit: CSU, UC***BUS R121 – Introduction to Management****3 Units***Hours: 3 lecture weekly*

This transfer course examines the basic management functions of a business organization and middle management's responsibilities in planning, organizing, directing, controlling, coordinating, and executing the organizations' goals and objectives. Techniques of decision-making with emphasis on recent advances in areas directly related to management are also introduced. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC***BUS R122 – Human Resource Management****3 Units***Hours: 3 lecture weekly*

This course examines the concepts of human resource organization and management including finance, operation, and compliance with federal government regulations, internal organization and the personnel practices including collective bargaining, of the organization as an employer and its role with employees. *Field trips may be required.*

*Transfer credit: CSU***BUS R124 – Organizational Behavior****3 Units***Hours: 3 lecture weekly*

Organizational Behavior is an introductory business course that will provide information about individuals, groups, organizational structure, and function. Topics to be studied include interpersonal communications, decision making, human perception, dynamics of groups, human needs and motivation, concept of organization, leadership, morals and the quality of work life with attention to ethical considerations. *Field trips may be required.*

*Transfer credit: CSU, UC***BUS R125 – Personal Finance****3 Units***Hours: 3 lecture weekly*

This course provides an overview of financial planning and budgeting. The process of financial planning logic and underlying fundamentals that drive financial planning will be discussed. Topics include banking, borrowing, taxes, insurance, various forms of investments, credit, interest rates, time value of money, large purchases such as real estate, estate and retirement planning. *Field trips may be required.*

*Transfer credit: CSU***BUS R130 – Sales Management****3 Units***Hours: 3 lecture weekly*

This course provides an overview of the principles of wholesale and specialty selling, with emphasis on the techniques of selling. Areas emphasized are sales personality, sales planning, securing prospects, counseling buyers, handling objections, and learning public relations. *Field trips may be required.*

*Transfer credit: CSU***BUS R132 – Marketing****3 Units***3 hours lecture weekly*

Marketing from the viewpoint of the manager includes discussion on the aspects of market research, product development, promotion, advertising, channels of distribution, international and web marketing. *Field trips may be required.*

*Transfer credit: CSU***BUS R140 – Business Communications****3 Units***Prerequisites: ENGL R101**Advisories: Word-processing skills**Hours: 3 lecture weekly**C-ID: BUS 115*

This course applies the principles of ethical and effective 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 using word processing software for written documents and presentation-graphics software to create and deliver professional-level oral reports. This course is designed for students who already have college-level writing skills. *Field trips may be required.*

*Transfer credit: CSU***BUS R189 – Topics in Business****1-3 Units***Hours: Lecture and/or lab hours as required by unit formula*

Specialized topics designed to inform or update interested persons in various disciplines within the field of business. Unit credit determined by length of courses. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU***BUS R198A-Z – Short Courses in Business****1-3 Units***Hours: Lecture and/or lab hours as required by unit formula*

Short courses in businesses provides courses in selected areas of business to meet specific needs of the college or the community when those needs are not met by regular course offerings. Unit credit will be determined by length of course. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

CHEMISTRY

Chemistry is the science that deals with the composition, structure, and properties of matter and with the changes matter undergoes. There are many different employment opportunities open to chemists. A chemist can work in a laboratory or research environment asking questions and testing hypotheses with experiments. Another possibility for a chemist is to work on a computer developing theories or models or to predict reactions. Some chemists do field work. Others contribute advice on chemistry for projects. Some chemists write. Some chemists teach. Others use chemistry to enter the medical field.

The chemistry program offers two associate degrees: the Associate in Arts (A.A.) and the Associate in Science (A.S.). The courses in this program can prepare students to transfer to Bachelor of Arts or Bachelor of Science degree programs in chemistry.

To earn an associate degree with a major in chemistry, students must complete the core courses listed below, plus general education degree requirements. These major requirements help prepare students for upper-division course work for bachelor degrees and advanced degrees in chemistry offered by four-year institutions. Since the course work in chemistry is sequential, students may spend less time earning an associate degree by giving priority to the requirements for a major in chemistry. Earning an associate degree in chemistry suggests an achievement of technical skills that may be helpful in seeking immediate employment.

Universities differ slightly in requirements for the Bachelor of Arts degree in chemistry and the Bachelor of Science degree in chemistry or biochemistry. The Counseling Department or a member of the Science Department faculty can help students plan their coursework at Oxnard College so students have a smooth transition to the university of his or her choice. Students are advised to refer to the official articulation agreements on assist.org for the most current requirements of their intended transfer institution. Both the Bachelor of Arts degree in chemistry and the Bachelor of Science degree in chemistry are offered at California State University Channel Islands (CSUCI), California State University Northridge (CSUN) and the University of California Santa Barbara (UCSB). The University of California Los Angeles (UCLA) only grants the Bachelor of Science degree in chemistry. In addition, CSUCI, CSUN, UCSB and UCLA all grant Bachelor of Science degrees in biochemistry.

CAREER OPPORTUNITIES

(Most careers require bachelor's degrees, graduate degrees, or professional degrees)

Biochemist	Pharmaceutical Sales
Chemical Analyst	Pharmacist*
Dentist*	Research Chemist
Geochemist	Teaching – secondary or college level
Laboratory Technician	Veterinarian*
Medical Doctor*	

*Students with chemistry degrees have been notably successful in these areas.

FACULTY

Full-Time

Yong C. Ma	Anna Toy-Palmer
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◆ CHEMISTRY

Associate in Arts Degree in Chemistry

The requirements for the A.A. degree in chemistry are satisfactory completion of a minimum of 60 semester units of which 30 semester units must be the required major courses shown below. The additional minimum of 30 units is to be chosen from the general education degree requirements found in the Oxnard College catalog. Students who plan to transfer to a four-year university should consult the CSU-GE or IGETC pattern for general education. This degree is designed primarily for students who wish to transfer to CSUCI into the B.A. program in chemistry, B.S. program in chemistry or B.S. program in chemistry with a biochemistry option.

REQUIRED CORE COURSES

		UNITS
CHEM R120	General Chemistry I	5
CHEM R122	General Chemistry II	5
MATH R120	Calculus with Analytic Geometry I	5
TOTAL REQUIRED CORE UNITS		15

Required Additional Courses

Complete a minimum of 5 units from the following:

CHEM R130	Organic Chemistry I	5
or		
CHEM R112	Elementary Organic and Biological Chemistry	5
ADDITIONAL REQUIRED UNITS		5

Complete a minimum of 10 units from the following sequences:

PHYS R121	Physics with Calculus 1	5
PHYS R122	Physics with Calculus 2	5
or		
PHYS R101	College Physics 1	4
PHYS R101L	College Physics 1 Laboratory	1
PHYS R102	College Physics 2	4
PHYS R102L	College Physics 2 Laboratory	1
TOTAL SEQUENCE UNITS		10

TOTAL REQUIRED MAJOR UNITS 30

Proposed plan of study for A.A. degree in Chemistry:

YEAR 1:	FALL SEMESTER	SPRING SEMESTER
	CHEM R120	CHEM R122
	MATH R120	CHEM R112
YEAR 2:	FALL SEMESTER	SPRING SEMESTER
	PHYS R101	PHYS R102
	PHYS R101L	PHYS R102L

Alternate proposed plan of study for A.A. degree in Chemistry:

YEAR 1:	FALL SEMESTER	SPRING SEMESTER
	CHEM R120	CHEM R122
	MATH R120	
YEAR 2:	FALL SEMESTER	SPRING SEMESTER
	PHYS R101	PHYS R102
	PHYS R101L	PHYS R102L
	CHEM R130	

In either of the two plans of study above, PHYS R121 can be substituted for PHYS R101 and PHYS R101L. PHYS R122 can be substituted for PHYS R102 and PHYS R102L.

Please note: If students plan to transfer to CSUCI to major in chemistry, it is advised that they complete CHEM R130 and CHEM R132 prior to transfer. These are required courses for the B.A. or the B.S. in chemistry at CSUCI as well as most B.A. or B.S. degree programs in chemistry or biochemistry at other four-year universities.

For a B.S. in biochemistry at CSUCI, students may follow the A.A. in chemistry track at Oxnard College but should also complete the following before transfer:

		Units
BIOL R120	Principles of Biology I	4
BIOL R120L	Principles of Biology I Laboratory	1
BIOL R122	Principles of Biology II	4
BIOL R122L	Principles of Biology II Laboratory	1
CHEM R130	Organic Chemistry I	5
CHEM R132	Organic Chemistry II	5

Proposed plan of study for A.A. in chemistry and preparation for B.S. in biochemistry at CSUCI:

YEAR 1:	FALL SEMESTER	SPRING SEMESTER
	CHEM R120	CHEM R122
	MATH R120	MATH R121
YEAR 2:	FALL SEMESTER	SPRING SEMESTER
	CHEM R130	CHEM R132
	BIOL R120	BIOL R122
	BIOL R120L	BIOL R122L
	PHYS R121	PHYS R122
	PHYS R121L	PHYS R122L

◆ CHEMISTRY

Associate in Science Degree in Chemistry

The requirements for the A.S. degree in chemistry are satisfactory completion of a minimum of 60 semester units of which 40 semester units must be the required core courses shown below. The additional minimum of 20 units is to be chosen from the general education degree requirements found in the Oxnard College catalog. Students who plan to transfer to a four-year university should consult the CSU-GE or IGETC pattern for general education. This degree is designed for students who wish to earn a Bachelor of Arts or Bachelor of Science degree in chemistry at UCLA, UCSB or CSUN.

REQUIRED COURSES		UNITS
CHEM R120	General Chemistry I	5
CHEM R122	General Chemistry II	5
CHEM R130	Organic Chemistry I	5
CHEM R132	Organic Chemistry II	5
MATH R120	Calculus with Analytic Geometry I	5
MATH R121	Calculus with Analytic Geometry II	5
PHYS R131	Physics for Scientists and Engineers 1	5
PHYS R132	Physics for Scientists and Engineers 2	5
TOTAL REQUIRED MAJOR UNITS		40

Proposed plan of study for A.S. degree in Chemistry:

YEAR 1:	FALL SEMESTER	SPRING SEMESTER
	CHEM R120	CHEM R122
	MATH R120	MATH R121
YEAR 2:	FALL SEMESTER	SPRING SEMESTER
	CHEM R130	CHEM R132
	PHYS R131	PHYS R132

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Chemistry program students will be able to:

- Conduct experiments, analyze data, and interpret results, while observing responsible and ethical scientific conduct.
- Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry.
- Be prepared to transfer to a university or enter allied health programs such as dental hygiene.
- Demonstrate a foundational knowledge of general principles of chemistry and be able to apply this knowledge to the solution of problems and performance of experiments.
- Demonstrate proficiency in the use of appropriate instrumentation to collect and record data from chemical experiments.
- Use critical thinking and efficient problem-solving skills in the four basic areas of chemistry: analytical, inorganic, organic, and physical.
- Use modern instrumentation for chemical analysis.

COURSE DESCRIPTIONS

CHEM R104 – General, Organic, and Biological Chemistry **5 Units**

Prerequisites: MATH R002 or MATH R011

Hours: 4 lecture, 3 lab weekly

This course provides an introduction to the concepts of chemistry in the health sciences. Topics in general chemistry will include the modern view of the atom, molecule structure, chemical formulas, and chemical reaction. Topics in organic chemistry will include hydrocarbons, alcohols, aldehydes, ketones, carboxylic acids, and amides. Topics in biochemistry will include carbohydrates, proteins, lipids, nucleic acids, and metabolism. *Field trips may be required.*

Transfer credit: CSU

CHEM R110 – Elementary Chemistry **5 Units**

Prerequisites: MATH R011 or 1 year high school algebra or equivalent

Hours: 4 lecture, 3 lab weekly

This is an introductory course in chemistry stressing basic principles of atomic and molecular structure, periodic table and states of matter, as well as quantitative techniques involved in elementary chemical calculations; there is some discussion of nuclear, organic, and bio-chemistry. The course serves as an introduction to lab techniques with experiments illustrating principles covered in lectures. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

CHEM R112 – Elementary Organic and Biological Chemistry

5 Units

Prerequisites: CHEM R110

Hours: 4 lecture, 3 lab weekly

This course is a continuation of CHEM R110. CHEM R112 includes equilibrium, oxidation-reduction, simple electrochemistry, and radioactivity. The major emphasis will be on organic chemistry. The section of organic chemistry includes: naming; structure and bonding; classification by functional groups and reactions; polymerization; optical isomerism; physical properties based on molecular polarity. Biochemistry may include carbohydrates, proteins and amino acids, fats, enzymes, DNA and RNA, and cell biochemistry. The lab illustrates the principles covered in the lecture. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

CHEM R120 – General Chemistry I

5 Units

Prerequisites: CHEM R110 or high school chemistry; and MATH R014

Hours: 3 lecture, 6 lab weekly

C-ID: CHEM 110; CHEM 120S (when taken with CHEM R122)

This course studies fundamental principles and theories of chemistry with special emphasis on calculations of solution chemistry, stoichiometry, chemical equilibrium and oxidation-reduction; includes discussion of quantum mechanical model of the atom, kinetic-molecular theory, and periodic table. Lab is designed to develop quantitative relationships through experiments, and to introduce inorganic preparative procedures and computer analysis of data. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

CHEM R122 – General Chemistry II

5 Units

Prerequisites: CHEM R120

Hours: 3 lecture, 6 lab weekly

C-ID: CHEM 120S (when taken with CHEM R120)

CHEM 122 is a continuation course of CHEM R120 with emphasis on solution equilibria, kinetics, electrochemistry, radiochemistry, transition metal chemistry, and descriptive chemistry of the elements. Lab work includes qualitative analysis, thermochemistry, and kinetic studies, and further develops inorganic preparative techniques. Computers are utilized for data acquisition and interpretation. *Field trips may be required.*

Transfer credit: CSU, UC

CHEM R130 – Organic Chemistry I

5 Units

Prerequisites: CHEM R120 and CHEM R122

Hours: 3 lecture, 6 lab weekly

C-ID: CHEM 150; CHEM 160S (when taken with CHEM R132)

CHEM R130 studies the fundamental principles of organic chemistry with the emphasis upon practical application of modern principles to functional groups, reactivity, physical properties, and methods of synthesis of organic compounds. The lab portion of the course will give concrete examples of lecture materials. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

CHEM R132 – Organic Chemistry II

5 Units

Prerequisites: CHEM R130

Hours: 3 lecture, 6 lab weekly

C-ID: CHEM 160S (when taken with CHEM R130)

CHEM R132 is a continuation course of CHEM R130 with emphasis on oxygen-containing and nitrogen-containing organic substances, polymers, carbohydrates, proteins, lipids, and other biomolecules. The lab will involve multiple-step synthesis from smaller molecules to larger molecules. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

CHICANA/O STUDIES

The Chicana/o Studies Program was developed in response to the educational needs of Mexican American and Latino students attending Oxnard College. The program is designed to provide students with an awareness of the social, historical, psychological, and cultural realities of the Chicana/o in American society. An interdisciplinary program, Chicana/o Studies courses offer a Chicana/o perspective within the traditional disciplines of Sociology, History, Psychology, and Anthropology. The major mission of the Chicana/o Studies Program is to provide a curriculum of study that will help students understand and appreciate Chicana/o culture.

FACULTY

Full-Time

Linda Chaparro

Tomas Salinas

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in Chicana/o Studies will be able to:

- Apply logic, critical thinking, quantitative and qualitative reasoning to Chicana/o Studies data, and become acquainted with major themes in the discipline.
- Express connections between their knowledge of Chicana/o history and contemporary conditions, problems, and controversies.
- Identify major figures in Chicana/o Studies, the major schools of Chicana/o Studies theory, and important trends in contemporary methods and ethics.
- Demonstrate skills in Chicana/o Studies research and analysis by locating and utilizing scholarly resources including primary source material.

COURSE DESCRIPTIONS

CHST R101 – Introduction to Chicana/o Studies

3 Units

Hours: 3 lecture weekly

This is an introductory interdisciplinary course designed to familiarize students with various historical, cultural, sociological, and political issues affecting the Chicana/o experience in the United States. The course introduces students to research and publications in related disciplines and familiarizes them with the interdisciplinary aspects of Chicana/o Studies. The course also includes themes and methodologies from related disciplines (history, anthropology, sociology, the arts and sciences, psychology, and political science).

Transfer credit: CSU, UC

CHST R107 – History of Mexicans in the United States

3 Units

Hours: 3 lecture weekly

This course is a historical survey of the Mexican/Chicano experience from the pre-Columbian period to the present. The emphasis is on Mexican settlement of Greater Mexico and the Southwest United States within the broader history of the United States. In the process, the course covers significant events in the historical development of the United States and Mexico – the colonial era, the early National period, the westward (and northward) movement of people across America in the last 150 years, and U.S.-Mexico relations in the 19th and 20th centuries. The course satisfies degree requirements in American institutions. (*Same as HIST R107.*) *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

CHILD DEVELOPMENT

See *Early Childhood Education*

COASTAL ENVIRONMENTAL STUDIES

The Environmental Studies Program offers two degrees: The Associate in Arts (A.A.) and the Associate in Science (A.S.) in Coastal Environmental Studies. The courses in this major will prepare students for university transfer in a variety of multidisciplinary fields such as those listed below that will contribute to the sustainable use of our coastal habitats. The A.A. degree is awarded upon satisfactory completion of a minimum of 60 semester units of which 31 semester units are required for the major. The A.S. degree is awarded upon satisfactory completion of a minimum of 60 semester units of which 33 semester units are required for the major.

CAREER OPPORTUNITIES

Coastal Recreation Conservation	Hydrology
Ecosystem Restoration	Mariculture
Environmental Consulting	Marine Archeology
Environmental Engineering	Minerals Management
Environmental Law	Natural Resource Planning
Estuarine Ecology	Oceanography
Fisheries	Wildlife Management

FACULTY

Full-Time

Shannon Newby	Thomas O'Neil
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◆ COASTAL ENVIRONMENTAL STUDIES

Associate in Arts in Coastal Environmental Studies

The requirements for the A.A. degree in Coastal Environmental Studies are satisfactory completion of a minimum of 60 semester units of which 31 semester units must be the required major courses shown below. The remaining units are to be chosen from the general education degree requirements, and prerequisites and/or electives found in the Oxnard College catalog. Students who plan to transfer to a four-year university should consult the CSU-GE or IGETC pattern for general education.

Transfer Notes: If planning to transfer to the UCSB Environmental Studies Program, GEOL R101, GEOL R101L, and MATH R120 are required. If planning to transfer to the CSUCI Environmental Studies and Resource Management Program, both ECON R101 and ECON R102 are required.

RESOURCE MANAGEMENT CORE COURSE (3 UNITS REQUIRED)

RESOURCE MANAGEMENT CORE COURSE	UNITS
ESRM R100 Introduction to Environmental Science and Resource Management	3

FIELD STUDIES/APPLIED RESOURCE MANAGEMENT (3-4 UNITS REQUIRED)

FIELD STUDIES/APPLIED RESOURCE MANAGEMENT	UNITS
MST R100 Marine Biology	3
MST R100L Marine Biology Laboratory	1
MST R122 Aquaculture	4
MST R160 Introduction to Research in Natural Resource Management	4
MST R170 Biological Marine Resource Management	1
MST R178 Geological Marine Resource Management	1
MST R190 Communicating Ocean Science to Informal Audiences	1
MST R195 Communicating Ocean Science	3
MST R199 Directed Studies in Marine-Related Topics	1 - 3

EARTH SCIENCE (4 UNITS REQUIRED)

EARTH SCIENCE	UNITS
GEOL R101 Physical Geology	3
GEOL R101L Physical Geology Laboratory	1
or	
GEOL R103 Introduction to Oceanography	3
GEOL R103L Introduction to Oceanography Laboratory	1

LIFE SCIENCE (4 UNITS REQUIRED)

LIFE SCIENCE	UNITS
BIOL R101 General Biology	3
BIOL R101L General Biology Laboratory	1

MATHEMATICS (4 UNITS REQUIRED)

MATHEMATICS	UNITS
MATH R105 Introductory Statistics	4

PHYSICAL SCIENCE (10 UNITS REQUIRED)

PHYSICAL SCIENCE	UNITS
CHEM R120 General Chemistry I	5
CHEM R122 General Chemistry II	5

SOCIAL SCIENCE (3 UNITS REQUIRED)

SOCIAL SCIENCE	UNITS
ANTH R102/H Introduction to Cultural Anthropology/Honors	3
GEOG R102 World Regional Geography	3

TOTAL REQUIRED MAJOR UNITS 31-32

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

◆ COASTAL ENVIRONMENTAL STUDIES

Associate in Science in Coastal Environmental Studies

The requirements for the A.S. degree in Coastal Environmental Studies are satisfactory completion of a minimum of 60 semester units of which 33 semester units must be the required major courses shown below. The remaining units are to be chosen from the general education degree requirements, and prerequisites and/or electives found in the Oxnard College catalog. Students who plan to transfer to a four-year university should consult the CSU-GE or IGETC pattern for general education.

Transfer Notes: If planning to transfer to the UCSB Environmental Studies Program, GEOL R101, GEOL R101L, and MATH R120 are required. If planning to transfer to the CSUCI Environmental Studies and Resource Management Program, both ECON R101 and ECON R102 are required.

RESOURCE MANAGEMENT CORE COURSE (3 UNITS REQUIRED) UNITS

ESRM R100	Introduction to Environmental Science and Resource Management	3
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FIELD STUDIES/APPLIED RESOURCE MANAGEMENT (3-4 UNITS REQUIRED) UNITS

MST R100	Marine Biology	3
MST R100L	Marine Biology Laboratory	1
MST R122	Aquaculture	4
MST R160	Introduction to Research in Natural Resource Management	4
MST R170	Biological Marine Resource Management	1
MST R178	Geological Marine Resource Management	1
MST R190	Communicating Ocean Science to Informal Audiences	1
MST R195	Communicating Ocean Science	3
MST R199	Directed Studies in Marine-Related Topics	1 - 3

EARTH SCIENCE (4 UNITS REQUIRED) UNITS

GEOL R101	Physical Geology	3
GEOL R101L	Physical Geology Laboratory	1
or		
GEOL R103	Introduction to Oceanography	3
GEOL R103L	Introduction to Oceanography Laboratory	1

LIFE SCIENCE (5 UNITS REQUIRED) UNITS

BIOL R122	Principles of Biology II	4
BIOL R122L	Principles of Biology II Lab	1

MATHEMATICS (4 UNITS REQUIRED) UNITS

MATH R106	Business Calculus	4
MATH R120	Calculus with Analytic Geometry I	5

PHYSICAL SCIENCE (10 UNITS REQUIRED) UNITS

CHEM R120	General Chemistry I	5
CHEM R122	General Chemistry II	5

SOCIAL SCIENCE (3 UNITS REQUIRED) UNITS

ECON R101	Introduction to the Principles of Macroeconomics	3
ECON R102	Introduction to the Principles of Microeconomics	3

TOTAL REQUIRED MAJOR UNITS 32-33

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Coastal Environmental Studies program students will be able to:

- Use logic and the scientific method to draw well supported conclusions from information.
- Apply mathematical concepts such as: whole numbers, percentages, estimates, and statistical methods to scientific phenomena in the field and laboratory.
- Use tables, graphs, charts, and diagrams to explain concepts or ideas.
- Conduct research and information gathering using a variety of sources such as: texts, tables, graphs, maps, media, personal communication, observation and electronic databases.
- Understand and communicate complex relationships between natural and human systems.

COURSE DESCRIPTIONS

ESRM R100 – Introduction to Environmental Science and Resource Management 3 Units

Hours: 3 lecture weekly

Environmental Science and Resource Management is an interdisciplinary introduction to environmental and natural resource issues and their impacts on human welfare. The course introduces the study of ecological concepts and environmental issues in a natural science, social science, business, and engineering context. Alternatives and approaches to deal with current environmental problems are considered and evaluated. Career pathways in environmental science will be presented throughout the course. *Field trips may be required.*

Transfer credit: CSU, UC

ESRM R160 – Introduction to Research in Natural Resource Management 4 Units

Prerequisites: ESRM R100

Hours: 3 lecture, 3 lab weekly

Topics in the course will focus on natural resource management. Laboratory will introduce the scientific process for sampling, assessment, restoration research, and monitoring. Students will be required to collect and manage their data, write process reports on team projects and a final report in scientific format. Final reports will be presented at an annual poster (PPT) session at the Marine Center. *(Same as MST R160.) Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

COMMUNICATION STUDIES

The AA-T in Communication Studies at Oxnard College offers students curriculum that embraces the many facets of human communication including public speaking, argumentation, interpersonal, intercultural, and group communication. Students will ultimately enhance their communication competency by studying theories and concepts; students will also engage in practical communicative demonstrations.

CAREER OPPORTUNITIES

(Post-bachelor's degree may be necessary)

Lawyer	Management Trainee
Professor	Educator
Politician	Linguist
Speech Therapist	Consultant

FACULTY

Full-Time

Amy Edwards

◆ COMMUNICATION STUDIES

Associate in Arts for Transfer

The Associate in Arts in Communication Studies for Transfer (Communication Studies AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Communication Studies AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Communication Studies AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or a degree with a guarantee. com for the most current list of these designated majors and areas of emphasis/options within the Communication Studies major as this list is subject to change.

California State University, Channel Islands
California State University, Chico
California State University, East Bay
California State University, Fresno
California State University, Fullerton
Humboldt State University
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Northridge
California State Polytechnic University, Pomona
California State University, Sacramento
California State University, San Bernardino

San Diego State University
San Francisco State University
San José State University
California State University, San Marcos
Sonoma State University
California State University, Stanislaus

REQUIRED CORE COURSES (3 UNITS):

		UNITS
COMM R101	Introduction to Oral Communication	3

LIST A - SELECT TWO OF THE FOLLOWING COURSES (6 UNITS):

COMM R107	Argumentation and Debate	3
COMM R111	Interpersonal Communication	3
COMM R110	Small Group Communication	3

LIST B - SELECT TWO OF THE FOLLOWING COURSES (6 UNITS):

Any course from List A not selected above		3
COMM R113	Intercultural Communication	3
COMM R102	Introduction to Communication Studies	3
COMM R105	Oral Interpretation of Literature	3
FTVE R100	Introduction to Electronic Media	3

LIST C - SELECT ONE OF THE FOLLOWING COURSES (3-4 UNITS):

Any course from List B not selected above		3
ANTH R102/H	Introduction to Cultural Anthropology/Honors	3
ENGL R102	Critical Thinking Through Composition and Literature	4

Total Required Major Units	18-19
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CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(6-12)
Electives (CSU transferable units needed to reach 60)	6-16

DEGREE TOTAL	60
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PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Communication Studies program students will be able to:

- Apply appropriate communication theories to verbal, nonverbal, and mediated messages, texts, and/or interactions.
- Apply interpersonal, group, and intercultural concepts and theories to their personal communication encounters.
- Display written and oral communication skills by critically evaluating information, analyzing structure, developing arguments, and supporting positions.
- Think and listen critically and be able to evaluate their own communication competence.
- Understand the interdependencies of culture and communication in dyads, groups, organizations, and communities.

COURSE DESCRIPTIONS

COMM R100 – ESL Academic Oral Communication 3 Units

Advisories: ESL R046

Hours: 3 lecture, 1 lab weekly

This course is designed to help advanced non-native speakers of English communicate well in academic, professional, and social settings through practice in basic principles of oral communication (with an emphasis on most effective use of voice and body). Students will engage in group discussion, public speeches, and oral reading. *Field trips may be required.*

Transfer credit: CSU

COMM R101 – Introduction to Oral Communication 3 Units

Advisories: ENGL R101
Hours: 3 lecture weekly
C-ID: COMM 110

This course provides training and practice in basic principles of effective oral communication through participation in public speaking, group discussion, and oral reading. It emphasizes being at ease in front of, and with, a group, and developing constructive attitudes, organized thinking, proper use of voice and body, and critical listening. *Field trips may be required.*
Transfer credit: CSU, UC

COMM R102 – Introduction to Communication Studies 3 Units

Hours: 3 lecture weekly
C-ID: COMM 180

This course will introduce students to the field of Communication Studies. Communication theories and foundational principles of communication will help students recognize and use this complex, dynamic, and often misunderstood process. Students will also explore the various contexts of communication such as interpersonal, intercultural, gender, and group communication. *Field trips may be required.*
Transfer credit: CSU, UC

COMM R105 – Oral Interpretation of Literature 3 Units

Hours: 3 lecture weekly
C-ID: COMM 170

This course is a study of the principles and techniques of oral reading of drama, prose, and poetry with understanding and appreciation. Students will practice evaluation of the literature selected for reading. *Field trips may be required.*
Transfer credit: CSU, UC

COMM R107 – Argumentation and Debate 3 Units

Hours: 3 lecture weekly
C-ID: COMM 120

This course introduces argumentation methodology, communication theory, rhetorical theory, critical listening, and critical thinking. It will include training in persuasive analysis, cross-examination, and delivery. Emphasis will be placed on research, using evidence, and detecting fallacies. Practice debates on class-selected topics will take place throughout the course of the semester. *Field trips may be required.*
Transfer credit: CSU, UC

COMM R109 – Readers’ Theatre 3 Units

Hours: 3 lecture weekly

This course will combine acting, interpretation and rhetoric as students analyze and perform poetry, prose, and dramatic literature and present public performances. Through the process of reading, studying, rehearsing and performing literary and nonliterary works, the student will learn to pay particular attention to voice, culture, and social contexts embodied in a text. *Field trips may be required.*
Transfer credit: CSU, UC

COMM R110 – Small Group Communication 3 Units

Hours: 3 lecture weekly
C-ID: COMM 140

This course focuses on the principles and methods of communication in a small group setting. Group interactions such as problem solving, leadership, and decision-making will be analyzed. Students will develop individual and group communication skills to prepare for the workplace and other group communication situations. Ultimately, students will learn group communication competence. *Field trips may be required.*
Transfer credit: CSU, UC

COMM R111 – Interpersonal Communication 3 Units

Hours: 3 lecture weekly
C-ID: COMM 130

This course provides an introduction to the dynamics of communication in one-to-one relationships. Communication experiences, behaviors, and rules governing interpersonal contexts are explored. Specific relationships such as friendship, family, and co-workers are the highlights of the course. Topics include language, perception, non-verbal cues, and listening. This course will help students effectively communicate in interpersonal encounters. *Field trips may be required.*
Transfer credit: CSU, UC

COMM R113 – Intercultural Communication 3 Units

Hours: 3 lecture weekly
C-ID: COMM 150

This course provides an introduction to intercultural communication in domestic and global contexts. It leads to a greater appreciation of other cultures through increased awareness of, and sensitivity to, different cultural viewpoints. Topics include language, verbal and nonverbal communication, perception, and technology. This class allows students to examine communication within the larger context of American culture. *Field trips may be required.*
Transfer credit: CSU, UC

COMM R199 – Directed Studies in Communication 1-3 Units

Prerequisites: A course in the communication studies field
Hours: Lecture and/or lab hours as required by unit formula

This course is designed for selected students interested in furthering their knowledge of communication studies on an independent basis. Assigned work will involve library, lab, and/or field work. A maximum of three units can be earned. More specific details will be arranged with the instructor. *Field trips may be required.*
Transfer credit: CSU

COMPUTER APPLICATIONS AND OFFICE TECHNOLOGIES

The Computer Applications and Office Technologies programs prepare students for employment with the necessary skill sets for administrative assistant and general office careers, the emphasis being on administrative support. Students prepare for entry- to mid-level positions in a variety of business, government, and educational settings, as well as prepare for career and academic advancement.

For more information, contact:
Dr. Diane Eberhardy, deberhardy@vcccd.edu
(805) 678-5055

CAREER OPPORTUNITIES

Administrative Assistant	Office Manager
Customer Service Support	Receptionist
Data Entry Operator	Records Management
Medical Office Assistant	(Filing Clerk)
Office Assistant	Secretary

FACULTY

Full-Time	
Hank Bouma	Diane Eberhardy
Maria Pinto-Casillas	

◆ ADMINISTRATIVE ASSISTANT

Associate in Science Degree Certificate of Achievement

This program is designed for students who wish to prepare for positions as administrative assistants or secretaries and work closely with management in a business, professional, educational, or industrial office.

Students having successfully completed the Administrative Assistant course work, will have gained marketable skills required of the Business Information Worker—a California Community Colleges Pathway to Success initiative that leads to job readiness for an in-demand occupation. For information visit: <http://ict-dm.net/biw-landing/category/south-central>.

REQUIRED COURSES:		UNITS
BUS R104	Business English	3
CAOT R001	Keyboarding (Alpha and Numeric)	1½
CAOT R002	Keyboarding Speed & Accuracy	1½
CAOT R004	Microsoft Outlook	1½
CAOT R009	Office Procedures	3
CAOT R123	Microsoft Excel	3
CAOT R130	Microsoft Word	3
TOTAL CORE UNITS		16½

REQUIRED ADDITIONAL COURSES:		UNITS
Complete a minimum of one course from the following:		
BUS R001	Preparation for Accounting	3
BUS R120	Introduction to Business	3
CAOT R124	Microsoft Access	3
CAOT R129	Microsoft PowerPoint	3
TOTAL REQUIRED MAJOR UNITS		19½

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Administrative Assistant program students will be able to:

- Apply effective telephone techniques.
- Apply filing rules.
- Enter numbers by touch using a numeric keypad.
- Keyboard by touch effectively.
- Use an operating system to manage files and folders effectively in an office environment.
- Use applications software to create and save office and business related documents.
- Demonstrate an understanding of basic computer knowledge and skills.
- Identify characteristics of an effective office professional.

◆ OFFICE TECHNOLOGIES

Proficiency Award (Awarded by the Department)

The Office Occupations Preparation Program is for students with little or no previous office training and who have immediate job goals in mind. This program can be completed in one semester. The Proficiency Award will be granted by the Department to a student receiving a grade of C or better in each course. All of the following required courses can be applied toward the Administrative Assistant program.

REQUIRED COURSES:		UNITS
CAOT R001	Keyboarding (Alpha and Numeric)	1½
CAOT R002	Keyboarding Speed and Accuracy	1½
CAOT R004	Microsoft Outlook	1½
CAOT R009	Office Procedures	3
CAOT R123	Microsoft Excel	3
CAOT R130	Microsoft Word	3
TOTAL REQUIRED UNITS		13½

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Office Occupations Preparation Program students will be able to:

- Use a keyboard by touch effectively.
- Demonstrate an understanding of basic computer knowledge and skills.
- Apply filing rules.
- Enter numbers by touch using a numeric keypad.
- Use applications software to create and save office and business related documents.

◆ OFFICE SOFTWARE SPECIALIST

Proficiency Award (Awarded by the Department)

The Office Software Specialist Program prepares students to advance in an office career ladder in which knowledge of Microsoft Office applications is necessary. It is a certificate that leads to the Administrative Assistant degree.

REQUIRED COURSES:		UNITS
CAOT R123	Microsoft Excel	3
CAOT R124	Microsoft Access	3
CAOT R129	Microsoft PowerPoint	3
CAOT R130	Microsoft Word	3
TOTAL REQUIRED UNITS		12

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Office Software Specialist Program students will be able to:

- Use application software to create business and office documents, spreadsheets, presentations and database reports.
- Demonstrate an understanding of computer knowledge and skills by managing files and folders effectively in an office environment.

COURSE DESCRIPTIONS

CAOT R001 – Keyboarding (Alpha and Numeric) 1½ Units

Hours: 1 lecture, 1½ lab weekly

This course is for the beginning student. This course provides instruction and development of fundamental skills in the operation of the keyboard including letter, number, symbol, special keys, and the numeric keypad. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

CAOT R001B – Keyboarding II 1 Unit

Prerequisites: CAOT R001

Hours: ½ lecture, 1½ lab weekly

This course provides instruction on the formatting of basic business documents-e-mails, reports, letters, envelopes, memos, and tables. It will also provide drill work to improve speed and accuracy in keyboarding by touch. *Course is offered Pass/No Pass (P/NP) at student's option.*

CAOT R002 – Keyboarding Speed and Accuracy 1½ Units

Advisory: CAOT R001

Hours: ½ lecture, 3 lab weekly

This course is designed to improve speed and accuracy in using the keyboard through development of proper technique, assessment of keyboarding deficiencies, and through individual practice to improve keyboarding deficiencies. It is for students who know the keyboard by touch but need more work on speed and/or accuracy. Drills for speed development and accuracy will be self-paced. *Course is offered Pass/No Pass (P/NP) at student's option.*

CAOT R003C – Proofreading Skills 1 Unit

Advisory: ENGL R066

Hours: 1 lecture weekly

This course provides skill development in proofreading skills by emphasizing proofreading techniques, reviewing resources to improve vocabulary and spelling, and reviewing parts of speech and sentence development. This course covers the first three chapters in the textbook required for BUS R104, Business English, 3 unit course. *Course is offered Pass/No Pass (P/NP) at student's option.*

CAOT R004 – Microsoft Outlook 1½ Units

Hours: 1 lecture, 1½ lab weekly

This course provides a solid foundation in the use of e-mail and personal information management software using Microsoft Outlook for professional, personal, and home use. This course is for students who have no experience or limited experience using e-mail and personal information management software. E-mail and personal information management software skills are fundamental to the success of students attempting to enter the job market and for students to succeed in their educational pursuits. Topics covered include e-mail, calendar, contacts, tasks, notes and journal. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

CAOT R009 – Office Procedures 3 Units

Advisory: CAOT R001 or CAOT R002 and CAOT R130

Hours: 3 lecture weekly

This course provides instruction and practical applications in current office techniques. Students will learn about the workplace environment, communication skills, technology basics, workforce behaviors, correspondence, meetings and travel, and job search and advancement among other related topics essential for employment in office positions. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

CAOT R122 – Microsoft Office 3 Units

Advisories: CIS R020A

Hours: 2½ lecture, 1½ lab weekly

Students will be introduced to the various application programs that make up the suite of Microsoft Office. The focus for this course will be on learning the basic features of Word, Excel, Access, and PowerPoint. Students will learn to apply these productivity tools to various business documents. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

CAOT R123 – Microsoft Excel 3 Units

Advisories: CIS R020A

Hours: 2½ lecture, 1½ lab weekly

This course provides instruction in Microsoft Excel, concentrating on the development of an understanding and working knowledge of the business and practical applications of a spreadsheet. Students will be introduced to topics such as charts, formulas, functions, Web queries, formatting, financial functions, data tables, and hyperlinks. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

CAOT R124 – Microsoft Access 3 Units

Advisories: CIS R020A

Hours: 2½ lecture, 1½ lab weekly

This course provides in-depth knowledge of the concepts behind a database management system and focuses on issues related to practical database design. Students will learn to create conceptual, logical and physical designs of relational databases in response to a set of user requirements. The student will design and implement databases utilizing Microsoft Access. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

CAOT R129 – Microsoft PowerPoint 3 Units

Advisories: CIS R020A

Hours: 2½ lecture, 1½ lab weekly

Students will be introduced to various methods of creating presentation slides using graphics, animation, and transitions that are part of the Microsoft PowerPoint features. The focus for this course will be on learning the basic functions and features of Microsoft PowerPoint. Students will learn to apply these productivity tools to various business documents. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

CAOT R130 – Microsoft Word 3 Units

Advisories: CIS R020A

Hours: 2½ lecture, 1½ lab weekly

This course provides a foundation in the use of a word processor using MS Word. This includes the knowledge and skills needed to create and format various types of business documents with photos, drawings, tables, and charts. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

COMPUTER INFORMATION SYSTEMS

The Associate in Science Degree and Certificate of Achievement in Computer Information Systems have been discontinued. Students already enrolled in these programs will be allowed to complete their degree or certificate but they must meet with a counselor to create a plan to do so and they must maintain continuous enrollment. Effective Fall 2012, no new students will be able to declare a Computer Information Systems major. Courses in Computer Information Systems (CIS) required for transfer or to complete other majors will continue to be offered.

For more information, contact:

Dr. Diane Eberhardy, deberhardy@vcccd.edu

(805) 678-5055

FACULTY

Full-Time

Hank Bouma Diane Eberhardy
 Maria Pinto-Casillas

COURSE DESCRIPTIONS

CIS R020A – Introduction to Microcomputers 3 Units

Hours: 2½ lecture, 1½ lab weekly

This digital literacy course provides a hands-on approach in computer foundational skills, contemporary and critical thinking skills. Foundational concepts include understanding hardware and software, networks and the Internet, and computer maintenance and security. Contemporary and critical thinking skills include an understanding of what tools and applications are available and how to use them effectively. This course will use social networking, blogs, web pages and business applications to analyze, organize and communicate information. Students will use technology to develop critical thinking skills by analyzing a situation and applying appropriate tools to solve problems. *Course is offered Pass/No Pass (P/NP) at student's option.*

CIS R100 – Introduction to Computer Information Systems 3 Units

Advisory: CIS R020A

Hours: 3 lecture weekly

C-ID: BUS 140

This course is a comprehensive introduction to computer technology and information systems and their relationship to business and society. Students will be introduced to computer terminology, computer systems, hardware, software, the Internet and World Wide Web, communications and networking, programming languages, information systems, data structures, database management, enterprise computing, computer security, ethics, and privacy, careers in the computer industry, as well as the impact of computers on business and society as a whole. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

CIS R104 – Introduction to Windows 3 Units

Hours: 2½ lecture, 1½ lab weekly

Students will be introduced to the various components that make up the Windows operating system. Students will learn the basic components that make up the Windows operating system and how to interact with the Windows operating system. Particular emphasis will be placed on such topics as working with the Windows desktop, folder and file management, modifying the desktop work environment, customizing a computer using the control panel, advanced file and web searching, digital media, maintaining and optimizing a computer. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

COMPUTER NETWORKING/ INFORMATION TECHNOLOGY

The Computer Networking/Information Technology program prepares students for excellent career opportunities that are in demand such as PC technician, desktop support, IT technician, network administrator, computer network engineer, network security, and sales. The program offers an Associate in Science Degree or Certificate of Achievement in Computer Networking/Information Technology as well as certification preparation in Cisco, CompTIA, and Microsoft.

Oxnard College is a Cisco Academy, CompTIA Education to Career Partner, Microsoft Certified Technology Specialist trainer, and an approved PearsonVUE Testing Center location. Our relationship with Cisco, CompTIA, and Microsoft provides students with significant discounts on certification exams.

In contrast to computer networking courses offered by some other private technical institutions, Oxnard College's CNIT courses provide transferable units to the California State University (CSU) system.

For more information, contact:

*Alex Lynch, alynch@vcccd.edu
 (805) 678-5061*

CAREER OPPORTUNITIES

PC Technician	Computer Network Engineer
Desktop Support	Network Security
Network Administrator	Sales

FACULTY

Full-Time

Alex Lynch

◆ COMPUTER NETWORKING/ INFORMATION TECHNOLOGY

Associate in Science Degree Certificate of Achievement

REQUIRED CORE COURSES		UNITS
CNIT R101	IT Essentials	3
CNIT R120	Cisco CCNA Computer Networking I	4
CNIT R121	Cisco CCNA Computer Networking II	4
CNIT R130	Administer Microsoft Windows Operating System	3
CNIT R142	CompTIA A+ Technician and Certification Prep	4
CNIT R145	CompTIA Security+ Certification Preparation	3
	TOTAL CORE UNITS	21
REQUIRED ADDITIONAL COURSES:		UNITS
Complete a minimum of 9 units from the following courses:		
CAOT R122	Microsoft Office	3
CNIT R131	Administer Microsoft Windows Server	3
CNIT R144	CompTIA Network+ Fundamentals and Certification Prep	4
COMM R101	Introduction to Oral Communication	3
COT R190V	Occupational Cooperative Unpaid Work Experience	1-4
	or	
COT R191V	Occupational Cooperative Paid Work Experience	1-4
	ELECTIVES UNITS	9
	TOTAL REQUIRED MAJOR UNITS	30

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Computer Networking/IT program students will:

- Demonstrate the ability to upgrade a personal computer and install an operating system so that it can participate on a network.
- Have the knowledge and aptitude to create a routed network utilizing the proper cabling, IP addressing scheme, and routing protocol.
- Be able to troubleshoot a computer network using a structured methodology.
- Implement technologies to create a secure network and demonstrate competency in mitigating attacks on a network.
- Demonstrate competency in soft skills to include the ability to write utilizing proper grammar and spelling, the ability to work in a team in a research activity, and the ability to present a computer networking/IT topic as part of a team.

◆ CISCO NETWORKING

Proficiency Award

(Awarded by the Department)

The Cisco Networking Program is an award to recognize completers of the Cisco Networking Academy courses at Oxnard College including Cisco IT Essentials and Cisco CCNA.

REQUIRED COURSES:	UNITS
CNIT R101 IT Essentials	3
CNIT R120 Cisco CCNA Computer Networking I	4
CNIT R121 Cisco CCNA Computer Networking II	4
TOTAL REQUIRED UNITS	11

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Cisco Networking Program students will be able to:

- Have the knowledge and aptitude to create a routed network utilizing the proper cabling, IP addressing scheme, and routing protocol.
- Troubleshoot a computer network using a structured methodology.
- Demonstrate competency in soft skills to include the ability to write utilizing proper grammar and spelling, the ability to work in a team in a research activity, and the ability to present a computer networking/IT topic as part of a team.
- Demonstrate the ability to create a layered wireless security defense including strong encryption, MAC filter, complex admin password, and a non-broadcast SSID.

◆ ADMINISTERING MICROSOFT WINDOWS

Proficiency Award

(Awarded by the Department)

The Administering Microsoft Windows Program is an award recognizing proficiency in administering the Microsoft Windows desktop and server operating systems.

REQUIRED COURSES:	UNITS
CNIT R130 Administer Microsoft Windows Operating System	3
CNIT R131 Administer Microsoft Windows Server	3
TOTAL REQUIRED UNITS	6

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Administering Microsoft Windows Program students will be able to:

- Implement a password policy with group policy using the Windows Desktop Operating System that requires complex passwords, minimum password length, maximum password age, and enforces password history.
- Network Windows computers together and share default public folders by creating a Homegroup.
- Network the Windows Desktop Operating System using the appropriate IPv4 and or IPv6 address for the local area network (LAN).
- Demonstrate the skill and ability to configure Active Directory Roles and Services using Windows Server.
- Demonstrate the knowledge and skill necessary to create and maintain Active Directory objects using Windows Server.
- Demonstrate competency in soft skills to include the ability to write utilizing proper grammar and spelling, the ability to work in a team in a research activity, and the ability to present a computer networking/IT topic as part of a team.

◆ WIRELESS NETWORKING

Proficiency Award

(Awarded by the Department)

The Wireless Networking Program is an award recognizing proficiency in wireless networking including design, IEEE 802.11 protocols, wireless security, and performing a site survey.

REQUIRED COURSES:	UNITS
CNIT R127 Wireless Networking Fundamentals	3
and CNIT R120 Cisco CCNA Computer Networking I	4
or CNIT R144 CompTIA Network+ Fundamentals and Certification Prep	4
TOTAL REQUIRED UNITS	7

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Wireless Networking Program students will be able to:

- Use proper spelling, grammar, and sentence structure on the reflection questions of a lab assignment.
- Demonstrate the ability to construct a straight-through data cable using a schematic diagram and the appropriate networking tools.
- List the public and private IPv4 ranges and default subnet masks for Class A, Class B, and Class C addresses.
- Construct a straight-through data cable using a schematic diagram and the appropriate networking tools.
- Demonstrate soft skills including working in a team, organizing collected data, and presenting the results of a team wireless site survey project.
- Demonstrate proficiency in configuring a wireless LAN network configuration utility to create a profile and connect to a specific SSID and specific encryption type.
- Demonstrate the ability to create a layered wireless security defense including strong encryption, MAC filter, complex admin password, and a non-broadcast SSID.

COURSE DESCRIPTIONS

CNIT R101 – IT Essentials

3 Units

Hours: 3 lecture

This course is a technical introduction to the personal computer and computer networking and is designed for students who desire to become computer literate and potentially continue to more advanced computer networking courses. Topics include the personal computer, hardware, application software, operating systems, data communications infrastructure and the Internet. Additionally, web communication will be explored including e-mail, IM, chat, blogs, wikis, VoIP, podcasts, and social networking websites.

Transfer credit: CSU

CNIT R120 – Cisco CCNA Computer Networking I

4 Units

Hours: 3 lecture, 3 lab weekly

This course is offered by the Oxnard College Cisco Networking Academy. It provides instruction in computer basics, cabling, network topologies, Local Area Networks (LANs), Ethernet, switching, routing the 7-layer OSI model, wireless networking, and security. This course also covers Wide Area Networks (WANs), router configuration, TCP/IP protocols, Internet Protocol (IP) addressing, and routing protocols. This course along with CNIT R121 prepares students to take the Cisco Certified Networking Associate (CCNA) certification exam. *Field trips may be required.*

Transfer credit: CSU

CNIT R121 – Cisco CCNA Computer Networking II

4 Units

Prerequisites: CNIT R120.

Hours: 3 lecture, 3 lab weekly

This course is offered by the Oxnard College Cisco Networking Academy. This course is taken after Cisco CCNA Networking I and it prepares students for the Cisco Certified Networking Associate (CCNA) Certification Exam. The focus of this course is advanced switching and routing topics with an emphasis on designing and implementing a hierarchical network with fault tolerance. Students will also learn how to write access-control lists to filter network traffic and customize network security. *Field trips may be required.*

Transfer credit: CSU

CNIT R127 – Wireless Networking Fundamentals

3 Units

Hours: 2½ lecture, 1½ lab weekly

This course covers the fundamentals of wireless networking technology. At the completion of this course, students will have the ability to design, implement, administer, secure, and troubleshoot a wireless local area network (WLAN). *Field trips may be required.*

Transfer credit: CSU

CNIT R130 – Administer Microsoft Windows Operating System

3 Units

Advisory: CNIT R101

Hours: 2½ lecture, 1½ lab weekly

This course provides instruction and hands-on training on the most recent Microsoft Windows operating system and prepares students to become technology specialist in support of the operating system. Administration tasks include installing and deploying the OS, creating and administering user and group accounts, setting up permissions to enforce network resource security, network printer administration, resource and event auditing, backup procedures, and virtualization. This course also prepares students for the Microsoft Certified Technology Specialist (MCTS) certification exam. This is a required course in the program to complete the A.S. Degree or Certificate of Achievement. *Field trips may be required.*

Transfer credit: CSU

CNIT R131 – Administer Microsoft Windows Server

3 Units

Advisory: CNIT R130

Hours: 2½ lecture, 1½ lab weekly

This course prepares students to administer the most recent Microsoft Windows Server operating system while preparing students to become certified. Students will learn how to administer a network and manage resources using Windows Server including configuring server roles, automating server deployments, setting up DHCP and DNS services, designing an Active Directory infrastructure, planning file and print services, managing user accounts, maintaining server availability with clusters, automating backups, virtualization, and deploying updates and security features. *Field trips may be required.*

Transfer credit: CSU

CNIT R142 – CompTIA A+ Technician and Certification Prep

4 Units

Hours: 3 lecture, 3 lab weekly

This course provides instruction and hands-on training in the areas of hardware installation, software configuration, diagnosing and repairing problems, preventative maintenance, basic networking, basic security, wireless, and operating systems including Microsoft Windows and Apple. Students will also receive instruction on safety and environmental considerations. In addition, this course prepares students to earn a CompTIA A+ certification at the Oxnard College PearsonVUE Testing Center. Certification voucher discounts are available to Oxnard College students. *Field trips may be required.*

Transfer credit: CSU

CNIT R143 – CompTIA Linux+ Fundamentals and Certificate Preparation

3 Units

Hours: 2½ lecture, 1½ lab weekly

This course provides instruction and hands-on training on the Linux operating system. Students will gain an understanding of an open-source operating system, perform a Linux installation, administer user accounts and file settings, and customize settings of the operating system. The course will also cover networking with Linux, security issues, and interoperability with other operating systems. In addition, this course prepares students for the CompTIA Linux+ certification. Certification voucher discounts are available to Oxnard College students. *Field trips may be required.*

Transfer credit: CSU

CNIT R144 – CompTIA Network+ Fundamentals and Certification Prep **4 Units**

Hours: 3 lecture, 3 lab weekly

The CompTIA Network+ certification is an internationally recognized validation of the technical knowledge required of foundation-level IT network practitioners. A student who successfully completes this course should have the knowledge and hands-on skills necessary to design, install, manage, and troubleshoot a network infrastructure including wireless and should be prepared for the CompTIA Network+ certification. *Field trips may be required.*
Transfer credit: CSU

CNIT R145 – CompTIA Security+ Certification Preparation **3 Units**

Hours: 2½ lecture, 1½ lab weekly

The CompTIA Security+ course covers a wide variety of topics including network security, compliance and operational security, threats and vulnerabilities, application security, data security, host security, access control and identity management, and cryptography. This course prepares students for the CompTIA Security+ exam which is an internationally recognized validation of foundation-level security skills and knowledge, and is used by organizations and security professionals around the globe. *Field trips may be required.*

Transfer credit: CSU

CNIT R150 – Virtualization **4 Units**

Hours: 3 lecture, 3 lab weekly

This course covers the general concepts of virtual computing including desktop and server virtualization. Students will install and configure virtualization software from multiple vendors. *Field trips may be required.*

Transfer credit: CSU

CNIT R151 – Cloud Computing and Services **4 Units**

Hours: 3 lecture, 3 lab weekly

This course educates students about cloud computing, cloud deployment and service models, cloud infrastructure, cloud backup and storage, security issues related to the cloud, and how to leverage the cloud for cost savings. *Field trips may be required.*

Transfer credit: CSU

CNIT R198 – Short Courses in Computer Networking/IT **½-6 Units**

Hours: Lecture and/or lab hours as required by unit formula

This course and/or workshop will cover selected areas of computer networking/IT. This course will be developed to meet specific needs of the college community as requested or required. *Field trips may be required.*

Transfer credit: CSU

COOPERATIVE WORK EXPERIENCE

COURSE DESCRIPTIONS

COT R190G – General Cooperative Unpaid Work Experience **1-4 Units**

Prerequisites: Completion of or concurrent enrollment in one other course

Hours: 3½ - 14 weekly

General Cooperative Unpaid Work Experience provides supervised employment that helps the student acquire desirable work habits, attitudes, and career awareness. Each unit of credit requires 60 hours of unpaid employment during the semester. General Cooperative Unpaid Work Experience is available to all students, regardless of major or educational goals. *Field trips may be required.*
Course is offered Pass/No Pass (P/NP) at student's option.

NOTE: Students may enroll in up to 4 units of general cooperative work experience with no more than 12 additional units of occupational cooperative work experience.

Transfer credit: CSU

COT R190V – Occupational Cooperative Unpaid Work Experience **1-4 Units**

Prerequisites: Completion of or concurrent enrollment in one other course

Hours: 3½ - 14 weekly

Occupational Cooperative Unpaid Work Experience provides supervised employment extending classroom occupational learning at an on-the-job learning station relating to the students' educational or occupational goals. Each unit of credit requires 60 hours of unpaid employment during the semester. Occupational Cooperative Unpaid Work Experience is available to all students. *Field trips may be required.*
Course is offered Pass/No Pass (P/NP) at student's option.

NOTE: Students may enroll in up to 4 units a semester of occupational cooperative work experience with no more than 16 total units of any type of work experience.

Transfer credit: CSU

COT R191G – General Cooperative Paid Work Experience **1-4 Units**

Prerequisites: Completion of or concurrent enrollment in one other course

Hours: 4 - 17 weekly

General Cooperative Paid Work Experience provides supervised employment that helps the student acquire desirable work habits, attitudes, and career awareness. Each unit of credit requires 75 hours of paid employment during the semester. General Cooperative Paid Work Experience is available to all students, regardless of major or educational goals. *Field trips may be required.*
Course is offered Pass/No Pass (P/NP) at student's option.

NOTE: Students may enroll in up to 4 units of general cooperative work experience with no more than 12 additional units of occupational cooperative work experience.

Transfer credit: CSU

COT R191V – Occupational Cooperative Paid Work Experience

1-4 Units

Prerequisites: Completion of or concurrent enrollment in one other course

Hours: 4 - 17 weekly

Occupational Cooperative Paid Work Experience provides supervised employment extending classroom occupational learning at an on-the-job learning station relating to the students' educational or occupational goals. Each unit of credit requires 75 hours of paid employment during the semester. Occupational Cooperative Paid Work Experience is available to all students. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

NOTE: Students may enroll in up to 4 units a semester of occupational cooperative work experience with a maximum of 16 total units of any type of work experience.

Transfer credit: CSU

CULINARY ARTS AND RESTAURANT MANAGEMENT

The hospitality industry (hotel/travel/tourism/restaurant) continues to be one of the fastest growing in the state. World Travel and Tourism Council projects that the industry will grow at a level of 4.0% per year over the next ten years, creating an opportunity for every country in the world to be a part of this process and to share the benefits. The National Restaurant Association predicts that nearly half of consumers' food budget will be spent in restaurants. There is an immense need for knowledgeable managers who can master today's and tomorrow's technology, to include emphasis on "green", and meet the across-the-board need being driven by major hotel and restaurant chains as well as privately owned hotels, clubs, and restaurants.

CAREER OPPORTUNITIES

A.S./Certificate Level

Baker	Line Cook
Restaurant Manager	Food Service Manager Trainee
Commercial-Recreation Management Trainee	

B.S. Level

Instructor	Club Manager
Restaurant Manager/Owner	

◆ CULINARY ARTS

Associate in Science Degree Certificate of Achievement

This program prepares students for entry-level positions as a culinarian, baker, or food service manager trainee. In these positions, employees are required to prepare menus, requisition supplies, supervise equipment, maintain varied records, and coordinate data with accountants and others in the organization.

REQUIRED COURSES:		UNITS
CRM R100	Introduction to the Hospitality Industry	3
CRM R102A	Quantity Food Preparation	7
CRM R102B	Food Preparation Management	4
CRM R102C	Catering Techniques	4
CRM R103A	Baking Techniques	6
CRM R104	Sanitation & Environmental Control	3
CRM R105	Gourmet Cooking & Garde Manger	4
CRM R106	Nutrition in Food Service	3
CRM R107	Dining Room Service	3½
TOTAL REQUIRED MAJOR UNITS		37½

After completion of the following courses, students may apply and earn certification in each respective area awarded by the National Restaurant Association (NRA): CRM R100; CRM R104; CRM R106; CRM R107.

◆ RESTAURANT MANAGEMENT

Associate in Science Degree Certificate of Achievement

This program prepares students to obtain employment in the restaurant management field as food service unit managers, multi-unit managers, corporate executives, or corporate trainers. Career opportunities for trained personnel are almost limitless.

REQUIRED COURSES:		UNITS
CRM R100	Introduction to the Hospitality Industry	3
CRM R104	Sanitation & Environmental Control	3
CRM R106	Nutrition in Food Service	3
CRM R107	Dining Room Service	3½
CRM R109	Management by Menu	3
CRM R110	Food and Beverage Cost Control	3
CRM R111	Food Purchasing and Receiving	3½
CRM R112	Food and Beverage Management	3
CRM R113	Bar and Beverage Management	3
CRM R114	Supervision in the Hospitality Industry	3
CRM R115	Marketing of Hospitality Services	3
CRM R116	Accounting for the Hospitality Industry	3
TOTAL REQUIRED MAJOR UNITS		37

Recommended elective course for the Associate in Science Degree:

CAOT R122	Microsoft Office	3
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After completion of the following courses, students may apply and earn certification in each respective area awarded by the National Restaurant Association (NRA): CRM R100; CRM R104; CRM R106; CRM R107; CRM R110; CRM R111; CRM R112; CRM R113; CRM R114; CRM R115; CRM R116.

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Culinary Arts and Restaurant Management program students will be able to:

- Apply quantitative reasoning to obtain objective solutions to equations, i.e. food costing, recipe conversion, and costing.
- Apply critical thinking skills in reasoning and problem solving, i.e. read, analyze, and assemble a recipe.
- Communicate clearly and effectively with Chefs and Managers through verbal and/or nonverbal messages, i.e. using terms related to the field.
- Understand the discipline's basic content, principles, methodologies and perspectives central to the foodservice industry, i.e. segments of the industry, safe food handling, and food preparation.
- Identify major figures in history, "the great chefs" and their contribution to the industry.
- Operate, disassemble, assemble, and maintain food service equipment.
- Demonstrate an understanding of the basic procedures and communicate clearly, allowing them to express originality, imagination and innovation, i.e. creating and producing pastry items.
- Demonstrate leadership and social responsibility and judgment, i.e. learning how to manage people in an industry environment. This also gives students the skills for career advancement and self-improvement.

◆ LEAD COOK

Proficiency Award

(Awarded by the Department)

The Lead Cook Program is an award that prepares students for lead cook positions in a restaurant or other hospitality property. Passage of the ServSafe Certification exam as well as the National Restaurant Association certification exam is required to earn this award.

REQUIRED COURSES:	UNITS
CRM R102A Quantity Food Preparation	7
CRM R104 Sanitation & Environmental Control	3

REQUIRED CERTIFICATIONS:

ServSafe Certification
National Restaurant Association Certification

TOTAL REQUIRED UNITS	10
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PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Lead Cook Program students will be able to:

- Be proficient at understanding basic methodologies central to safe food handling.
- Be proficient in food preparation for large groups.
- Demonstrate competencies in the ability to operate, disassemble, assemble, and maintain food service equipment.

COURSE DESCRIPTIONS

CRM R100 – Introduction to the Hospitality Industry 3 Units

Hours: 3 lecture weekly

The course will provide an overview of the hospitality industry, its history and interrelationships of hotel, restaurant, travel, leisure industries, and introduce math concept applications in the culinary field. Students will also learn the importance of economic and social influences of leisure. Emphasis is on the attitude required of a person seeking a position in the industry. (Same as HM R100.) Field trips may be required.

Transfer credit: CSU

CRM R102A – Quantity Food Preparation 7 Units

Prerequisites: CRM R104 or concurrent enrollment

Limitations: A negative TB test is required.

Hours: 3 lecture, 12 lab weekly

This course provides the study and laboratory experience of quantity food preparation (i.e. school food service CRM kitchen). Students will receive an introduction and application of principles and procedures of basic food preparation with the emphasis on equipment tools and the proper utilization of time and use of leftovers. Student lab hours will be assigned at a four-hour orientation meeting before the beginning of the semester. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.

Transfer credit: CSU

CRM R102B – Food Preparation Management 4 Units

Prerequisites: CRM R102A

Limitations: A negative TB test is required. Possession of ServSafe Certification or equivalent is required.

Hours: 2 lecture, 6 lab weekly

The course provides advanced study and laboratory experience of food preparation management for the continuing student. Students will apply advanced knowledge in: kitchen organization and supervision of food service workers emphasizing high production standards. Students will also learn recipe standardization, portion control, and food service sanitation. Students will receive experience in food service operations management. Field trips may be required.

Transfer credit: CSU

CRM R102C – Catering Techniques 4 Units

Prerequisites: CRM R102A

Limitations: A negative TB test is required; possession of ServSafe Certification or equivalent is required.

Hours: 2 lecture, 6 lab weekly

This course provides instruction in the performance of activities included in the supplying of food, beverage, and other organized food related services for social or special functions. This course may include on-premise and/or off-premise catering. Field trips may be required.

Transfer credit: CSU

<p>CRM R102E – CRM Foods Laboratory 2 Units</p> <p><i>Prerequisites:</i> CRM R102A and CRM R104 or concurrent enrollment <i>Limitations:</i> A negative TB test is required. <i>Hours:</i> 6 lab weekly</p> <p>This course provides supervised practice in the college-operated Food Service and CRM kitchen. Students will practice food preparation in areas: range, pantry, bakery, and short order. Kitchen maintenance and care stressed. <i>Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.</i> <i>Transfer credit:</i> CSU</p>	<p>CRM R107 – Dining Room Service 3½ Units</p> <p><i>Prerequisites:</i> CRM R100 and CRM R104 or concurrent <i>Limitations:</i> A negative TB test is required. <i>Hours:</i> 2 lecture, 4½ lab weekly</p> <p>This course provides proper methods of service in all types of eating establishments from mom and pop operations to haute cuisine restaurants. A comprehensive presentation of what is needed to provide excellent service is also reviewed. <i>Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.</i> <i>Transfer credit:</i> CSU</p>
<p>CRM R103A – Baking Techniques 6 Units</p> <p><i>Prerequisites:</i> CRM R102A <i>Limitations:</i> A negative TB test is required. Possession of ServSafe Certification or equivalent is required. <i>Hours:</i> 3 lecture, 9 lab weekly</p> <p>This course provides instruction in the preparation and/or use of pastries, pies, fillings, milk, starches, and leavening agents. Rations and chemical reactions of ingredients are also stressed, as well as the effects of heat and refrigeration on products. Breads, rolls, Danish pastries, and puff pastries are demonstrated and practiced. After instruction, students calculate food cost and mark-up for retail sales of products. <i>Field trips may be required.</i> <i>Transfer credit:</i> CSU</p>	<p>CRM R109 – Management by Menu 3 Units</p> <p><i>Hours:</i> 3 lecture weekly</p> <p>This course will study menus as the central theme that controls or influences most foodservice functions, and examines basic principles of menu making, including all phases of menu planning, for today's trends. Students will also study ways to control costs and create interesting menus for different types of establishments in the hospitality industry. <i>Field trips may be required.</i> <i>Transfer credit:</i> CSU</p>
<p>CRM R104 – Sanitation and Environmental Control 3 Units</p> <p><i>Hours:</i> 3 lecture weekly</p> <p>Course covers the principles of food microbiology, important foodborne diseases, strands that are enforced by regulatory agencies, and applied measures for the prevention of food borne diseases and other microbiological problems. Students will be able to describe the Hazard Analysis Critical Control Point (HACCP) system, hazards, standards, and corrective actions are presented for important operations (i.e. cooking, cooling, hot holding, and reheating) that are critical control points for food safety. The course also covers current and valuable topics such as dealing with employees testing HIV positive, controlling pathogens that cause foodborne illness; and employee hazard communication programs, a ServSafe Certificate Course. <i>Field trips may be required.</i> <i>Transfer credit:</i> CSU</p>	<p>CRM R110 – Food & Beverage Cost Control 3 Units</p> <p><i>Hours:</i> 3 lecture weekly</p> <p>This course assists students in developing crucial financial management skills through key terms and concepts as well as procedures for analyzing cost/volume/profit, determining costs, and using costs to monitor labor, food service and beverage operations. <i>Field trips may be required.</i> <i>Transfer credit:</i> CSU</p>
<p>CRM R105 – Gourmet Cooking & Garde Manger 4 Units</p> <p><i>Prerequisites:</i> CRM R102B <i>Limitations:</i> A negative TB test is required. Possession of ServSafe Certification or equivalent is required. <i>Hours:</i> 2 lecture, 6 lab weekly</p> <p>This course will teach students special techniques and skills in quality sauté and flambé cooking. The course will also cover entrée cooking and specialty food items, cooking with wine and herbs, and preparation of exotic salads. Additional techniques will be taught on modern trends of "garde manger" (the art of decorating food for eye appeal) presentations showing the changing environment, updated concepts, and new ideas. <i>Field trips may be required.</i> <i>Transfer credit:</i> CSU</p>	<p>CRM R111 – Food Purchasing and Receiving 3½ Units</p> <p><i>Advisories:</i> CRM R102A <i>Hours:</i> 3 lecture, 1½ lab weekly</p> <p>This course provides training in duties and functions of the professional food buyer, basic information on sources, grades, and standards for selecting food items stressing points on specifications; receiving, storing, and issuing procedures. Students learn the principles and practices concerned with the purchasing and receiving of food, supplies, and equipment for various food service operations. Lab assignments include experience working with food purchasing systems. <i>Field trips may be required.</i> <i>Transfer credit:</i> CSU</p>
<p>CRM R106 – Nutrition in Food Service 3 Units</p> <p><i>Hours:</i> 3 lecture weekly</p> <p>This course focuses on nutrition as it relates to personal health, foods and food preparation. Students will learn menu planning and recipe modification, and marketing of food products for use in hotels, restaurants, and institutions. Students will also complete the nutrition competencies required by the National Restaurant Association Educational Foundation. <i>Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.</i> <i>Transfer credit:</i> CSU</p>	<p>CRM R112 – Food and Beverage Management 3 Units</p> <p><i>Hours:</i> 3 lecture weekly</p> <p>This course gives students the foundation needed to make smart decisions in commercial and institutional food and beverage operations. Information concerning the latest operational trends is presented. Case studies developed by industry professionals give students practice solving problems like those experienced on the job. Internet exhibits and website addresses link students with valuable food and beverage resources. <i>(Same as HM R112.) Field trips may be required.</i> <i>Transfer credit:</i> CSU</p>
	<p>CRM R113 – Bar and Beverage Management 3 Units</p> <p><i>Hours:</i> 3 lecture weekly</p> <p>This course covers all facets of bar and beverage products management including balancing marketing and control objectives, business planning, and employee management and training. Course also covers alcohol service responsibility, and essential information on a wide range of beverage products, including non-alcoholic beverages. This course is required for National Restaurant Management (NRA) Certification. <i>Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.</i> <i>Transfer credit:</i> CSU</p>

CRM R114 – Supervision in the Hospitality Industry 3 Units

Hours: 3 lecture weekly

This course covers the concepts, theories, and principles behind good supervisory practice. Students will study communications, motivation and work climate, job descriptions, recruitment and selection, performance evaluation, employee discipline, and controlling. The legal aspects of recruitment, selection, evaluation, and discipline are thoroughly discussed. Principles of good people management are presented in terms of how they apply on the job. Required course for ACEFI, AHMAEI, and EFNRA.

Transfer credit: CSU

CRM R115 – Marketing of Hospitality Services 3 Units

Advisories: BUS R132

Hours: 3 lecture weekly

This course provides an in-depth look at proven marketing strategies specific to hospitality services. The course also demonstrates how hospitality organizations can promote their unique features and compete more effectively in the market. *Field trips may be required.*

Transfer credit: CSU

CRM R116 – Accounting for the Hospitality Industry 3 Units

Hours: 3 lecture weekly

This course covers the accounting cycle as it applies to the hospitality industry. Emphasis is placed on merchandising operations, inventories, cost of goods sold, payroll and accounting for receivables and payables. The preparation of financial statements is also covered. This course is required for certification by the National Restaurant Association (NRA). *(Same as HM R116.) Field trips may be required.*

Transfer credit: CSU

CRM R198 – Short Courses in Culinary Arts and Restaurant Management 1-7 Units

Hours: Lecture and/or lab hours as required by unit formula

This umbrella course is designed to provide a means of offering courses or workshops in selected areas of Culinary Arts or Restaurant Management to meet specific needs of community or college as required or requested. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

DANCE

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in Dance at Oxnard College will be able to:

- Demonstrate collaboration and professionalism in academics and production.
- Demonstrate competency in dance technique to support performance.
- Demonstrate the ability to apply the fundamental principles of choreography to their own creative process.
- Demonstrate understanding of the historical and cultural influences of dance.
- Know the special vocabulary and terminology for different dance genres.

COURSE DESCRIPTIONS

DANC R102A – Modern Dance I**2 Units**

Hours: 1 lecture, 3 lab weekly

This course focuses on the development of modern dance techniques with emphasis on combinations of basic skills. Study of the dance phrase integrating elements of rhythm, design, dynamics, and motivation change will also be covered. *Field trips may be required. (Formerly also PE R116A.) Course is offered Pass/No Pass (P/NP) at student's option.*

Oxnard College faculty have defined Modern Dance as a family of courses which includes DANC R102A and DANC R102B. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

DANC R102B – Modern Dance II**2 Units**

Prerequisites: DANC R102A or equivalent

Hours: 1 lecture, 3 lab weekly

This course focuses on intermediate to advanced modern dance skills and technique necessary for performing dance compositions and student performances. *Field trips may be required. (Formerly also PE R116B.) Course is offered Pass/No Pass (P/NP) at student's option.*

Oxnard College faculty have defined Modern Dance as a family of courses which includes DANC R102A and DANC R102B. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

DANC R104A – Modern Jazz I**2 Units**

Hours: 1 lecture, 3 lab weekly

This course is an introduction to modern jazz techniques and skills. Students will develop flexibility, strength, endurance, dance composition and develop an understanding and appreciation of jazz dance as an art form. *Field trips may be required. (Formerly also PE R119A.) Course is offered Pass/No Pass (P/NP) at student's option.*

Oxnard College faculty have defined Jazz Dance as a family of courses which includes DANC R104A and DANC R104B. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

DANC R104B – Modern Jazz II**2 Units**

Prerequisites: DANC R104A or equivalent

Hours: 1 lecture, 3 lab weekly

This course offers continued study of jazz dance techniques with emphasis on more advanced skills necessary for performing dance compositions and student performance. *Field trips may be required. (Formerly also PE R119B.) Course is offered Pass/No Pass (P/NP) at student's option.*

Oxnard College faculty have defined Jazz Dance as a family of courses which includes DANC R104A and DANC R104B. A student may take a maximum of four (4) courses from a family.

Transfer credit: CSU, UC

DANC R110 – Mexican Folklorico Dance**2 Units**

Hours: 1 lecture, 3 lab weekly

The roots of Mexican folklorico dance date back to the Aztec and Mayan civilizations that later blended with the cultural influences brought from Spain. This course is designed to develop dance skills for various regional dance styles from Veracruz, Jalisco, Michoacan, Chihuahua, and others. Emphasis is placed on the historical and cultural factors that have influenced Mexican dance. Students will learn the principals of body alignment, strength, and coordination as it relates to dance and performance. *Field trips may be required. (Formerly also PE R124.) Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

DENTAL ASSISTING

The Dental Assisting Program introduces students to the high demand field of professional dental assisting. Dental assistants are a significant and valuable member of the dental health care team. Students are trained to perform a wide variety of duties including working chairside as patients are examined and treated, sterilizing instruments, and applying anti-cavity agents to teeth. Dental assisting students are also taught to perform laboratory duties such as taking and pouring impressions and making temporary crowns. Additionally, the Dental Assisting Program offers curriculum on executing office duties like scheduling and confirming patients, filing patient treatment records, billing, and ordering dental supplies.

The Dental Assisting Program at Oxnard College includes patient care practice in a fully-equipped, on-site facility.

For more information, contact the Dental Assisting Program at (805) 678-5823.

CAREER OPPORTUNITIES

Since many dentists employ two or more dental assistants, employment opportunities in this field are excellent. The types of practice settings available to dental assistants include: solo dental practices (practices with only one dentist), group practices (practices with two or more dentists), specialty practices, such as oral and maxillofacial surgery (removal of teeth and correction of facial deformities), orthodontics and dentofacial orthopedics (straightening teeth with braces or other appliances), endodontics (root canal treatment), periodontics (treatment of gum problems), prosthodontics (replacement of lost teeth) and pediatric dentistry (treatment of children), public health dentistry, including settings such as schools and clinics which focus on the prevention of dental problems within entire communities; hospital dental clinics, assisting dentists in the treatment of bedridden patients; dental school clinics, assisting dental students as they learn to perform dental procedures. Other career opportunities for dental assistants include: insurance companies, processing dental insurance claims; vocational schools, technical institutes, community colleges dental schools and universities, teaching others to be dental assistants (which may require associate or baccalaureate college degrees); dental product sales representatives.

FACULTY

Coordinator

Armine Derdarian, DDS

◆ DENTAL ASSISTING

Associate in Science Degree Certificate of Achievement

REQUIRED COURSES:	UNITS	
DA R010	Introduction to Dental Assisting	3
DA R011	Beginning Radiology for Dental Assisting	3
DA R012	Dental Materials for Dental Assisting	3
DA R013	Occupational Health for Dental Assisting	1
DA R014	Introduction to Chairside Dental Assisting	2
DA R015	Dental Specialties for Dental Assisting	2
DA R020	Advanced Dental Assisting	2
DA R021	Practice Management for Dental Assisting	3
DA R022	Clinical Dental Assisting Experiences	3
DA R023	Ethics and Jurisprudence for Dental Assisting	1
DA R024	Dental Assisting Seminar	2
DA R025	Dental Assisting Health Education	2
TOTAL REQUIRED UNITS		27

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Dental Assisting program students will be able to:

- Effectively practice anti-cariogenic techniques and employ the appropriate anti-cariogenic dental materials (e.g., administer oral hygiene instructions, apply fluoride varnish) under the proper supervision of a dentist.
- Manage their fundamental roles in the dental practice.
- Examine the ethical and legal decisions inherent to the dental field and distinguish between unethical and illegal actions.
- Be competent in employing the skills of chairside dental assisting in general practice and be able to compare and contrast those general practice skills to the duties of a dental assistant in specialty practice.
- Operate dental radiographic equipment properly and safely.

COURSE DESCRIPTIONS

DA R010 – Introduction to Dental Assisting **3 Units**

Corequisites: DA R011, DA R012, DA R013, DA R014, and DA R015

Advisories: High school diploma or GED, and ENGL R101

Limitations: Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.

Hours: 3 lecture weekly

This course is an introduction to dental assisting, dental terminology, basic anatomy of the oral cavity, dental anatomy and physiology, oral embryology, tooth morphology, classifications of restorations, preliminary oral inspection, charting existing conditions of the hard and soft tissues, taking and recording vitals signs and the introduction to systemic conditions which may affect dental care. *Field trips may be required.*

DA R011 – Beginning Radiology for Dental Assisting 3 Units**Corequisites:** DA R010, DA R012, DA R013, DA R014, and DA R015**Advisories:** High school diploma or GED, and ENGL R101**Limitations:** Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.
Hours: 2 lecture, 3 lab weeklyThis course teaches the fundamentals of radiation safety and the operation of dental radiology equipment, along with the clinical application of procedures involved in exposing, processing, mounting and interpreting dental radiographs. *Field trips may be required.***DA R012 – Dental Materials for Dental Assisting 3 Units****Corequisites:** DA R010, DA R011, DA R013, DA R014, and DA R015**Advisories:** High school diploma or GED, and ENGL R101**Limitations:** Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.
Hours: 2 lecture, 3 lab weeklyThis course teaches the composition and use of restorative materials, impressions materials, pouring dental impressions, the procedural steps in using composite resin material, temporary restorative materials used in dentistry and the role of the dental team in the various procedures performed. *Field trips may be required.***DA R013 – Occupational Health for Dental Assisting 1 Unit****Corequisites:** DA R010, DA R011, DA R012, DA R014, and DA R015**Advisories:** High school diploma or GED, and ENGL R101**Limitations:** Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.
Hours: 1 lecture weeklyThis course teaches the dental assistant the rules and regulations in a dental office that are required by the federal, state and local regulations concerning the handling of hazardous chemicals, employee safety and waste management. *Field trips may be required.***DA R014 – Introduction to Chairside Dental Assisting 2 Units****Corequisites:** DA R010, DA R011, DA R012, DA R013, and DA R015**Advisories:** High school diploma or GED, and ENGL R101**Limitations:** Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.
Hours: 6 lab weeklyThis class is an introduction to the chairside dental assistant, preparing the patient for dental treatment, positioning of the patient, operator and assistant for fourhanded and six-handed dentistry. Students will learn how to obtain patient health history and vital signs, treatment planning and data gathering. In addition, instrument grasp/transfer, triplex syringe use, oral evacuation and retraction will be taught. Identification and use of hand instruments, equipment maintenance, tub, tray and cassette set-ups of the basic general dental procedures will be learned. *Field trips may be required.***DA R015 – Dental Specialties for Dental Assisting 2 Units****Corequisites:** DA R010, DA R011, DA R012, DA R013, and DA R015**Advisories:** High school diploma or GED, and ENGL R101**Limitations:** Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.
Hours: 1 lecture, 3 lab weeklyThis course provides instruction in assisting and instrumentation for the following specialties in dentistry: orthodontics, endodontics, periodontics, removable prosthodontics, pediatric dentistry and oral maxillofacial surgery, and assisting in the administration of nitrous oxide. *Field trips may be required.***DA R020 – Advanced Dental Assisting 2 Units****Prerequisites:** DA R010, DA R011, DA R012, DA R013, DA R014, and DA R015**Corequisites:** DA R021, DA R022, DA R023, DA R024, and DA R025**Advisories:** High school diploma or GED, and ENGL R101**Limitations:** Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.
Hours: 1 lecture, 3 lab weekly

This course focuses on the development of the pre-clinical skills required for the registered dental assisting applicant. Students are required to meet standards of competency for each registered dental assisting task. This course is designed to prepare students for the practical component of the California Registered Dental Assistant examination. Mannequins are used for most instruction.

DA R021 – Practice Management for Dental Assisting 3 Units**Prerequisites:** DA R010, DA R011, DA R012, DA R013, DA R014, and DA R015**Corequisites:** DA R020, DA R022, DA R023, DA R024, and DA R025**Advisories:** High school diploma or GED, and ENGL R101**Limitations:** Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.
Hours: 2 lecture, 3 lab weekly

This course focuses on instruction for the non-clinical functions which dental assistants are required to perform. Emphasis will be placed on: financial arrangements, collection techniques, completing insurance forms, and maintaining current insurance records, office mail, dental office computer systems, group practice, inventory, marketing, purchasing, payroll, tax records, disbursements, and petty cash.

DA R022 – Clinical Dental Assisting Experiences 3 Units**Prerequisites:** DA R010, DA R011, DA R012, DA R013, DA R014, and DA R015**Corequisites:** DA R020, DA R021, DA R023, DA R024, and DA R025**Advisories:** High school diploma or GED, and ENGL R101**Limitations:** Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.
Hours: 1 lecture, 6 lab weeklyThis course incorporates practical experience working in a private practice through a clinical externship. Experiences are in chairside and office management techniques. Seminars are used to evaluate and review clinical application. *Field trips may be required.*

**DA R023 – Ethics and Jurisprudence for
Dental Assisting**

1 Unit

Prerequisites: DA R010, DA R011, DA R012, DA R013, DA R014, and DA R015

Corequisites: DA R020, DA R021, DA R022, DA R024, and DA R025

Advisories: High school diploma or GED, and ENGL R101

Limitations: Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.

Hours: 1 lecture weekly

This course is the study of the fundamental factors necessary to be employed as a dental assistant in California. The scope of dental assistant practice within the ethical and legal framework of the State Dental Practice Act and the Code of Ethics of the American Dental Association are explored. *Field trips may be required.*

DA R024 – Dental Assisting Seminar

2 Units

Prerequisites: DA R010, DA R011, DA R012, DA R013, DA R014, and DA R015

Corequisites: DA R020, DA R021, DA R022, DA R023, and DA R025

Advisories: High school diploma or GED, and ENGL R101

Limitations: Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.

Hours: 2 lecture weekly

This course focuses on preparation for the written portion of the dental assisting certificate examination. *Field trips may be required.*

DA R025 – Dental Assisting Health Education

2 Units

Prerequisites: DA R010, DA R011, DA R012, DA R013, DA R014, and DA R015

Corequisites: DA R020, DA R021, DA R022, DA R023, and DA R024

Advisories: High school diploma or GED, and ENGL R101

Limitations: Admission to the dental assisting program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.

Hours: 2 lecture weekly

This course teaches the principles and practices of prevention and control of dental diseases with emphasis on nutrition, plaque control, motivation, and chairside patient education.

DENTAL HYGIENE

The Dental Hygiene Program prepares students for the practice of dental hygiene. A Registered Dental Hygienist (RDH) is a licensed professional who is part of the dental care team, performing such services as oral examination, oral prophylaxis (scaling, root planing, soft tissue curettage and polishing the teeth), exposing and processing dental x-rays, administering local anesthesia and nitrous oxide sedation for pain control, applying preventive substances such as topical fluorides and dental sealants along with instructing patients in oral disease control and nutrition.

This Dental Hygiene, Associate of Science Degree Program offers academic and clinical skills curriculum within an on-campus clinic. The student is prepared for the National Board written examination and the State practical examination for licensure as a Registered Dental Hygienist.

For more information, contact the Dental Hygiene Program at (805) 678-5823.

FACULTY

Coordinator Armine Derdarian, DDS **Full-Time** Richard Enriquez, DDS Margaret Newville, RDH

◆ DENTAL HYGIENE

Associate in Science Degree

Upon completion of the two-year degree program, graduates are eligible to take the National Dental Hygiene Board Examination and the California Registered Dental Hygiene Licensure.

PROGRAM RECOMMENDATIONS UNITS

BIOL R101	General Biology*	3
BIOL R101L	General Biology Laboratory*	1
CIS R020A	Introduction to Microcomputers*	3
MATH R014	Intermediate Algebra	5
	*or equivalent	

PROGRAM PREREQUISITE COURSES

ANAT R101	General Human Anatomy	4
CHEM R110	Elementary Chemistry	5
CHEM R112	Elementary Organic and Biological Chemistry	5
COMM R101	Introduction to Oral Communication	3
DH R001	Pre-Dental Hygiene	1
ENGL R101	College Composition	4
MICR R100	Principles of Microbiology	3
MICR R100L	Principles of Microbiology Lab	2
PHSO R101	Human Physiology	5
PSY R101	General Psychology	3
SOC R101	Introduction to Sociology	3

AND

Select one of the following to satisfy the cultural diversity requirement:

ANTH R102/H	Introduction to Cultural Anthropology/Honors	3
ANTH R114	African American Culture and Experience	3
CHST R101	Introduction to Chicana/o Studies	3
ECE R107	Teaching in a Diverse Society	3
SJS R110	Introduction to Social Justice Studies	3
SOC R103	Race and Ethnic Relations	3
SOC R108	Sociology of the Chicano Community	3

TOTAL PREREQUISITE UNITS 41

The courses listed above are not necessarily entry-level. Oxnard College offers courses to prepare students to succeed in these prerequisites. See a counselor for more information.

PROGRAM ADMISSION

Upon completion of the prerequisites, students must apply for admission to the Dental Hygiene Program. All science prerequisites must have been completed no more than 5 years prior to application to the Dental Hygiene Program and must have been completed with a 3.0 GPA. Contact the program coordinator at 986-5823 for details on the selection process.

*The program requires full-time enrollment.
See following page.*

REQUIRED DENTAL HYGIENE COURSES		UNITS
DH R010	Oral Biology	3
DH R011	Oral Radiology	3
DH R012	Head and Neck Anatomy	2½
DH R013	Dental Health Education Seminar	1
DH R014	Introduction to Dental Hygiene Practice	3
DH R015	Introduction to PreClinic/Clinic	2
DH R020	Local Anesthesia and Nitrous Oxide	2
DH R021	General and Oral Pathology	4
DH R022	Pharmacology	2
DH R023	Clinical Practice I	3
DH R024	Clinic Dental Hygiene Seminar I	3
DH R025	Periodontics I	2
DH R030	Special Patients/Geriatrics	1
DH R031	Nutrition in Dentistry	1
DH R032	Dental Materials	2
DH R033	Clinic II Seminar	2
DH R034	Clinical Practice II	4
DH R035	Periodontics II	2
DH R036	Community Oral Health I	2
DH R040	Advanced Clinical Topics	2
DH R041	Practice Management	1
DH R042	Clinic III Seminar	2
DH R043	Clinical Practice III	4
DH R044	Community Oral Health II	1
DH R045	Ethics and Jurisprudence	1
TOTAL REQUIRED MAJOR UNITS		55½

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Dental Hygiene program students will be able to:

- Be competent in performing the common local anesthetic techniques used in the practice of dental hygiene.
- Analyze oral structures/tissues and evaluate these oral structures/tissues for pathology and treat any pathology appropriately.
- Construct dental hygiene treatment plans and employ these plans to provide comprehensive dental hygiene treatment to patients.
- Manage their fundamental roles in the dental practice.
- Operate dental radiographic equipment properly and safely.
- Evaluate patients' medical/dental histories and make appropriate adjustments to their dental hygiene treatment.

COURSE DESCRIPTIONS

DH R001 – Pre-Dental Hygiene 1 Unit

Hours: 1 lecture weekly

This course is an introduction to the field of dentistry with a specific focus on the basics of dental hygiene. Emphasis will be placed on dental terminology, communication, critical thinking skills, along with some of the basic clinical techniques required for the practice of dental hygiene. *Field trips may be required.*

DH R010 – Oral Biology 3 Units

Prerequisites: Completion of program prerequisites as stipulated by the Commission on Dental Accreditation and DH R001

Corequisites: DH R011, DH R012, DH R013, DH R014, and DH R015

Advisories: MATH R011 or MATH R011A and MATH R011B; BIOL R101, BIOL R101L, and CIS R020A

Limitations: Admission to the dental hygiene program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.

Hours: 3 lecture weekly

This course focuses on dental embryology, dental histology, the clinical recognition of normal oral structures, the physiological and structural functions of teeth and supporting tissues, and oral anatomy as related to dental hygiene procedures. *Field trips may be required.*

DH R011 – Oral Radiology 3 Units

Prerequisites: Completion of program prerequisites as stipulated by the Commission on Dental Accreditation and DH R001

Corequisites: DH R010, DH R012, DH R013, DH R014, and DH R015

Advisories: MATH R011 or MATH R011A and MATH R011B; BIOL R101, BIOL R101L, and CIS R020A

Limitations: Admission to the dental hygiene program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.

Hours: 2 lecture, 3 lab weekly

This course teaches the fundamentals of radiation safety and the operation of dental radiology equipment, along with the clinical application of procedures involved in exposing, processing, mounting and interpreting dental radiographs. This course presents the opportunity to gain certification to legally take dental radiographs. *Field trips may be required.*

DH R012 – Head and Neck Anatomy 2½ Units

Prerequisites: Completion of program prerequisites as stipulated by the Commission on Dental Accreditation and DH R001

Corequisites: DH R010, DH R011, DH R013, DH R014, and DH R015

Advisories: MATH R011 or MATH R011A and MATH R011B; BIOL R101, BIOL R101L, and CIS R020A

Limitations: Admission to the dental hygiene program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.

Hours: 2 lecture, 1½ lab weekly

This course studies the anatomical structures of the head and neck regions and relates these structures to the clinical practice of dental hygiene. *Field trips may be required.*

DH R013 – Dental Health Education Seminar 1 Unit

Prerequisites: Completion of program prerequisites as stipulated by the Commission on Dental Accreditation and DH R001

Corequisites: DH R010, DH R011, DH R012, DH R014, and DH R015

Advisories: MATH R011 or MATH R011A and MATH R011B; BIOL R101, BIOL R101L, and CIS R020A

Limitations: Admission to the dental hygiene program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.

Hours: 1 lecture weekly

This course teaches the principles and practices of prevention and control of dental diseases with emphasis on nutrition, plaque control, motivation, and chairside patient education. *Field trips may be required.*

DH R014 – Introduction to Dental Hygiene Practice 3 Units

Prerequisites: Completion of program prerequisites as stipulated by the Commission on Dental Accreditation and DH R001

Corequisites: DH R010, DH R011, DH R012, DH R013, and DH R015

Advisories: MATH R011 or MATH R011A and MATH R011B; BIOL R101, BIOL R101L, and CIS R020A

Limitations: Admission to the dental hygiene program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.

Hours: 3 lecture weekly

This course is an introduction to all theoretical and didactic components of the practice of dental hygiene, including disease transmission and prevention, universal precautions, record keeping documentation and protocol, and dental hygiene instrumentation for scaling and root planing. *Field trips may be required.*

DH R015 – Introduction to PreClinic/Clinic 2 Units

Prerequisites: Completion of program prerequisites as stipulated by the Commission on Dental Accreditation and DH R001

Corequisites: DH R010, DH R011, DH R012, DH R013, and DH R015

Advisories: MATH R011 or MATH R011A and MATH R011B; BIOL R101, BIOL R101L, and CIS R020A

Limitations: Admission to the dental hygiene program and physical/clinical examination (within the last 12 months) with CBC and urinalysis verifying physical fitness: non-reactive VDRL or RPR; negative Tuberculosis Mantoux test or negative chest x-ray; Hepatitis B vaccine & titer showing immunity; Tetanus vaccine; MMR vaccine or titers showing immunity to Rubella and Rubeola; Varicella titer showing immunity; CPR certification.

Hours: 6 lab weekly

This course is an introduction to all clinical procedures, such as maintaining the chain of asepsis, and skills, like identifying plaque and calculus, needed for the practice of dental hygiene. *Field trips may be required.*

DH R020 – Local Anesthesia and Nitrous Oxide 2 Units

Prerequisites: Successful completion of all first semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R021, DH R022, DH R023, DH R024, and DH R025

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 1 lecture, 3 lab weekly

This course teaches pharmacology, physiology, and proper use of local anesthetic agents. The course also teaches the anatomy of the trigeminal nerve, physiology of nerve conduction, how anesthesia works, and prevention and management of emergencies.

DH R021 – General and Oral Pathology 4 Units

Prerequisites: Successful completion of all first semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R020, DH R022, DH R023, DH R024, and DH R025

Hours: 4 lecture weekly

This is a study of the pathological processes of inflammation, immunology defense, degeneration, neoplasm, developmental disorders, and healing and repair. This class focuses on the recognition of abnormalities in the human body with a special emphasis on normal and abnormal conditions in the oral cavity.

DH R022 – Pharmacology 2 Units

Prerequisites: Successful completion of all first semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R020, DH R021, DH R023, DH R024, and DH R025

Hours: 2 lecture weekly

This course focuses on the classification and study of drugs according to origin, physical and chemical properties, therapeutic effect and values, particularly of drugs used in dentistry.

DH R023 – Clinical Practice I 3 Units

Prerequisites: Successful completion of all first semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R020, DH R021, DH R022, DH R024, and DH R025

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 9 lab weekly

This course provides beginning clinical experience in the treatment of adult and child patients. Various clinical procedures utilizing scaling and polishing techniques, extraoral and intraoral inspections, cancer screening, dental and periodontal charting, plaque control instructions and topical fluoride application will be put into supervised practice. *Field trips may be required.*

DH R024 – Clinic Dental Hygiene Seminar I 3 Units

Prerequisites: Successful completion of all first semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R020, DH R021, DH R022, DH R023, and DH R025

Hours: 3 lecture weekly

This course is designed to provide additional didactic material for clinical procedures that students apply in clinical situations. Information presented in previous clinic/patient treatment-related courses is reviewed. Clinical issues and cases are reviewed and discussed. *Field trips may be required.*

DH R025 – Periodontics I 2 Units

Prerequisites: Successful completion of all first semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R020, DH R021, DH R022, DH R023, and DH R024

Hours: 2 lecture weekly

This course in periodontics provides identification of the normal periodontium and recognition of deviations from norm. The etiology and principles of periodontal diseases, examination procedures, treatment and preventive measures are also examined. *Field trips may be required.*

DH R030 – Special Patients/Geriatrics 1 Unit

Prerequisites: Successful completion of all second semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R031, DH R032, DH R033, DH R034, DH R035, and DH R036

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 1 lecture weekly

This course teaches characteristics and alternative management techniques of individual patients with special needs, including providing motivation and honing interpersonal communication for these patients. The treatment of the compromised patient and myofunctional therapy is presented. *Field trips may be required.*

DH R031 – Nutrition in Dentistry 1 Unit

Prerequisites: Successful completion of all second semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R030, DH R032, DH R033, DH R034, DH R035, and DH R036

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 1 lecture weekly

This course provides the basic principles of nutrition and its relationship to oral health and well-being. The students perform dietary surveys on clinic patients and plan nutritional dietary programs. *Field trips may be required.*

DH R032 – Dental Materials 2 Units

Prerequisites: Successful completion of all second semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R030, DH R031, DH R033, DH R034, DH R035, and DH R036

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 1 lecture, 3 lab weekly

This course teaches the composition and application of various materials used in dental procedures. The fundamentals of chairside assisting while using dental materials are taught and the roles of the entire dental team in working with various dental materials in the care of oral dentition are covered. *Field trips may be required.*

DH R033 – Clinic II Seminar 2 Units

Prerequisites: Successful completion of all second semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R030, DH R031, DH R032, DH R034, DH R035, and DH R036

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 2 lecture weekly

This course expands knowledge of comprehensive dental hygiene care through lecture and group discussions. Didactic material from other courses is reviewed and supplemented. Clinical issues and cases are also covered. *Field trips may be required.*

DH R034 – Clinical Practice II 4 Units

Prerequisites: Successful completion of all second semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R030, DH R031, DH R032, DH R033, DH R035, and DH R036

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 12 lab weekly

This course provides intermediate experience in the treatment of dental hygiene patients to expand on the procedures and techniques and provides additional experience on more difficult patient cases. *Field trips may be required.*

DH R035 – Periodontics II 2 Units

Prerequisites: Successful completion of all second semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R030, DH R031, DH R032, DH R033, DH R034, and DH R036

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 2 lecture weekly

This course enhances assessment skills applicable to the treatment of patients with advanced periodontal disease. This course teaches the dental hygienist ethical and clinical responsibility in periodontal disorders and the relationship of the specialty practice of periodontics within the broad scope of dentistry and legal ramifications thereof. *Field trips may be required.*

DH R036 – Community Oral Health I 2 Units

Prerequisites: Successful completion of all second semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R030, DH R031, DH R032, DH R033, DH R034, and DH R036

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 2 lecture weekly

This course introduces students to the principles and practices of dental public health. The emphasis is placed on the role of the dental hygienist as an innovator of and educator in community health programs. Public health issues will be introduced and discussed. *Field trips may be required.*

DH R040 – Advanced Clinical Topics 2 Units

Prerequisites: Successful completion of all third semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R041, DH R042, DH R043, DH R044, and DH R045

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 1 lecture, 3 lab weekly

This course emphasizes advanced dental hygiene skills and procedures, state board patient selection, ways to minimize occupational hazards common to dental practice, and interactional skill development for the dental practice. *Field trips may be required.*

DH R041 – Practice Management**1 Unit**

Prerequisites: Successful completion of all third semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R040, DH R042, DH R043, DH R044, and DH R045

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 1 lecture weekly

This course presents office practice management; ethical and legal aspects of dentistry and dental hygiene, and business matters relating to dental hygiene practice. *Field trips may be required.*

DH R042 – Clinic III Seminar**2 Units**

Prerequisites: Successful completion of all third semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R040, DH R041, DH R043, DH R044, and DH R045

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 2 lecture weekly

This course emphasizes advanced treatment planning and treatment of advanced periodontal patients and State Board review and preparation. *Field trips may be required.*

DH R043 – Clinical Practice III**4 Units**

Prerequisites: Successful completion of all third semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R040, DH R041, DH R042, DH R044, and DH R045

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 12 lab weekly

This course provides advanced clinical experiences in the treatment of adult patients. Various clinical procedures utilizing advanced scaling and root planing, polishing techniques, extraoral and intraoral inspections, cancer screening, dental and periodontal charting, plaque control instructions, nutritional counseling, and topical fluoride will be put into supervised practice. *Field trips may be required.*

DH R044 – Community Oral Health II**1 Unit**

Prerequisites: Successful completion of all third semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R040, DH R041, DH R042, DH R043, and DH R045

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 3 lab weekly

This class is the laboratory portion of the community oral health courses (the lecture portion is Community Oral Health I, DH R036). It uses community settings as the forum to relay the principles of dental public health as they relate to both children and adult populations. *Field trips may be required.*

DH R045 – Ethics and Jurisprudence**1 Unit**

Prerequisites: Successful completion of all third semester Dental Hygiene Program courses as stipulated by the American Dental Association

Corequisites: DH R040, DH R041, DH R042, DH R043, and DH R044

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 1 lecture weekly

This course examines the fundamental factors necessary to be employed and practiced within the ethical and legal framework of the state dental practice act and the code of ethics of the American Dental Association. *Field trips may be required.*

DH R050 – Clinical Practice IV**1 Unit**

Prerequisites: Successful completion of all fourth semester Dental Hygiene Program courses as stipulated by the American Dental Association

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 3 lab weekly

This course provides clinical practice for students as they prepare to take the state dental hygiene licensure examination. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

DH R051 – Clinical Skills Review**½ Unit**

Prerequisites: Successful completion of the Oxnard College Dental Hygiene Program

Limitations: Physical/clinical examination (within the last year); Negative Tuberculosis Mantoux test or chest x-ray; Hepatitis B Vaccine & titer; Tetanus Vaccine; Titers showing immunity to Rubella, Rubeola, and Varicella; CPR certification.

Hours: 1½ lab weekly

This course provides the opportunity for additional instruction in dental hygiene clinical skills and related studies. *Not applicable for degree credit. Field trips may be required.*

DH R098 – Short Courses in Dental Hygiene**½-10 Units**

Hours: Lecture and/or lab hours as required by unit formula

The course covers specialized topics designed to inform or update interested persons in various disciplines within the dental hygiene field. The length of course determines unit credit. *Field trips may be required.*

DIGITAL MEDIA STUDIES**COURSE DESCRIPTIONS****DMS R120A – Adobe Photoshop I****3 Units**

Hours: 2½ lecture, 1½ lab weekly

This course will introduce students to basic topics in using Adobe Photoshop digital image editing software. Students will learn to manipulate digital images using such features as basic photo corrections, retouching and repairing digital images, working with image selections, layer basics, masks and channels, correcting and enhancing digital photographs. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

DMS R121A – Adobe Illustrator I

3 Units

Hours: 2½ lecture, 1½ lab weekly

This course will introduce students to basic topics in using Adobe Illustrator vector image creation and editing software. Students will learn to manipulate vector images using such features as typography, logo design and development, creation of book covers, and advertisements for print. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

DMS R122A – Adobe InDesign I

3 Units

Hours: 2½ lecture, 1½ lab weekly

This course provides the development of skills in the use of Adobe InDesign to produce professional quality, full-color documents for high volume color printing machines or for a wide range of output devices and formats for Adobe Acrobat Portable Document Format files or for conversion to the web in XHTML or XML formats. These skills will enhance a student's ability to enter into employment positions such as web master, graphic design, and print graphic production. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

DMS R130 – Adobe Acrobat

3 Units

Hours: 2½ lecture, 1½ lab weekly

This course will introduce students to basic topics in using Adobe Acrobat to create documents and presentations and/or recreate paper forms in the PDF (portable document format) for use across multiple platforms. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

DMS R131A – Web Pages with Dreamweaver

3 Units

Hours: 2½ lecture, 1½ lab weekly

This course provides instruction on the design and development of web pages using Dreamweaver. Students will develop personal and commercial web pages as well as publish web sites on the World Wide Web. Students will learn to integrate text, colors, graphics, sound, and video in developing professional level web sites. This course is for anyone who wishes to learn how to create web sites quickly and easily as well as create sophisticated web sites for business purposes. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

DMS R133 – Cascading Style Sheets (CSS)

3 Units

Hours: 2½ lecture, 1½ lab weekly

This course will introduce students to basic topics in using Cascading Style Sheets (CSS) to create web pages and websites. Students will learn to create and edit CSS coding to create professional web pages and sites containing image and layout elements, navigation elements, news/events sections, image galleries, a site search engine and simple statistical collection elements controlled by CSS code. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

DMS R198 – Short Courses in Digital Media Studies

3 Units

Hours: 2½ lecture, 1½ lab weekly

This course and/or workshop will cover selected areas in digital media studies. This course will be developed to meet specific needs of the college community as requested or required. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

EARLY CHILDHOOD EDUCATION

The Early Childhood Education program offers classes that combine lecture and lab activities. These courses prepare students who are interested in working with young children including those seeking certification to work in a day care facility. Students may learn to plan nurturing educational environments and activities that enhance children's emotional, cognitive and physical development.

A four stage matrix guides career preparation in accordance with California State licensing standards. At Oxnard College, students may complete a certificate program that prepares them for employment as an Assistant Teacher in a public day care facility and complete additional courses in child development and general education to qualify as a Teacher. An Associate of Science degree with a major in Early Childhood Education is available that prepares them for other career options. Areas of specialization include Diversity, Infant/Toddlers and Special Needs. Stipends for study may be available through grants and programs such as the First Five Initiative.

For more information, contact:

*Patricia Mendez, pmendez@vcccd.edu
(805) 678-5054*

CAREER OPPORTUNITIES

Assistant Teacher Aide	Associate Teacher
Instructional Aide	Family Childcare Provider / Nanny
Preschool Teacher	Early Childhood Program Director
Infant/Toddler Specialist	Program Site Supervisor
Cruise Ship Childcare Provider	School Age Teacher
	Early Intervention

FACULTY

Full-Time

Patricia Mendez

Elvia Rivero

◆ EARLY CHILDHOOD EDUCATION

Associate in Science for Transfer

The Associate in Science in Early Childhood Education for Transfer (Early Childhood Education AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Early Childhood Education AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Early Childhood Education AS-T. Some campuses may also require or recommend specific course selections from choices within the AS-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Early Childhood Education major.

- California State University, Bakersfield
- California State University, Channel Islands
- California State University, Chico
- California State University, Dominguez Hills
- California State University, East Bay
- California State University, Fresno
- California State University, Fullerton
- Humboldt State University
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Northridge
- California State Polytechnic University, Pomona
- California State University, Sacramento
- San Francisco State University
- San José State University
- California State Polytechnic University, San Luis Obispo
- Sonoma State University
- California State University, Stanislaus

REQUIRED CORE COURSES:	UNITS
ECE R100 Introduction to Curriculum for the Young Child	3
ECE R102 Child Growth and Development	3
ECE R103 Programs for Young Children	3
ECE R106 Child, Family, and Community	3
ECE R107 Teaching in a Diverse Society	3
ECE R111 Observation and Assessment	3
ECE R112 Practicum in Early Childhood Education	3
ECE R129 Child Nutrition, Health, and Safety	3
TOTAL REQUIRED MAJOR UNITS	24
CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(9)
Electives (CSU transferable units needed to reach 60)	4-7
DEGREE TOTAL	60

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Child Development/Early Childhood Education program students will be able to:

- Interpret best and promising teaching and care practices as it relates to the history of Early Childhood Education, range of delivery systems, program types and philosophies and ethical standards.
- Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all young children.
- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.

- Critically assess community support services and agencies that are available to families and how those services impact the relationship between children and families.
- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.
- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- Differentiate characteristics of typical and atypical development at various stages.
- Apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.

◆ CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION SITE SUPERVISOR

Proficiency Award

(Awarded by the Department)

This proficiency award is designed for students who have completed the AS-T transfer degree in Early Childhood Education and who desire to apply for a Site Supervisor permit.

The Site Supervisor permit authorizes the holder to supervise a child care and development program operating at a single site, provide service in the care, development, and instruction of children in a child care and development program, and serve as a coordinator of curriculum and staff development.

The earned AS-T in Early Childhood Education will serve as a prerequisite for this proficiency award.

REQUIRED COURSES:	UNITS
ECE R115 Management for Child Development Programs: Administration and Supervision	3
ECE R116 Management and Administration of Programs for Young Children	3
ECE R117 Adult Supervision/Mentor Teacher	2
TOTAL REQUIRED UNITS	8

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Child Development/Early Childhood Education Site Supervisor program students will be able to:

- Interpret best and promising teaching and care practices as it relates to the history of Early Childhood Education, range of delivery systems, program types and philosophies and ethical standards.
- Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all young children.
- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
- Critically assess community support services and agencies that are available to families and how those services impact the relationship between children and families.
- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- Differentiate characteristics of typical and atypical development at various stages.
- Apply effective guidance and interaction strategies that support all children's social learning, identity and self-confidence.
- Demonstrate effective practices in adult supervision including assigning duties, monitoring performance, and frequent constructive evaluation.
- Design, implement, and evaluate professional managerial documents including job descriptions, compliance regulations, handbooks and manuals for families and staff ensuring that all program policies and procedures follow a professional code of ethics.

◆ CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION ASSOCIATE TEACHER

Proficiency Award
(Awarded by the Department)

Completion of requirements for the Child Development Associate Teacher Proficiency Award will enable students to apply for the Associate Teacher Child Development Permit from the California Department of Education, Early Childhood Education Division.

This permit authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program and supervise an Assistant and an aide

REQUIRED COURSES:		UNITS
ECE R100	Introduction to Curriculum for the Young Child	3
ECE R103	Programs for Young Children	3
ECE R106	Child, Family, and Community	3
ECE R111	Observation and Assessment	3
TOTAL REQUIRED UNITS		12

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Child Development/Early Childhood Education Associate Teacher program students will be able to:

- Interpret best and promising teaching and care practices as it relates to the history of Early Childhood Education, range of delivery systems, program types and philosophies and ethical standards.
- Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all young children.
- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
- Critically assess community support services and agencies that are available to families and how those services impact the relationship between children and families.
- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

◆ CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION ASSISTANT

Proficiency Award
(Awarded by the Department)

Completion of requirements for the Child Development Assistant Proficiency Award will enable students to apply for the Assistant Child Development Permit from the California Department of Education, Early Childhood Education Division.

This permit authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher, Teacher, Master Teacher, Site Supervisor, or Program Director.

REQUIRED COURSES:		UNITS
ECE R103	Programs for Young Children	3
ECE R106	Child, Family, and Community	3
TOTAL REQUIRED UNITS		6

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Child Development/Early Childhood Education Assistant program students will be able to:

- Interpret best and promising teaching and care practices as it relates to the history of Early Childhood Education, range of delivery systems, program types and philosophies and ethical standards.
- Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all young children.
- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
- Critically assess community support services and agencies that are available to families and how those services impact the relationship between children and families.

COURSE DESCRIPTIONS

ECE R100 – Introduction to Curriculum for the Young Child **3 Units**

Hours: 3 lecture weekly
C-ID: ECE 130

This course offers an introduction to environments and curriculum competency areas that include early childhood education competencies related to the design of the early education learning environment in center-based or family home based programs, and to the interactions and experiences that are intended to facilitate the development and learning of children of all abilities. This addresses the design and implementation of environment, interactions, and experiences; the use of developmentally appropriate equipment and materials; and the goals, benefits, and limitations of various curriculum models. *Field trips may be required.*

Transfer credit: CSU

ECE R102 – Child Growth and Development 3 Units*Hours: 3 lecture weekly**C-ID: CDEV 100*

This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. *Field trips may be required.*

*Transfer credit: CSU, UC***ECE R103 – Programs for Young Children 3 Units***Hours: 3 lecture weekly**C-ID: ECE 120*

This course is an examination of the underlying theoretical principles of developmentally appropriate practices. An understanding of appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all young children will be emphasized. This course includes a review of historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity. *Field trips may be required.*

*Transfer credit: CSU***ECE R106 – Child, Family, and Community 3 Units***Hours: 3 lecture weekly**C-ID: CDEV 110*

This course allows students to gain an awareness of the developing child in a societal context which focuses on the interrelationships of family, school, and community. It emphasizes historical and social cultural factors. The process of socialization and identity development is highlighted. Individual and social resources for family health and welfare and improving child development techniques are explored. *Field trips may be required.*

*Transfer credit: CSU***ECE R107 – Teaching in a Diverse Society 3 units***Hours: 3 lecture weekly**C-ID: ECE 230*

This course will examine the development of social identities in diverse societies including theoretical and practical implications affecting young children, families, programs, teaching, education and schooling. Culturally relevant and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society will be emphasized. The course involves self-reflection of one's own understanding of educational principles in integrating anti-bias goals in practices and program development. *Field trips may be required.*

*Transfer credit: CSU***ECE R108 – The Exceptional Child 3 Units***Hours: 3 lecture weekly*

This course will cover characteristics and problems of the developmentally delayed, socially handicapped child, and those with emotional problems, as well as the mentally gifted child. The class will cover study of issues, and research encountered in these specific areas. Also covered will be resources and techniques for living and working with these children. (Same as PSY R111.) *Field trips may be required.*

*Transfer credit: CSU***ECE R111 – Observation and Assessment 3 units***Prerequisites: ECE R100 and ECE R103**Limitations: A negative TB test or X-ray is required.**Advisories: Finger print clearance.**Hours: 2 lecture, 3 lab weekly**C-ID: ECE 200*

This course focuses on the appropriate use of a variety of assessment and observation strategies to document child development and behavior. This course focuses on child observation and analyzes teacher/child interaction. *Field trips will be required.*

*Transfer credit: CSU***ECE R112 – Practicum in Early Childhood Education 3 units***Prerequisites: ECE R102, ECE R106, and ECE R111**Limitations: A negative TB test or X-ray is required.**Advisories: Finger print clearance.**Hours: 2 lecture, 3 lab weekly**C-ID: ECE 210*

This course demonstrates developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. *Field trips will be required.*

*Transfer credit: CSU***ECE R113 – Programs for Infants and Toddlers 3 Units***Prerequisites: ECE R102**Hours: 3 lecture weekly*

This course will cover the typical development of children from birth to age 3 and their environment meets their developmental needs. The emphasis will be on the importance of play as a medium for development and the selection of appropriate play materials. Parent education, community resources, cultural and ethnic differences will be covered. *Field trips may be required.*

*Transfer credit: CSU***ECE R115 – Management for Child Development Programs: Administration and Supervision 3 Units***Prerequisites: ECE R103**Hours: 3 lecture weekly*

This course covers preparation for administering child development programs including management principles related to licensing and standards, budgeting, space and equipment, hiring and evaluating practices, staff relationships, and parent and community involvement, including organizational requirements to fulfill goals of the program. *Field trips may be required.*

*Transfer credit: CSU***ECE R116 – Management and Administration of Programs for Young Children 3 Units***Prerequisites: ECE R115**Hours: 3 lecture weekly*

This course covers the principles and practices of the administration of early childhood programs with an emphasis on small business management, strategic planning, financing, personnel and operating policy formation, leadership skills, budgeting, legal concerns, and regulatory issues. The course offers the student the opportunity for in-depth study of areas covered in survey format in ECE R115. The course will cover material for programs from infant through school age. The Child Development Permit of Title V ECE/CD programs requires this course for Site Supervisors and Program Directors California. *Field trips may be required.*

Transfer credit: CSU

ECE R117 – Adult Supervision/Mentor Teacher 2 Units

Prerequisites: ECE R112

Hours: 2 lecture weekly

This is a course that will study the methods and principles of supervising student teachers in early childhood classrooms. The emphasis is on the role of experienced classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff.

Transfer credit: CSU

ECE R118 – Infant/Toddler Theory and Practice 3 Units

Prerequisites: ECE R113

Hours: 2 lecture, 3 lab weekly

This course expands the student's knowledge of procedures and practices for providing care and assessing infants and toddlers through guided student teaching in Title 22 or Title 5 licensed childcare or family home childcare. A variety of learning experiences considering environment, materials and equipment as well as play and routines will be discussed for children 0-36 months of age. *Field trips may be required.*

Transfer credit: CSU

ECE R129 – Child Nutrition, Health and Safety 3 Units

Hours: 3 lecture weekly

C-ID: ECE 220

This course is an introduction to the laws, regulations, standards, policies, 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. This course focuses on integrating the concepts into everyday planning and program development. *Field trips may be required.*

Transfer credit: CSU

ECE R131 – Art in Early Childhood 3 Units

Hours: 3 lecture weekly

This course is aimed at developing awareness and sensitivity of the preschool teacher to art education and the artistic process helping children to understand the meaning of symbols that communicate ideas, experiences and feelings. Students acquire an understanding of the stage-by-stage artistic development in young children. *Field trips may be required.*

Transfer credit: CSU

ECE R132 – Science in Early Childhood 3 Units

Hours: 3 lecture weekly

This course introduces students to activities that will encourage exploration and discovery in the young child thereby enriching the child's exposure to the natural and physical world. *Field trips may be required.*

Transfer credit: CSU

ECE R133 – Language Arts in Early Childhood 3 Units

Hours: 3 lecture weekly

This course provides current information and practice of language arts and literature experiences for young children. It explores experiences which support and extend children's ability to use language as a means of communication, medium of creative expression, and tool in the development of logical thought. It also provides a foundation for the child's early literacy. Poetry, puppetry, flannel board material, storytelling, and children's literature are used as tools to support pre-reading and pre-writing skills. *Field trips may be required.*

Transfer credit: CSU

ECE R134 – Movement and Music in Early Childhood 3 Units

Hours: 3 lecture weekly

This course covers the principles of providing developmentally-appropriate creative movement and music experiences for children. It explores and demonstrates development of audio discrimination such as pitch, tempo, syllabication, and vocalizing. Dance, singing, use of rhythm and rhythm instruments and other musical techniques are included. *Field trips may be required.*

Transfer credit: CSU

ECE R189 – Topics in Early Childhood Education ½-3 Units

Hours: Lecture and/or lab hours as required by unit formula

These are courses that consider specialized specific topics in Early Childhood Education which are not covered in the general program offerings. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

ECE R198 – Short Courses in Early Childhood Education ½-10 Units

Hours: Lecture and/or lab hours as required by unit formula

Courses and/or workshops in selected areas of Early Childhood Education are offered to meet specific needs of college or community as requested.

Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.

Transfer credit: CSU

ECE R199 – Directed Studies in Early Childhood Education ½-3 Units

Hours: Lecture and/or lab hours as required by unit formula

This course is designed for selected students interested in furthering their knowledge of early childhood education on an independent basis. Students will be involved in research, lab experience, and field work. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

ECONOMICS

Economics is one of the most useful and relevant areas of study. Economics will teach you analytical reasoning, critical thinking and good communication skills, at the micro and macro level, such as you will need to succeed in an increasingly globally competitive environment. The global application of economic decision-making and interests that is currently shaping the rise, fall and survival of nations is also making it imperative for those hoping to succeed in this emerging global environment to develop sound understanding of economic processes and interactions.

CSUCI, CSUN, CSULB, CSULA, UCSB and UCLA, and almost every CSU and UC have Economics majors to which you will be able to transfer. With training in Economics you will have a wide range of career and educational options. You will acquire specific job-related skills and also have access to many other areas of further university education besides Economics.

As an Economics major you will not only be prepared for a wide variety of career opportunities and well-paying jobs in finance, investment, banking, government, business, international agencies and non-profit corporations, you will also acquire the decision-making skills that you will need to become a successful entrepreneur and your own boss. At the same time, you will continue to have the option to join the general pool of labor such as you could with a General Liberal Studies major, or any other social science or humanities degree. A point to note is that, according to the Bureau of Labor Statistics (BLS), Economics majors have some of the lowest unemployment rates, a fact that held true through the harsh job conditions of the Great Recession of 2007-2009.

For more information, contact:
Ishita Edwards, iedwards@vcccd.edu
(805) 678-5060

CAREER OPPORTUNITIES

Actuary	Attorney
Cost Accountant	Entrepreneur
Environmental Economist/EPA	Public Finance
Investment/Financial Analyst	Statistical Analyst
Professor at University or College	High School Teacher
Administrator in Business or Government	
Economist/Economic Development Planner for City Economic Development Agencies	
Economist or Manager in the Banking and Investment Industry	
Economist, Regulatory Agency (FDA, EPA, Health Administration, Anti-Trust, OSHA)	
Economist in International Agencies (UN, IMF, World Bank, USAID)	
Econometrician at a Government Agency or a Private Corporation	
Economic Development Agencies, City, County, and State Government	
Energy Economist in a Government Agency or Private Corporation	
Federal and Private Data Producing Agencies (BLS, BEA, NBER, U.S. Census Bureau)	
Resource Management Economist	
Various Careers in International Business	

FACULTY

Full-Time
Ishita Edwards

◆ ECONOMICS

Associate in Arts for Transfer

The Associate in Arts in Economics for Transfer (Economics AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Economics AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for

students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Economics AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adegreewithaguarantee.com for the most current list of these designated majors and areas of emphasis/options within the Economics major as this list is subject to change.

California State University, Bakersfield
California State University, Channel Islands
California State University, Chico
California State University, East Bay
California State University, Fresno
California State University, Fullerton
Humboldt State University
California State University, Long Beach
California State University, Northridge
California State Polytechnic University, Pomona
California State University, Sacramento
California State University, San Bernardino
San Diego State University
San Francisco State University
San José State University
California State Polytechnic University, San Luis Obispo
California State University, San Marcos
Sonoma State University
California State University, Stanislaus

REQUIRED CORE COURSES (14-15 UNITS):

		UNITS
ECON R101	Introduction to the Principles of Macroeconomics	3
ECON R102	Introduction to the Principles of Microeconomics	3
MATH R105	Introductory Statistics	4
MATH R106	Business Calculus	4
MATH R120	Calculus with Analytical Geometry I	5

LIST A - SELECT ONE OF THE FOLLOWING COURSES (3-5 UNITS):

COMM R107	Argumentation and Debate	3
SPAN R101	Elementary Spanish 1	5
SPAN R102	Elementary Spanish 2	5
SPAN R140	Spanish for Heritage Speakers 1	5
SPAN R141	Spanish for Heritage Speakers 2	5
MATH R121	Calculus with Analytical Geometry II	5
ACCT R101	Financial Accounting	3
ACCT R102	Managerial Accounting	3
CIS R100	Introduction to Computer Information Systems	3
BUS R140	Business Communications	3

LIST B - SELECT ONE OF THE FOLLOWING COURSES (3-5 UNITS):

Any course from List A not selected above		3-5
ECON R100	Modern American Economy	3
MATH R122	Calculus with Analytic Geometry III	5
MATH R134	Linear Algebra	3

Total Required Major Units	20-25
CSU General Education or IGETC Pattern	37-39
Double-Counted Units	(9-15)
Electives (CSU transferable units needed to reach 60)	5-18

DEGREE TOTAL **60**

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Economics program students will be able to:

- Demonstrate a good grasp of a variety of micro and macroeconomic theories, and be able to apply these correctly to economic issues and events.
- Demonstrate the ability to critically examine real world economic, political and social issues, with an objective and analytical approach, and the ability to effectively apply economic theories and reasoning to such real world economic and interdisciplinary situations.
- Demonstrate the ability to apply appropriate graphs, data, and quantitative analysis, to economic issues and events.
- Demonstrate an awareness of global economic issues and be able to apply economic theories and analyses to issues and events from a global perspective.
- Demonstrate the ability to effectively communicate economic information, ideas and reasoning, in writing, and with the correct use of grammar and sentence structure. This will require evidence of application of the appropriate levels of economic analysis, and be supported by data, quantitative and non-quantitative evidence, and quantitative tools.
- Demonstrate effective critical thinking abilities when examining economic issues as presented in their textbook, books, articles, newspapers, and other written as well as oral sources.
- Demonstrate an ability to conduct disciplined reasoning upon matters pertaining to everyday decisions at the micro and macro levels, and be able to distinguish between analysis and opinion. This will require the ability to draw conclusions from within the constraints of available facts and evidence, and without adding imagined extraneous information.



◆ ECONOMICS

Associate in Arts Degree

REQUIRED COURSES (9 UNITS):		UNITS
ECON R100	Modern American Economy	3
ECON R101	Introduction to the Principles of Macroeconomics	3
ECON R102	Introduction to the Principles of Microeconomics	3
TOTAL CORE UNITS		9
ELECTIVE COURSES (9 UNITS MINIMUM):		UNITS
Student must select at least three courses from the following:		
ACCT R101	Financial Accounting	3
ACCT R102	Managerial Accounting	3
ECON R199	Directed Studies in Economics (Research Project)	1-3
HIST R140/H	History of the United States II/Honors	3
HIST R160/H	World History II/Honors	3
MATH R105	Introductory Statistics	4
MATH R106	Business Calculus	4
MATH R120	Calculus with Analytical Geometry I	5
PHIL R107	Introduction to Logic	3
PHIL R111	Critical Thinking and Analytic Writing	3
POLS R100	Introduction to Politics	3
POLS R101	Government of the United States I: Institutions and Politics	3
POLS R104	Introduction to International Relations	3
POLS R108	Comparative Politics	3
PSY R101	General Psychology	3
SOC R101	Introduction to Sociology	3
ELECTIVE UNITS		9
TOTAL REQUIRED MAJOR UNITS		18-22

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Economics program students will be able to:

- Demonstrate a good grasp of a variety of micro and macroeconomic theories, and be able to apply these correctly to economic issues and events.
- Demonstrate the ability to critically examine real world economic, political and social issues, with an objective and analytical approach, and the ability to effectively apply economic theories and reasoning to such real world economic and interdisciplinary situations.
- Demonstrate the ability to apply appropriate graphs, data, and quantitative analysis, to economic issues and events.
- Demonstrate an awareness of global economic issues and be able to apply economic theories and analyses to issues and events from a global perspective.

- Demonstrate the ability to effectively communicate economic information, ideas and reasoning, in writing, and with the correct use of grammar and sentence structure. This will require evidence of application of the appropriate levels of economic analysis, and be supported by data, quantitative and non-quantitative evidence, and quantitative tools.
- Demonstrate effective critical thinking abilities when examining economic issues as presented in their textbook, books, articles, newspapers, and other written as well as oral sources.
- Demonstrate an ability to conduct disciplined reasoning upon matters pertaining to everyday decisions at the micro and macro levels, and be able to distinguish between analysis and opinion. This will require the ability to draw conclusions from within the constraints of available facts and evidence, and without adding imagined extraneous information.

COURSE DESCRIPTIONS

ECON R100 – Modern American Economy 3 Units

Advisories: ENGL R095 and ENGL R096 or equivalent

Hours: 3 lecture weekly

This course examines a variety of current economic issues pertaining to the U.S. economy in the domestic and international context, their historical origins, and how they relate to policy decisions at the Federal and State levels. Emerging complexities involving globalization, outsourcing, challenges of new demographic patterns, international trade agreements, and labor-cost differentials, are some sample areas of interest. *Field trips may be required.* Course is offered Pass/No Pass (P/NP) at student's option.

Transfer credit: CSU, UC

ECON R101 – Introduction to the Principles of Macroeconomics 3 Units

Prerequisites: MATH R002 or MATH R011

Advisories: MATH R014 or MATH R014B

Hours: 3 lecture weekly

C-ID: ECON 202

This course introduces the student to the functioning of the national economy in a global environment, its economic institutions, and to the issues of economic policy related to levels of employment, prices, economic growth, national income accounting and international trade and exchange rates. It examines alternate economic systems, the interplay between the government and the private sector, and the determination of public policy. *Field trips may be required.*

Transfer credit: CSU, UC

ECON R102 – Introduction to the Principles of Microeconomics 3 Units

Prerequisites: MATH R002 or MATH R011

Advisories: MATH R014 or MATH R014B

Hours: 3 lecture weekly

C-ID: ECON 201

This course introduces the student to the functioning of the market mechanism, its strengths and weaknesses, and to the role of the consumer and the producer in the modern global economy. This course also examines the behavior of the consumer, and that of the profit-maximizing firm in regard to cost, price and output, within varying levels of competition, and government regulations. *Field trips may be required.*

Transfer credit: CSU, UC

ECON R199 – Directed Studies in Economics 1-3 Units

Prerequisites: ECON R101 and/or ECON R102

Limitations: At least one course in lower division Economics

Hours: Lecture and/or lab hours as required by unit formula

This course is designed to prepare students for further studies in Economics, and to teach the curious and motivated student, who already has some background in the study of Economic theory, how to systematically conduct independent research on an economic topic of interest, and, on completion, be able to present major findings in the form of an organized report. *Field trips may be required.*

Transfer credit: CSU

EDUCATION

FACULTY

Full-Time

Marie Butler

COURSE DESCRIPTIONS

EDU R122 – Introduction to Education 3 Units

Hours: 3 lecture weekly

C-ID: EDUC 200

This introductory course is designed to provide students with the fundamental knowledge of the American educational system, using a historical and multicultural approach to analyze urban schools. Concepts and methods selected from sociology and related disciplines (including sociology, anthropology, economics and philosophy) are used to understand and analyze current conditions in American Schools, and to evaluate models for reform. A minimum of 45 hours of observation in a multicultural school and/or community setting is required. This course is designed for students considering teaching as a profession, for paraprofessionals, and for volunteers working in the public school system. (Same as SOC R122.)

Field trips may be required.

Transfer credit: CSU, UC

EMERGENCY MEDICAL TECHNOLOGY

CAREER OPPORTUNITIES

Emergency Medical Responder	Emergency Medical Technician
Ski Patrol	Babysitter
Wildland Fire Fighter	Highway Patrol Officer
River Guide	Industrial Safety Officer
Firefighter Suppression Systems	Emergency Telecommunications
Fire Detection	Fire Inspector

FACULTY

Full-Time

Robert Morris

◆ EMERGENCY MEDICAL RESPONDER

Proficiency Award

(Awarded by the Department)

This proficiency award is designed for students who have completed EMT R079 - Emergency Medical Responder and who desire to apply for the National Registry Exam for Emergency Medical Responder.

REQUIRED COURSES:		UNITS
EMT R079	Emergency Medical Responder	3
TOTAL REQUIRED UNITS		3

◆ EMERGENCY MEDICAL TECHNOLOGY

Proficiency Award

(Awarded by the Department)

This proficiency award is to meet the criteria established by the Ventura County Emergency Medical Services Agency in accordance with the California Code of Regulations, Title 22 that requires verification of hours completed. Upon award of the verification of hours and passing the course with a grade of B or better, students may apply for the National Registry Exam for Emergency Medical Technician. This is not an EMT license.

REQUIRED COURSES:		UNITS
EMT R169	Emergency Medical Technician	8
TOTAL REQUIRED UNITS		8

◆ EMERGENCY MEDICAL TECHNICIAN - REFRESHER

Proficiency Award

(Awarded by the Department)

This proficiency award is to meet the criteria established by the Ventura County Emergency Medical Services Agency in accordance with the California Code of Regulations, title 22 that requires verification of hours completed. Upon award of the verification of hours, students may apply for the National Registry Exam for Emergency Medical Technician.

REQUIRED COURSES:		UNITS
EMT R069	Emergency Medical Technician - Refresher	1½
TOTAL REQUIRED UNITS		1½

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Emergency Medical Technology program students will be able to:

- Appropriately manage patient care relating to illness and injury in the prehospital setting.

COURSE DESCRIPTIONS

EMT R069 – Emergency Medical Technician - Refresher 1½ Units

Limitations: EMT Certification within the past two years or valid EMT License; and American Heart Association (AHA) Healthcare Provider or American Red Cross (ARC) Professional Rescuer

Hours: 1½ lecture, ½ lab weekly

This course is designed to meet the State requirements for maintaining EMT (Emergency Medical Technician) certification. This course provides both skills competency verification and a twenty-seven hour EMT refresher. Emergency medical care for the sick and injured will be reviewed, including basic life support and the use of emergency medical equipment. *Not applicable for degree credit. Field trips may be required.*

NOTE: This class is repeatable if legally mandated.

EMT R079 – Emergency Medical Responder 3 Units

Hours: 2 lecture, 3 lab weekly

In this course students learn to assess and initiate immediate lifesaving care to critical patients. Students will obtain basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional Emergency Medical Services (EMS) response and to assist higher level personnel at the scene and during transport. Emergency Medical Responders (EMR) function as part of a comprehensive EMS team under medical oversight, and perform basic interventions with minimal equipment. This course provides emergency care knowledge and skills to prepare students for EMT R169 - Emergency Medical Technician, and in the fields of Professional and Volunteer Firefighters and Peace Officers. Upon successful completion of this course, the student will receive an American Heart Association Healthcare Provider Card. Additionally, students will be prepared to take the National EMR Exam. *Materials fee is required. Field trips may be required.*

EMT R169 – Emergency Medical Technician 8 Units

Advisories: ENGL R101

Limitations: American Heart Association (AHA) Healthcare Provider or American Red Cross (ARC) Professional Rescuer

Hours: 7 lecture, 3 lab weekly

This course covers the knowledge and skills necessary for the individual to provide emergency medical care with an ambulance, fire or other specialized service at the Basic Life Support (BLS) level. This course is approved by the Ventura County Emergency Medical Services Agency and the California State Department of Emergency Services. Upon successful completion of the skills testing, final exam, and passing the course with a grade of B or better, the student will be eligible to take the EMT-B National Registry Examination, which is required for certification as an EMT-Basic. *Field trips may be required.*

NOTE: The hospital and ambulance clinical sites require criminal background clearance; drug and alcohol clearance; proof of freedom from and immunity to communicable diseases; physical examination demonstrating general good health; must have achieved the age of 18 by the first day of class; no visible tattoos or visible body piercings except single studs in ear lobes; no acrylic or long nails in clinical settings and the ability to be fit tested. This typically requires short trimmed mustaches and clean shaven. Please be aware that the California Department of Emergency Medical Services Authority, through the Ventura County Emergency Medical Services Agency, may deny certification to those with criminal records.

Transfer credit: CSU

ENGINEERING

COURSE DESCRIPTIONS

ENGR R148 – Programming and Problem-Solving in MATLAB 3 Units

Prerequisites: MATH R120

Hours: 2 lecture, 3 lab weekly

This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problem-solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object-oriented programming, numerical analysis, and data structures. Examples and assignments in the course are drawn from practical applications in engineering, physics, and mathematics. (Same as MATH R148.)

Transfer credit: CSU

ENGLISH

The English program offers a wide variety of courses in reading, writing, and literature, leading to the degree of Associate in Arts for Transfer. Students can take the full range of literature survey courses required to transfer as an English major at our local public universities: CSUCI, UCSB, CSUN, UCLA. Students who want to study great literature in English, but who aren't English majors, have the option of parallel non-majors sections of the English and American literature survey courses as well as Shakespeare. There are regularly scheduled courses in creative writing.

The English program offers multiple sections of transfer-level writing courses to give students the writing skills to succeed in college, to write in the workplace, and to meet university transfer requirements.

Classes are offered in traditional classroom formats as well as partially online or fully online formats.

A degree in English prepares students for a variety of career opportunities in which the ability to read insightfully, think critically, and write clearly are necessary skills.

For more information, contact:

*Elissa Caruth, ecaruth@vcccd.edu
(805) 678-5804*

CAREER OPPORTUNITIES

(Most career opportunities require a bachelor's degree or higher)

Author	Educator
Copy Editor	Journalist
Copy Writer	Lawyer
Editor	Technical Writer

FACULTY

Full-Time

Teresa Bonham	James Merrill
Elissa Caruth	Jeannette Redding
José Maldonado	Anthony Rodríguez
Gaylene McPherson	Renee Scariano Willers

◆ ENGLISH

Associate in Arts for Transfer

The Associate in Arts in English for Transfer (English AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the English AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the English AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adgreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/ options within the English major.

California State University, Bakersfield
California State University, Channel Islands
California State University, Chico
California State University, Dominguez Hills
California State University, East Bay
California State University, Fresno
California State University, Fullerton
Humboldt State University
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Northridge
California State Polytechnic University, Pomona
California State University, Sacramento
California State University, San Bernardino
San Diego State University
San Francisco State University
San José State University
California State Polytechnic University, San Luis Obispo
California State University, San Marcos
Sonoma State University
California State University, Stanislaus

REQUIRED CORE COURSES (4 UNITS):	UNITS
ENGL R102 Critical Thinking through Composition and Literature	4
LIST A - REQUIRED ADDITIONAL COURSES (6 UNITS):	
ENGL R104 English Literature I	3
ENGL R105 English Literature II	3
LIST B - TWO COURSES (6 UNITS):	
ENGL R107 American Literature I	3
ENGL R108 American Literature II	3
LIST C - SELECT ONE OF THE FOLLOWING COURSES (3 UNITS):	
ENGL R103 Creative Writing	3
or	
ENGL R111 Shakespeare	3
or	
ENGL R112 Literature by Women	3
Total Required Major Units	19
CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(7)
Electives (CSU transferable units needed to reach 60)	7-10
DEGREE TOTAL	60

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in Transitional English (ENGL R030 - R100) at Oxnard College will be able to:

- Identify patterns of organization in essays for better reading comprehension.
- Use contextual clues in reading to understand target vocabulary.
- Demonstrate reading skills in identifying stated and implied main ideas and supporting details.
- Apply a variety of study skills including SQ3R, note-taking, and time management.
- Write paragraphs using correct sentence structure, punctuation and grammar.
- Use proper Modern Language Association (MLA) formatting for essays.
- Write a well-developed 3 - 5 paragraph essay with stated thesis, body paragraphs and conclusion.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the English program students will be able to:

- Express and support an original thesis in a well-organized, clearly written, correctly documented essay.
- Identify major authors and works of British literature from the Old English through the Postmodern Periods.
- Identify the literary elements of works in various genres and articulate how those elements contribute to a work's overall effect and theme.
- Relate individual works to literary and cultural trends of the periods covered.
- Think critically and analytically about an individual literary work or groups of works and synthesize a thesis about that work or works.
- Depending on courses taken, produce creative expressions in poetry, prose, drama, creative non-fiction, or screenplays.

COURSE DESCRIPTIONS

ENGL R030 – English Skills **½-3 Units**

Hours: Lecture and/or lab hours as required by unit formula

Self-instructional modules in study and communication skills. Students may enroll at any time; units will be awarded on the basis of specific module selected, time devoted, work completed, and progress made. *Not applicable for degree credit. Asterisked (*) modules may be repeated for credit up to maximum units shown. Course is offered on a Pass/No Pass (P/NP) basis only.*

ENGL R056 – Reading Fundamentals **3 Units**

Advisories: ESL R054, or ESL R065, or completion of OUHSD ESL Level 5 or 6

Hours: 3 lecture weekly

This course is designed for native English speakers and high intermediate English-as-a-second language students who want to prepare themselves for content-area reading and study skills. This course will introduce critical thinking through rhetorical patterns of reading. Other topics include inferential comprehension, study-reading techniques (SQ3R), time relationships (e.g. chronological order) and research techniques. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

ENGL R066 – Writing Fundamentals **3 Units**

Advisories: ESL R064, or completion of OUHSD ESL Level 5 or 6.

Hours: 2 lecture, 3 lab weekly

This course is designed primarily to instruct the low-advanced ESL learner or the native speaker desiring instruction in the forms and usage of compound and complex sentences and other grammar points focusing on grammar, but applying it to writing, reading, speaking and listening. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) at student's option.*

ENGL R068 – Basic Composition **5 Units**

Prerequisites: Placement as measured by the college's multiple measures assessment process

Hours: 5 lecture weekly

In this course, students develop sentence skills by writing, analyzing, and rewriting sentence exercises and paragraphs. The course includes study of paragraph structure and various patterns of development. At the end of the semester, students will be prepared to begin writing short essays. *Not applicable for degree credit. Field trips may be required.*

ENGL R095 – College Reading Across the Curriculum **3 Units**

Advisories: Reading ability commensurate with high school level or ENGL R056

Hours: 3 lecture weekly

This course emphasizes college-level reading materials across the curriculum with training in reading for major details, main ideas, drawing inferences, and conclusions; considering the nature of evidence and knowledge; and interpreting author's tone and purpose. The course includes advanced vocabulary training, rapid reading techniques with improved comprehension. Formal evaluation is used to individualize instruction. Other activities include a mini research project with instruction in documentation and study skills practice. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

ENGL R096 – Intermediate Composition **4 Units**

Prerequisites: ENGL R068

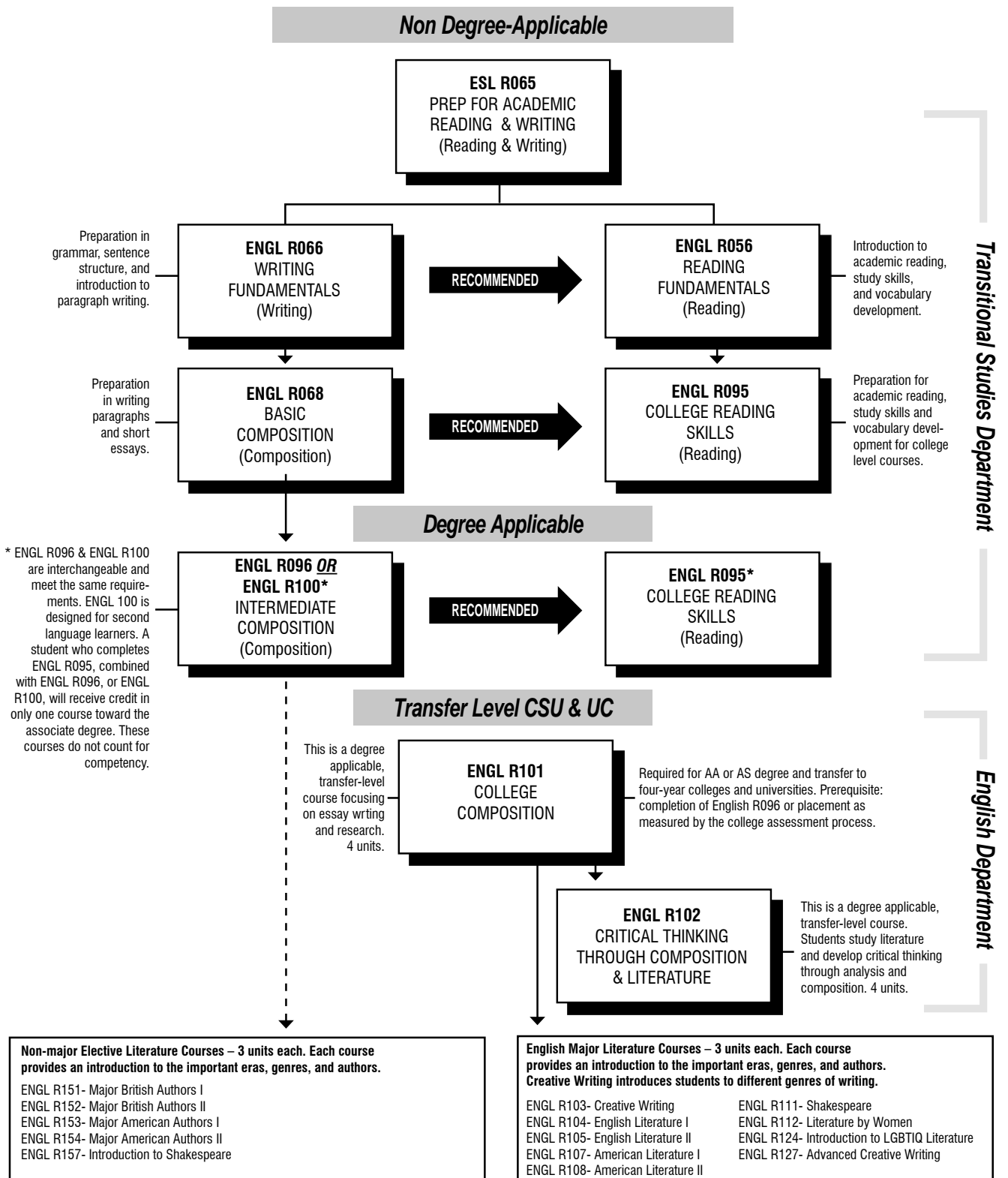
Hours: 4 lecture weekly

In this composition course, students review the principles of effective paragraphs and learn to plan, write and revise short expository themes. This course includes essay-exam taking skills and an introduction to library resources. Upon completion, students will be able to write effective short essays. Students will also be prepared for a successful transition to ENGL R101. *Field trips may be required.*

Sequence of Writing and Reading Courses

To determine the best starting point in the English sequence, take the English Assessment and meet with a Counselor.
Call for an appointment at: Assessment Office: (805) 678-5864; Counseling Office: (805) 678-5816

A student may take courses in both reading and writing in order to complete degree and/or certificate requirements depending on assessment scores.



NOTE: Students cannot receive credit in both 104/151, 105/152, 107/153, 108/154, 111/157

ENGL R098 – Short Courses in Basic English ½-3 Units

Hours: Lecture and/or lab hours as required by unit formula

Short Courses in Basic English are designed to meet the specific needs of the college and community. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

ENGL R100 – Composition: ESL Emphasis 4 Units

Prerequisites: ENGL R068

Hours: 4 lecture weekly

This course focuses on reading and composition for students whose native language is other than English. The course is intended for students familiar with the structure and vocabulary of English and with paragraph development. The course will develop the student's ability to think critically about and organize information from reading and to write and revise expository essays. The course emphasizes basic writing processes, as well as focusing on grammar and syntax. (Formerly ENGL R140.) *Field trips may be required. Transfer credit: CSU, UC*

ENGL R101 – College Composition 4 Units

Prerequisites: ENGL R096 or ENGL R100

Hours: 4 lecture weekly

C-ID: ENGL 100

This course provides development of skills in written expression, especially expository themes, including training in research techniques and preparation of a research paper. It is designed to develop critical thinking, analytical, and rhetorical skills. *Field trips may be required. Transfer credit: CSU, UC*

ENGL R102 – Critical Thinking through Composition and Literature 4 units

Prerequisites: ENGL R101

Hours: 4 lecture weekly

C-ID: ENGL 110 or ENGL 120

This course provides study of literature combined with instruction in critical thinking and composition. The course emphasizes understanding and writing about literature using principles of logical analysis, criticism, advocacy of ideas, and inductive and deductive reasoning. Students will examine assumptions upon which conclusions are based and recognize common logical errors of language and thought. Instruction is offered in advanced elements of style and organization. Application of critical thinking skills and logical methodology to the various literary genres will achieve a disciplined understanding of the material. *Field trips may be required. Transfer credit: CSU, UC*

ENGL R103 – Creative Writing 3 Units

Prerequisites: ENGL R101

Hours: 3 lecture weekly

C-ID: ENGL 200

This course introduces students to two genres of creative writing: poetry and fiction. Literature from each genre is analyzed critically. Students learn techniques for producing and revising their own creative writing, and their original works are critiqued in workshop settings. *Field trips may be required. Transfer credit: CSU, UC*

ENGL R104 – English Literature I 3 Units

Prerequisites: ENGL R101

Hours: 3 lecture weekly

C-ID: ENGL 160

This sophomore-level course surveys English literature in its cultural framework from Anglo-Saxon times through the eighteenth century. *Students cannot receive credit in both ENGL R104 and ENGL R151. Field trips may be required. Transfer credit: CSU, UC*

ENGL R105 – English Literature II 3 Units

Prerequisites: ENGL R101

Hours: 3 lecture weekly

C-ID: ENGL 165

This course surveys the literature of the British Isles from the late eighteenth century to the late twentieth century, ranging from the early Romantic period to the Postmodern era. Works are studied within the political, historical, cultural, and scientific trends of the periods represented. This course complements studies in liberal education. *Students cannot receive credit in both ENGL R105 and ENGL R152. Field trips may be required. Transfer credit: CSU, UC*

ENGL R107 – American Literature I 3 Units

Prerequisites: ENGL R101

Hours: 3 lecture weekly

C-ID: ENGL 130

This course surveys the literatures of America from Native American oral tradition through the early 17th century to 1865, with emphasis on significant writers from diverse cultures within what is now the U.S.A. Works are examined within the political, cultural, and intellectual trends of the periods represented. The course complements studies in history, governments, and liberal education. *Students cannot receive credit in both ENGL R107 and ENGL R153. Field trips may be required. Transfer credit: CSU, UC*

ENGL R108 – American Literature II 3 Units

Prerequisites: ENGL R101

Hours: 3 lecture weekly

C-ID: ENGL 135

This course surveys the literatures of America from 1865 to the present, with emphasis on significant writers from diverse cultures within the U.S. Works are examined within the intrinsic political, social and intellectual trends of the periods they represent. The course complements studies in humanities. *Students cannot receive credit in both ENGL R108 and ENGL R154. Field trips may be required. Transfer credit: CSU, UC*

ENGL R111 – Shakespeare 3 Units

Prerequisites: ENGL R101

Hours: 3 lecture weekly

This course presents an introductory survey of Shakespeare's poetry and plays, including comedies, histories, tragedies, and romances. *Students cannot receive credit in both ENGL R111 and ENGL R157. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU, UC*

ENGL R112 – Literature by Women 3 Units

Prerequisites: ENGL R101

Hours: 3 lecture weekly

This course is a survey of literature by women reflecting women's changing roles and identities of women in society in various cultural settings. Works studied are drawn from the genres of poetry, fiction, drama, creative nonfiction and journals. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU, UC*

ENGL R124 – Introduction to LGBTIQ Literature 3 Units

Prerequisites: ENGL R101

Hours: 3 lecture weekly

This course provides an introduction to LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer or Questioning) themes and issues in world literature. The course will survey representative literature written by or about LGBTIQ people from Antiquity to the present. The course will include significant historical and cultural analysis as related to the LGBTIQ community and reflected in the LGBTIQ literature. The course will also examine how the LGBTIQ literature has impacted culture. *Field trips may be required.*

Transfer credit: CSU

ENGL R127 – Advanced Creative Writing 3 Units

Prerequisites: ENGL R103

Hours: 3 lecture weekly

This course reviews two genres of creative writing: poetry and fiction. Literature from each genre is analyzed critically, and students' original works are critiqued in workshop settings and at individual instructor conferences. At the end of the semester, students will have produced a substantial body of work in a specific genre - a few chapters of a novel, several short stories, or a chapbook of poetry. *Field trips may be required.*

Transfer credit: CSU, UC

ENGL R130 – Introduction to Media Writing 3 Units

Advisories: ENGL R096

Hours: 3 lecture weekly

This is an introductory course that trains students to write for film and electronic media and to prepare scripts in proper formats. Students learn to plan and develop scripts utilizing professional standards and methods. (Same as FTVE R110.) *Field trips may be required.*

Transfer credit: CSU

ENGL R151 – Major British Authors I 3 Units

Prerequisites: Eligibility for ENGL R101

Hours: 3 lecture weekly

Intended for non-English majors, this course offers a survey of works by major British authors up to the nineteenth century. The course will include works by authors such as Chaucer, Shakespeare, Donne, Milton, Swift, Pope, and Johnson. *Students cannot receive credit in both ENGL R104 and ENGL R151. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

ENGL R152 – Major British Authors II 3 Units

Prerequisites: Eligibility for ENGL R101

Hours: 3 lecture weekly

Intended for non-English majors, this course surveys the major works of British authors from the late eighteenth century to the late twentieth century. The course will include works by authors such as Blake, Wordsworth, Keats, Tennyson, Dickens, Browning, Yeats, Eliot, and Heaney. This course complements studies in liberal education. *Students cannot receive credit in both ENGL R105 and ENGL R152. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

ENGL R153 – Major American Authors I 3 Units

Prerequisites: Eligibility for ENGL R101.

Hours: 3 lecture weekly

Intended for non-English majors, this course offers a survey of works by American authors up to 1865. The course examines literary works and their relation to historical, social, or cultural trends. *Students cannot receive credit in both ENGL R107 and ENGL R153. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

ENGL R154 – Major American Authors II 3 Units

Prerequisites: Eligibility for ENGL R101

Hours: 3 lecture weekly

Intended for non-English majors, this course surveys major American authors from 1865 to present, with emphasis on significant writers from diverse cultures within the U.S. Works are examined within the intrinsic political, social and intellectual trends of the periods they represent. The course complements studies in humanities. *Students cannot receive credit in both ENGL R108 and ENGL R154. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

ENGL R157 – Introduction to Shakespeare for Non-majors 3 Units

Prerequisites: Eligibility for ENGL R101

Hours: 3 lecture weekly

This course offers an introduction to the plays and poetry of William Shakespeare, intended for students who are not English majors. *Students cannot receive credit in both ENGL R111 and ENGL R157. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

ENGL R189 – Topics in Literature 1-3 Units

Prerequisites: ENGL R096

Advisories: ENGL R101 or ENGL R102

Hours: Lecture and/or lab hours as required by unit formula

Topics in Literature courses provide the opportunity for in-depth study of a literary period or movement, author, or theme in literature. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

ENGL R189C – Argumentation and Critical Thinking Module 1 Unit

Prerequisites: ENGL R102

Hours: 1 lecture weekly

This one-unit course provides additional instruction in critical thinking and argumentative writing, analytical evaluation of texts and research strategies. It is intended primarily for those students who have previously completed ENGL R102 or its equivalent prior to Fall 2013 and who need the additional unit in critical thinking in order to satisfy the requirements of the Associate in Arts in English for Transfer.

Transfer credit: CSU

ENGL R198 – Short Courses in English ½-3 Units

Prerequisites: Eligibility for ENGL R101

Hours: Lecture and/or lab hours as required by unit formula

Short courses in English are designed to meet the specific needs of the college and community. *Field trips may be required.*

Transfer credit: CSU

ENGL R199 – Directed Studies in English 1-3 Units

Prerequisites: ENGL R101

Hours: Lecture and/or lab hours as required by unit formula

This course offers students the opportunity to further their knowledge of English language and literature on an independent-study basis. The student and instructor will work together to design course content and/or research. Meeting times and requirements will be determined by the instructor. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

ENGLISH AS A SECOND LANGUAGE (ESL)

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in English as a Second Language will be able to:

- Understand and use library and learning resources and support services.
- Hold a conversation about an everyday topic in English so as to understand and make themselves understood.
- Demonstrate English reading skills in identifying main ideas and supporting details.
- Write sentences using various English verb tenses of increasing complexity from the simple present and present continuous through the present perfect.

FACULTY

Full-Time

James Merrill

Matilde Sánchez

Jeannette Redding

COURSE DESCRIPTIONS

ESL R044 – English Conversation 3

3 Units

Hours: 3 lecture weekly

This course is intended for non-native speakers of English who are able to hold a basic conversation in English. Providing additional knowledge of English grammar, vocabulary, and idiomatic usage, the course helps non-native speakers of English develop listening and speaking skills through practical, everyday conversation models. Students will also gain experience and confidence in making brief oral presentations. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

ESL R046 – ESL Oral/Listening Skills

3 Units

Advisories: ESL R044

Hours: 3 lecture weekly

This course is intended for non-native advanced speakers of English who are able to hold conversations in English. Providing knowledge of English grammar, vocabulary, and idiomatic usage, the course helps non-native speakers of English prepare adequately documented public presentations so that they may thereby communicate more effectively in academic, professional, and social settings. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

ESL R054 – Reading Skills 3

3 Units

Advisories: ESL R052

Hours: 2 lecture, 3 lab weekly

This is a low-intermediate level reading course for students learning English as a second language and native English speakers who need to develop reading and study skills. Topics included in the course are literal and inferential comprehension, critical thinking, vocabulary development, context clues, note taking, and outlining and basic library research skills. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

ESL R064 – Grammar and Writing 3

3 Units

Advisories: ESL R062, or OUHSD Adult Education ESL Level 4*

Hours: 2 lecture, 3 lab weekly

This is the level-three course in the ESL grammar and writing sequence. It instructs the low-intermediate ESL student in the forms and usage of all the verb tenses as well as other grammatical issues related to verbs. The course focuses on grammar but applies it to reading and writing. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) at student's option.*

**Course has been temporarily suspended. Students who have already taken this course may still use it to meet the advisory.*

ESL R065 – Preparation for Academic Reading and Writing

4 Units

Advisories: Appropriate placement based on assessment scores and advisement, or completion of OUHSD Adult Education ESL Level 4

Hours: 3 lecture, 3 lab weekly

This course provides intermediate level ESL students instruction in basic academic reading and writing skills. Topics include understanding main idea and supporting details, literal and inferential comprehension, grammar and sentence skills, vocabulary development, study skills and basic use of library resources and the college's course management system. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

ESL R098 – Short Courses in ESL

½-3 Units

Hours: Lecture and/or lab hours as required by unit formula

This class offers courses in specialized topics designed to inform or update interested people in various disciplines within the field of English as a second language. The unit credit is determined by length and format of course. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

ENVIRONMENTAL CONTROL TECHNOLOGY

The Environmental Control Technology Program (formerly Air Conditioning) provides occupational training to prepare students for jobs in the HVAC/R industry including the green economy sector (energy auditing). The program also provides valuable skill enhancement training to existing HVAC/R technicians who desire to expand and update their knowledge and skills to advance in the industry. As a CTE program with an industry advisory council that meets annually and communicates regularly, we have developed an educational partnership with the area HVAC/R industry and we are meeting a defined need to provide qualified HVAC/R technicians and energy auditors to HVAC/R businesses that service corporations and homes in Ventura County and beyond.

For more information, contact:

Alan Ainsworth, aainsworth@vcccd.edu

(805) 678-5042

CAREER OPPORTUNITIES

Construction and Installation	Plant Maintenance
Energy Auditing	Sales
Manufacturing	Service and Repair

FACULTY

Full Time

Alan Ainsworth

◆ ENVIRONMENTAL CONTROL TECHNOLOGY

Associate in Science Degree Certificate of Achievement

REQUIRED COURSES:	UNITS
ENVT R010 Introduction to Air Conditioning & Refrigeration	3
ENVT R010L Introduction to Air Conditioning & Refrigeration I Lab	2
ENVT R011L Air Conditioning and Refrigeration II Lab	2
ENVT R020 Electrical Systems I	3
ENVT R020L Electrical Systems I Lab	2
ENVT R021L Electrical Systems II Lab	2
ENVT R030 Airside Systems	3
ENVT R030L Airside Systems Lab	2
ENVT R040 Heating Control Systems	3
ENVT R040L Heating Control Systems Lab	2
ENVT R050 Energy Auditing	3
ENVT R050L Energy Auditing Lab	2
TOTAL REQUIRED MAJOR UNITS	29

Students completing course requirements may apply and earn certification through the Environmental Protection Agency (EPA).

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Environmental Control Technology program students will be able to:

- Troubleshoot and perform basic mechanical and electrical service and repairs on air conditioning and refrigeration (HVAC) systems.
- Locate and identify applicable codes, licensing requirements and best practices as they relate to the installation of various types of HVAC/R equipment.
- Read, draft and comprehend various construction drawings and electrical schematics used in the HVAC industry.

◆ MECHANICAL SYSTEMS FOR HVAC/R

Proficiency Award (Awarded by the Department)

The Mechanical Systems for HVAC/R Program is an award to recognize proficiency in HVAC/R mechanical systems concepts and practices. The program prepares students to become environmental control technology/HVAC/R technicians to maintain and repair heating, cooling, and refrigeration equipment in residential, commercial, and industrial buildings. Technicians can specialize in either installation or maintenance and repair.

REQUIRED COURSES:	UNITS
ENVT R010 Introduction to Air Conditioning & Refrigeration	3
ENVT R010L Introduction to Air Conditioning & Refrigeration I Lab	2
ENVT R011L Air Conditioning and Refrigeration II Lab	2
TOTAL REQUIRED UNITS	7

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Mechanical Systems for HVAC/R Program students will be able to:

- Recognize each of the components and accessories used in refrigeration systems and define the function of each.
- Estimate the correct operating temperature and pressure of refrigeration or air conditioning equipment given specific variables.
- Research and apply various mechanical codes published in the Uniform Mechanical Code book (UMC) and local authorities. In addition students will be expected to review and understand energy efficiency (Title 24) regulations.

◆ ELECTRICAL SYSTEMS FOR HVAC/R

Proficiency Award (Awarded by the Department)

The Electrical Systems for HVAC/R Program is an award to recognize proficiency in electrical systems for HVAC/R, concepts and practices. The program prepares students to become environmental control technology/HVAC/R technicians to maintain and repair heating, cooling, and refrigeration equipment in residential, commercial, and industrial buildings. Technicians can specialize in either installation or maintenance and repair.

REQUIRED COURSES:	UNITS
ENVT R020 Electrical Systems I	3
ENVT R020L Electrical Systems I Lab	2
ENVT R021L Electrical Systems II Lab	2
TOTAL REQUIRED UNITS	7

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Electrical Systems for HVAC/R Program students will be able to:

- Identify the electrical components used in air conditioning and refrigeration systems, and state the function of each.
- State how each of the electrical components in a wiring diagram contributes to the sequence of operation.
- Research and apply various electrical codes published in the National Electric Code book (NEC) and mandated by local authorities.

◆ AIRSIDE SYSTEMS

Proficiency Award

(Awarded by the Department)

The Airside Systems Program is an award to recognize proficiency in airside systems concepts and practices. The program prepares students to become environmental control technology/HVACR technicians to maintain and repair heating, cooling, and refrigeration equipment in residential, commercial, and industrial buildings. Technicians can specialize in either installation or maintenance and repair.

REQUIRED COURSES:	UNITS
ENVT R030 Airside Systems	3
ENVT R030L Airside Systems Lab	2
TOTAL REQUIRED UNITS	5

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Airside Systems Program students will be able to:

- Identify the various components, and their associated symbols, used in air conditioning distribution systems.
- Troubleshoot and diagnose various air flow/air quality issues related to air distribution systems.
- Research and apply various mechanical codes published in the Uniform Mechanical Code book (UMC) and mandated by local authorities. In addition students will be expected to review and understand indoor air quality (IAQ) and energy efficiency (Title 24) regulations.

◆ HEATING AND HYDRONICS

Proficiency Award

(Awarded by the Department)

The Heating and Hydraulics Program is an award to recognize proficiency in heating and hydronic systems concepts and practices. The program prepares students to become environmental control technology/HVAC/R technicians to maintain and repair heating, cooling, and refrigeration equipment in residential, commercial, and industrial buildings. Technicians can specialize in either installation or maintenance and repair.

REQUIRED COURSES:	UNITS
ENVT R040 Heating Control Systems	3
ENVT R040L Heating Control Systems Lab	2
TOTAL REQUIRED UNITS	5

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Heating and Hydraulics Program students will be able to:

- List and describe the various types of heating systems used in building heating applications.
- Diagnose a mechanical combustion problem with a heating system.
- Summarize a solution to a specific mechanical combustion problem.

◆ ENERGY AUDITING

Proficiency Award

(Awarded by the Department)

The Energy Auditing Program is an award to recognize proficiency in energy auditing concepts and practices. The program prepares students to become environmental control technology/HVACR technicians to maintain and repair heating, cooling, and refrigeration equipment in residential, commercial, and industrial buildings. Technicians can specialize in either installation or maintenance and repair.

REQUIRED COURSES:	UNITS
ENVT R050 Energy Auditing	3
ENVT R050L Energy Auditing Lab	2
TOTAL REQUIRED UNITS	5

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Energy Auditing Program students will be able to:

- Describe the role of an energy auditor and the different types of audits that an energy auditor performs.
- List and provide a brief description of the different types of certifications associated with the field of energy auditing.
- Explain the functions of the diagnostic equipment that is used by an energy auditor.
- Identify safety measures that are necessary for an energy auditor.
- Demonstrate the correct use of energy auditing software to gather and analyze energy auditing data.

COURSE DESCRIPTIONS

ENVT R010 – Introduction to Air Conditioning & Refrigeration 3 Units

Hours: 3 lecture weekly

This course develops competency in the theoretical troubleshooting of mechanical problems in air conditioning and refrigeration systems through an understanding of the operating principles for refrigeration. It is recommended as a first semester course for persons who want to develop or improve job skills in the air conditioning, heating and refrigeration industry. Together with the lab course (ENVT R010L), this course targets the service technician who wishes to develop troubleshooting and repair skills. It is also applicable for students wishing to enter the industry in the capacity of installer, sales representative, maintenance technician, or designer. (Formerly AC R010.) *Field trips may be required.*

ENVT R010L – Introduction to Air Conditioning & Refrigeration I Lab 2 Units

Hours: 1 lecture, 3 lab weekly

This course develops competency in the hands-on troubleshooting of mechanical problems in air conditioning and refrigeration systems through an understanding of the operating principles for refrigeration. It is recommended as a first semester course for persons who want to develop or improve job skills in the air conditioning, heating and refrigeration industry. Together with the lecture course (AC R010), this class targets the service technician who wishes to develop refrigeration troubleshooting and repair skills. It is also applicable for students wishing to enter the industry in the capacity of installer, sales representative, maintenance technician, or designer. (Formerly AC R010L.) *Field trips may be required.*

ENVT R011L – Air Conditioning and Refrigeration II Lab 2 Units**Prerequisites:** ENVT R010L**Hours:** 1 lecture, 3 lab weekly

This course develops additional competency in the hands-on troubleshooting of mechanical problems in air conditioning and refrigeration systems through an understanding of the operating principles for refrigeration. It is recommended as a second semester course for persons who want to develop or improve job skills in the air conditioning, heating and refrigeration industry. Together with the first semester lab course (ENVT R010L), this class targets the service technician who wishes to develop refrigeration troubleshooting and repair skills. It is also applicable for students wishing to enter the industry in the capacity of installer, sales representative, maintenance technician, or designer. (Formerly AC R011L.) *Field trips may be required.*

ENVT R020 – Electrical Systems I 3 Units**Hours:** 3 lecture weekly

This course develops competency in the theoretical troubleshooting of mechanical problems in air conditioning and refrigeration systems through an understanding of the operating principles for electrical wiring systems used in air conditioning and refrigeration installations. It is recommended for persons who want to develop or improve job skills in the air conditioning, heating and refrigeration industry. Together with the lab course (ENVT R020L), this course targets the service technician who wishes to develop skills in reading wiring diagrams, identifying electrical components, and electrical troubleshooting and repair skills. It is also applicable for students wishing to enter the industry in the capacity of installer, sales representative, maintenance technician, or designer. (Formerly AC R020.) *Field trips may be required.*

ENVT R020L – Electrical Systems I Lab 2 Units**Hours:** 1 lecture, 3 lab weekly

This course develops competency in the hands-on troubleshooting of mechanical problems in air conditioning and refrigeration systems through an understanding of the operating principles for electrical wiring systems used in air conditioning and refrigeration installations. It is recommended for persons who want to develop or improve job skills in the air conditioning, heating and refrigeration industry through practice on live equipment. Together with the lecture course (ENVT R020), this course targets the service technician who wishes to develop skills in reading wiring diagrams, identifying electrical components, and electrical troubleshooting and repair skills. It is also applicable for students wishing to enter the industry in the capacity of installer, sales representative, maintenance technician, or designer. (Formerly AC R020L.) *Field trips may be required.*

ENVT R021L – Electrical Systems II Lab 2 Units**Prerequisites:** ENVT R020L**Hours:** 1 lecture, 3 lab weekly

This course develops additional competency in the hands-on troubleshooting of mechanical problems in air conditioning and refrigeration systems through an understanding of the operating principles for electrical wiring systems used in air conditioning and refrigeration installations. It is recommended for persons who want to continue their development of electrical troubleshooting job skills in the air conditioning, heating and refrigeration industry through practice on live equipment. Together with the introductory electrical lab course (ENVT R020L), this course targets the service technician who wishes to develop a higher skill level in reading wiring diagrams, identifying electrical components, and electrical troubleshooting and repair skills. It is also applicable for students wishing to enter the industry in the capacity of installer, sales representative, maintenance technician, or designer. (Formerly AC R021L.) *Field trips may be required.*

ENVT R030 – Airside Systems 3 Units**Hours:** 3 lecture weekly

This course develops competency in the theoretical troubleshooting of air side problems in air conditioning/heating systems through an understanding of the principles of air flow, the properties of air, theory of controls, reading of construction drawings, and calculation of building loads. It is recommended for persons who want to develop or improve job skills in the air conditioning, heating and refrigeration industry. Together with the lab course (ENVT R030L), this course targets the service technician who wishes to develop skills in designing and troubleshooting building air conditioning systems and controls. It is also applicable for students wishing to enter the industry in the capacity of installer, sales representative, maintenance technician, or designer. (Formerly AC R030.) *Field trips may be required.*

ENVT R030L – Airside Systems Lab 2 Units**Hours:** 1 lecture, 3 lab weekly

This course develops competency in the hands-on troubleshooting of air side problems in air conditioning/heating systems through an understanding of the principles of air flow, the properties of air, theory of controls, reading of construction drawings, and calculation of building loads. It is recommended for persons who want to develop or improve job skills in the air side segment of the air conditioning, heating and refrigeration industry through practice with live equipment and tools. Together with the lecture course (ENVT R030), this course targets the service technician who wishes to develop skills in designing and troubleshooting building air conditioning systems and controls. It is also applicable for students wishing to enter the industry in the capacity of installer, sales representative, maintenance technician, or designer. (Formerly AC R030L.) *Field trips may be required.*

ENVT R040 – Heating and Control Systems 3 Units**Hours:** 3 lecture weekly

This course develops competency in the theoretical troubleshooting of mechanical and electrical problems in heating systems through an understanding of the operating principles for heating and furnace electrical control circuits. It is recommended for persons who want to develop or improve job skills in the heating segment of the air conditioning, heating and refrigeration industry. Together with the lab course (ENVT R040L), this course targets the service technician who wishes to develop skills in designing and troubleshooting heating systems and controls. It is also applicable for students wishing to enter the industry in the capacity of installer, sales representative, maintenance technician, or designer. (Formerly AC R040.) *Field trips may be required.*

ENVT R040L – Heating and Control Systems Lab 2 Units**Hours:** 1 hour lecture, 3 hours lab weekly

This course develops competency in the hands-on troubleshooting of mechanical and electrical problems in heating systems through an understanding of the operating principles of heating and furnace electrical control circuits. It is recommended for persons who want to develop or improve job skills in the heating segment of the air conditioning, heating and refrigeration industry. Together with the lecture course (ENVT R040), this course targets the service technician who wishes to develop skills in designing and troubleshooting heating systems and controls. It is also applicable for students wishing to enter the industry in the capacity of installer, sales representative, maintenance technician, or designer. (Formerly AC R040L.) *Field trips may be required.*

ENVT R050 – Energy Auditing

3 Units

Prerequisites: ENVT R010 and ENVT R010L

Corequisites: ENVT R050L

Hours: 3 lecture weekly

Energy auditing is part of the growing industry of green and sustainable technologies; an energy auditor helps to optimize the energy efficiency of a home or building while reducing the client's energy costs. An energy audit can also have a positive impact on the environment by reducing unnecessary energy consumption. This course is designed for the student who has a solid foundation in HVAC/R to learn how to perform detailed home and building inspections and make cost effective recommendations about improving energy efficiency. There is now an expectation in the industry that a technician's knowledge expand beyond just working on a system into understanding how the HVAC system fits into the whole house/building design. Many of the procedures and tests that are performed in an energy audit revolve around the heating and cooling systems and therefore a student interested in taking this course should have foundation level HVAC/R knowledge. (Formerly AC R050.) *Field trips may be required.*

ENVT R050L – Energy Auditing Lab

2 Units

Prerequisites: ENVT R010 and ENVT R010L

Corequisites: ENVT R050

Hours: 1 lecture, 3 lab weekly

Energy auditing is part of the growing industry of green and sustainable technologies; an energy auditor helps to optimize the energy efficiency of a home or building while reducing the client's energy costs. An energy audit can also have a positive impact on the environment by reducing unnecessary energy consumption. This lab course accompanies the energy auditing lecture course and provides hands-on instruction on the proper safety practices and energy auditing tools necessary to perform an energy audit. Students will also learn how to use energy auditing software to gather and analyze energy auditing data. Many of the procedures and tests that are performed in an energy audit revolve around the heating and cooling systems and therefore a student interested in taking this course should have foundation level HVAC/R knowledge. (Formerly AC R050L.) *Field trips may be required.*

ENVT R098 – Short Courses in Environmental Control Technology

½-4 Units

Hours: Lecture and/or lab hours as required by unit formula

This course and/or workshop will cover selected areas of environmental control technology. This course will be developed to meet specific needs of the college community as requested or required. *Field trips may be required.*

ENVIRONMENTAL SCIENCE AND RESOURCE MANAGEMENT

See Coastal Environmental Studies

ENVIRONMENTAL STUDIES

See Coastal Environmental Studies

FILM, TELEVISION, AND ELECTRONIC MEDIA

The Film, Television, and Electronic Media program offers comprehensive hands-on training in video and television studio production. Students may earn a two-year Associate in Science for Transfer Degree.

Located in modern facilities, the courses have professional audio and camera equipment packages for student use, as well as a three-camera television studio, and a MAC computer lab. Private editing suites are also available for audio and video post-production editing.

The courses include experiences in directing, sound, writing, digital production, digital editing, and digital audio post-production. In the first semester students often take a basic studio production course, an audio course, and a history of film course. In the following semesters, students can take studio production, motion picture production, and screenwriting. All students are required to produce various digital video short films throughout their study.

CAREER OPPORTUNITIES

Motion Picture, Film, Video, Studio Production
Media Arts, Education, and Government opportunities

◆ FILM, TELEVISION, AND ELECTRONIC MEDIA

Associate in Science for Transfer

The Associate in Science in Film, Television, and Electronic Media for Transfer (FTVE AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the FTVE AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as “similar” to the FTVE AS-T. Some campuses may also require or recommend specific course selections from choices within the AS-T. Please see a counselor or adgreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the FTVE major.

- California State University, Bakersfield
- California State University, Channel Islands
- California State University, Chico
- California State University, Dominguez Hills
- California State University, East Bay
- California State University, Fresno
- California State University, Fullerton
- Humboldt State University
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Monterey Bay
- California State University, Northridge
- California State Polytechnic University, Pomona
- California State University, Sacramento
- California State University, San Bernardino
- San Diego State University
- San Francisco State University
- San José State University
- California State Polytechnic University, San Luis Obispo
- California State University, San Marcos
- Sonoma State University
- California State University, Stanislaus

REQUIRED CORE COURSES (6 UNITS):

		UNITS
FTVE R100	Introduction to Electronic Media	3
FTVE R110	Introduction to Media Writing	3

LIST A - SELECT ONE AUDIO AND ONE VIDEO PRODUCTION COURSE (6 UNITS):

FTVE R120	Beginning Audio Production	3
and		
FTVE R130	Beginning Single Camera Production	3
or		
FTVE R135	Beginning TV Studio Production	3
or		
FTVE R150	Beginning Motion Picture Production	3

LIST B - SELECT ONE OF THE FOLLOWING COURSES (3 UNITS):

Any course from List A not already selected above		3
or		
FTVE R107	History of Film	3

LIST C - SELECT ONE OF THE FOLLOWING COURSES (3 UNITS):

Any course from List A or List B not already selected above		3
or		
FTVE R106	Beginning Digital Editing	3
FTVE R108A	Acting for TV and Film I	3
FTVE R155	Advanced Studio Production	3
FTVE R160	Introduction to Digital Photography	3
FTVE R175	Introduction to Digital Art	3

Total Required Major Units 19

CSU General Education or IGETC Pattern	37-39
Double-Counted Units	(0-6)
Electives (CSU transferable units needed to reach 60)	5-9

DEGREE TOTAL

60

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Film, Television, and Electronic Media program students will be able to:

- Apply Rule of Thirds in framing for On-Camera Interviews (OCIs).
- Demonstrate basic microphone set-up and field mixing operation.
- Analyze video production goals to develop an aesthetically appropriate lighting plan.
- Operate a studio camera and perform basic moves such as pan, tilt, zoom in and out, and dolly in and out.
- Monitor and calibrate video and audio signal levels using appropriate metering devices.
- Edit a basic video production, using non-linear editing software.
- Analyze and understand film and media in relation to aesthetics, genre, and film language in critical essays and writing assignments.
- Differentiate global filmmakers, film styles, and film industries in international film history through critical thinking and writing assignments.

COURSE DESCRIPTIONS

FTVE R100 – Introduction to Electronic Media

3 Units

Hours: 3 lecture weekly

This course introduces the history, structure, function, economics, content and evolution of radio, television, film, the Internet, and new media, including traditional and mature formats. The social, political, regulatory, ethical and occupational impact of the electronic media are also studied. Topics covered include technological development, programming; ratings; social, legal and economic aspects of broadcasting in America; and cross-cultural, international comparisons. (Formerly TV R100.) *Field trips may be required. Transfer credit: CSU, UC*

FTVE R106 – Beginning Digital Editing

3 Units

Hours: 2 lecture, 3 lab weekly

In this course, students develop and improve their digital editing skills using non-linear editing software. Students will explore film/video editing theory and apply various editing styles to video footage from multiple sources. Students will gain understanding of the impact that editing has on audience response. Critical analysis of the editing process, editing complex scenes and creating visual effects will be part of the curriculum. (Formerly TV R106.) *Field trips may be required. Transfer credit: CSU, UC*

FTVE R107 – History of Film

3 Units

Hours: 3 lecture weekly

This course explores both U.S. and international motion pictures from 1895 to present day. Students examine historical developments and innovations in film as an art form and as a distinctive medium of communication. Screenings of important films, discussions of these films and their directors, and the critical reactions of the students are the major focus of class activities. (Formerly TV R107.) *Field trips may be required. Transfer credit: CSU, UC*

FTVE R108A – Acting for TV and Film I 3 Units

Hours: 2 lecture, 3 lab weekly

Students will acquire skills through fundamental performance techniques and on-camera exercises, including relaxation, concentration, sense memory, emotional recall, improvisation, character tasks, and text analysis, as well as monologue work. The goal of this course is to liberate the imagination and focus on how to deliver a cohesive performance without feeling self-conscious. Students are recorded on-camera during several sessions, culminating in a final taped performance. (Formerly TV R108A.) *Field trips may be required.*

Transfer credit: CSU, UC

FTVE R108B – Acting for TV and Film II 3 Units

Prerequisites: FTVE R108A

Hours: 2 lecture, 3 lab weekly

By participating in on-camera performances students will sharpen their on-camera skills by utilizing acting exercises including relaxation, concentration, sense memory, emotional recall, improvisation, character tasks, and text analysis, as well as monologue work. Students are recorded on-camera during several sessions, culminating in a final taped performance. (Formerly TV R108B.) *Field trips may be required.*

Transfer credit: CSU, UC

FTVE R110 – Introduction to Media Writing 3 Units

Advisories: ENGL R096

Hours: 3 lecture weekly

This is an introductory course that trains students to write for film and electronic media and to prepare scripts in proper formats. Students learn to plan and develop scripts utilizing professional standards and methods. (Same as ENGL R130.) (Formerly TV R105.) *Field trips may be required.*

Transfer credit: CSU, UC

FTVE R120 – Beginning Audio Production 3 Units

Hours: 2 lecture, 3 lab weekly

This course introduces the theoretical and practical fundamentals of audio production, technology, and terminology. This includes exercises using available equipment, an introduction to the lexicon of audio production, and an understanding of the selection and use of audio tools/software that support, radio, television, video, film, and multimedia production. (Formerly TV R110.) *Field trips may be required.*

Transfer credit: CSU, UC

FTVE R130 – Beginning Single Camera Production 3 Units

Hours: 2 lecture, 3 lab weekly

C-ID: FTVE 130

The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and basic editing. This course focuses on the aesthetics and fundamentals of scripting, producing and directing on location, postproduction, and exhibition/distribution. This course gives students skills needed for directing and editing digital video projects utilizing single camera production. (Formerly TV R103.) *Field trips may be required.*

Transfer credit: CSU, UC

FTVE R135 – Beginning TV Studio Production 3 Units

Hours: 2 lecture, 3 lab weekly

This course introduces theory, terminology and operation of a multi-camera television studio and control room. Topics include studio signal flow, directing, theory and operation of camera and audio equipment, switcher operation, fundamentals of lighting, graphics, video control and video recording and real-time video production. Through a series of practica, it provides hands-on instruction in pre-production, production, and post-production. Content development for live television is emphasized using a three camera studio format. (Formerly TV R102.) *Field trips may be required.*

Transfer credit: CSU, UC

FTVE R150 – Beginning Motion Picture Production 3 Units

Hours: 2 lecture, 3 lab weekly

C-ID: FTVE 150

This course provides an introduction to the theory, terminology, and process of motion picture production for film and television. Topics include basic cinematography including the operation, function and creative uses of production and post-production equipment, scriptwriting, camera operation, shot composition, lighting, sound recording and mixing, and editing. *Field trips may be required.*

Transfer credit: CSU, UC

FTVE R155 – Advanced Studio Production 3 Units

Advisories: FTVE R135

Hours: 2 lecture, 3 lab weekly

This is an advanced course in live studio production. Students will continue to develop their production skills while creating videos in a variety of forms. Through a series of practica, students continue to refine their aesthetic vision and technical skills in pre-production, production and post-production. (Formerly TV R104.) *Field trips may be required.*

Transfer credit: CSU, UC

FTVE R160 – Introduction to Digital Photography 3 Units

Hours: 1½ lecture, 4½ lab weekly

The history, theory and aesthetics of digital photography will be explored in this course. Students will learn the fundamentals of digital photography with an emphasis on processes, principles and tools of photography. Topics include the development of technical and aesthetic skills, elements of design and composition, camera technology, materials and equipment, and contemporary trends in photography. (Same as ART R160.) (Formerly TV R160.) *Field trips may be required.*

Transfer credit: CSU, UC

FTVE R175 – Introduction to Digital Art 3 Units

Hours: 1½ lecture, 4½ lab weekly

This course is an introduction to fundamental concepts, practices, and theories of digital art production. Topics include integration of traditional design, color, and compositional principles with contemporary digital tools. Understanding of the underlying logic of computer software will be taught with an emphasis on the role of the computer in all forms of modern art-making. Students will learn how to use the computer as a tool effectively while developing their own method of creating digital artwork. Cross-platform issues will be addressed, as well as file preparation for various output media. (Same as ART R175.) (Formerly TV R175.) *Field trips may be required.*

Transfer credit: CSU, UC

FTVE R198 – Short Courses in Digital Video 1-3 Units

Hours: Lecture and/or lab hours as required by unit formula

Courses and/or workshops in selected areas of video production are developed to meet specific needs of the college community as requested or required. (Formerly TV R198A-Z.) *Field trips may be required.*

Transfer credit: CSU

FIRE TECHNOLOGY

The Oxnard College Fire Technology Program educates career, volunteer, and industrial fire protection and emergency services students throughout our communities to deal effectively with the social, economic, and technical aspects of fire and emergency response. The Program will enhance their professionalism, and capabilities to protect California from the devastation of fire, environmental, natural, and man-made emergencies by providing state of the art education, training, resources, certification and leadership.

Students will be prepared to enter the field as a safe and effective firefighter. Firefighters are required to carry out emergency duties such as fire suppression, rescue, medical services, hazardous materials mitigation, and other duties as assigned. Non-emergency duties include fire prevention, public education, training, station and equipment maintenance, and other related tasks.

The Fire Technology Department will provide students with foundational course requirements for certificate programs, two-year degrees and transfers to four-year schools.

The Department also maintains a Fire Academy Program, allowing students to earn eligibility for a California State Fire Marshal Firefighter I Certificate, a condition of employment for many fire agencies.

For more information, contact:
Gail Warner, gwarner@vcccd.edu
805-678-5026

CAREER OPPORTUNITIES

Emergency Telecommunications	Fire Detection
Emergency Medical Service	Fire Inspector
Firefighter	Suppression Systems

FACULTY

Full-Time

Tamara Crudo	Robert Morris
Michael Ketaily	

◆ FIRE TECHNOLOGY

Associate in Science Degree Certificate of Achievement

This program prepares students to enter the field of fire technology as a firefighter. Firefighters are required to carry out emergency duties such as fire suppression, rescue, first aid, hazardous materials clean up, and related incidents. Non-emergency duties include prevention, training, station maintenance, equipment maintenance, and other related tasks.

REQUIRED COURSES: UNITS

FT R151	Fire Protection Organizations	3
FT R152	Fire Prevention Technology	3
FT R154	Fire Behavior and Principles of Combustion	3
FT R155	Fire Protection Equipment and Systems	3
FT R158	Principles of Fire and Emergency Services: Safety and Survival	3
FT R161	Building Construction for Fire Protection	3

TOTAL STATE FIRE MARSHAL'S CORE REQUIRED UNITS 18

REQUIRED ADDITIONAL COURSES: UNITS

EMT R169	Emergency Medical Technician	8
FT R167	Fire Apparatus and Equipment	3

Complete a minimum of one course from the following:

FT R157	Wildland Fire Control	3
FT R160	Fire Tactics and Strategies	3
FT R164	Fire Company Organization and Management	3

TOTAL REQUIRED MAJOR UNITS 32

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Fire Technology program students will be able to:

- Compare various types of fire protection systems and explain each system's role in the fire service.
- Identify apparatus, equipment and tools essential for successful fire department operations.
- Identify the roles and responsibilities of the fire service.
- Describe the importance of fire prevention and how it relates to the community, public education and the fire service.
- Recognize factors on the fire ground that jeopardize the safety of firefighters.
- Relate the building construction type to its anticipated fire behavior in emergency situations.
- Recognize the characteristics of fire behavior and relate how the external influences of weather and chemicals affect it.

◆ FIREFIGHTER I ACADEMY

Certificate of Achievement

This program includes the Oxnard College Regional Fire Academy (OCRFA) – FT R170, and its two prerequisite courses, EMT R169 – Emergency Medical Technician and FT R151 – Fire Protection Organizations. The OCRFA provides the skills and knowledge needed for the entry level firefighter, career or volunteer, to perform duties safely, effectively, and competently. The seven overarching themes of the California State Fire Fighter I curriculum are: general knowledge germane to the profession, fire department communications, fireground operations, rescue operations, preparedness and maintenance, wildland suppression activities, and hazardous materials/WMD. All exams require an 80% passing grade for all academic and manipulative tests per State Fire Marshal requirements. Students are expected to obtain all required uniforms and safety equipment. State certification costs are the responsibility of the student. Field trips are required.

Admission to the OCRFA is open to all eligible students and very competitive. A point rating system is used during the cadet selection process. Explanations regarding this process can be accessed from the "Apply to the Academy" link found on the Oxnard College Fire Academy home page. Prerequisites to apply consist of a valid NREMT or California EMT Certification, successful completion of FT R151 – Introduction to Fire Protection Organizations, a Medical Clearance, and a Lung Function (Spirometry) Test. Academy applications are comprehensive and will only be accepted if complete.

REQUIRED COURSES: UNITS

EMT R169	Emergency Medical Technician	8
FT R151	Fire Protection Organizations	3
FT R170	Firefighter I Academy	18

TOTAL REQUIRED UNITS 29

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Firefighter I Academy program students will be able to:

- Define and identify the organization structure, culture, and expectations of entry level firefighting personnel.
- Demonstrate the ability to communicate effectively through a variety of methods.
- Demonstrate the knowledge and use of firefighting equipment specific to the given task.
- Demonstrate their knowledge of tactics and strategies and incident command through the selection and implementation of firefighting methods.
- Recognize and assess firefighter hazards inherent to the profession.

COURSE DESCRIPTIONS

See also courses in Emergency Medical Technician

FT R098 – Short Courses in Fire Technology 1-10 Units

Hours: Lecture and/or lab hours as required by unit formula

Specialized workshops designed to update fire fighting personnel as required for in-service training requirements in specific subject matter areas. Unit credit determined by length of instruction of the workshop as defined by current credit standards; total workshop credit limited to 10 units. *Field trips may be required.*

*** Required courses for Associate of Science Degree or Certificate of Achievement in Fire Technology. FT R151 not required for those employed in the Fire Service, although the 30-unit college requirement must be met.**

FT R151 – Fire Protection Organizations* 3 Units

Hours: 3 lecture weekly

This course provides an introduction to fire protection and career opportunities in fire protection and related fields. Students will examine the philosophy and history of fire protection; fire loss analysis; the organization and function of public and private fire protection services; fire departments as part of local government; and the laws and regulations affecting the fire service. Fire service nomenclature, specific fire protection functions, basic fire chemistry and physics, and introduction to fire protection systems and fire strategy and tactics will also be covered. *Field trips may be required.*

Transfer credit: CSU

FT R152 – Fire Prevention Technology* 3 Units

Prerequisites: FT R151 or concurrent enrollment

Hours: 3 lecture weekly

This course provides fundamental information regarding the history and philosophy of fire prevention and the organization and operation of a fire prevention bureau. Students will examine the use of codes, the identification and correction of fire hazards, the components of detection and suppression systems, and the relationship of fire prevention with fire safety education. *Field trips may be required.*

Transfer credit: CSU

FT R154 – Fire Behavior and Principles of Combustion* 3 units

Prerequisites: FT R151 or concurrent enrollment

Hours: 3 lecture weekly

This course covers the theory of how fires start, spread, and are controlled; the fundamentals of fire behavior in an open and closed environment; an in-depth study of fire chemistry and physics; burn characteristics of materials; and techniques for controlling fires through the use of a variety of proven and newly developed extinguishing agents.

Transfer credit: CSU

FT R155 – Fire Protection Equipment and Systems* 3 Units

Prerequisites: FT R151 or concurrent enrollment

Hours: 3 lecture weekly

This course provides information relating the features of design and operation of fire detection, fire suppression and fire alarm systems, including heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection and portable fire extinguishers.

Transfer credit: CSU

FT R157 – Wildland Fire Control 3 Units

Prerequisites: FT R151

Hours: 3 lecture weekly

This course is designed to provide the employed Firefighter or Fire Technology major with a fundamental knowledge of the factors affecting wildland fire behavior, fire prevention, and fire suppression techniques. *Field trips may be required.*

Transfer credit: CSU

FT R158 – Principles of Fire and Emergency Services; Safety and Survival* 3 Units

Prerequisites: FT R151 or concurrent enrollment

Hours: 3 lecture weekly

This course introduces the basic concepts of occupational health and safety as it relates to emergency service organizations. Topics include risk evaluation and control procedures for emergency and non-emergency situations. The course curriculum is to be guided by NFPA standards, such as National Fire Protection Association 1500, Fire Department Occupational Health and Safety Programs. *Field trips may be required.*

Transfer credit: CSU

FT R160 – Fire Tactics and Strategies 3 Units

Prerequisites: FT R151

Hours: 3 lecture weekly

This course introduces the student to the principles of fire control through utilization of fire fighters, equipment, and extinguishing agents on the fire ground. *Field trips may be required.*

Transfer credit: CSU

FT R161 – Building Construction for Fire Protection* 3 Units

Prerequisites: FT R151 or concurrent enrollment

Hours: 3 lecture weekly

This course covers the fundamentals of building construction as they relate to fire protection. It focuses on classification by occupancy and types of construction, with emphasis on fire protection features, including building equipment, facilities, fire resistive materials and high-rise considerations. *Field trips may be required.*

Transfer credit: CSU

FT R164 – Fire Company Organization and Management 3 Units

Prerequisites: FT R151

Hours: 3 lecture weekly

This course will review fire department organization at the state and local levels, planning, and supervision to meet the needs of fire department with emphasis on company officer's role. *Field trips may be required.*

Transfer credit: CSU

FT R167 – Fire Equipment and Apparatus

3 Units

Prerequisites: FT R151 or concurrent enrollment

3 hours lecture weekly

This course will introduce the student to concepts related to fire service hand tools, fuel powered equipment, electric powered equipment and hydraulic powered equipment. Maintenance, safety and uses of this equipment will be covered in detail. Identification and typing of pumping apparatus and aerial ladder apparatus will be presented.

Transfer credit: CSU

NOTE: FT 170 – Firefighter I Academy

The Oxnard College Regional Fire Academy, OCRFA, is an Accredited Regional Training Program, ARTP, as identified by California State Fire Training. The Academy was officially re-accredited in January 2015, with the Firefighter 2013 curriculum serving as the primary source of instructional material. The Fire Academy offers 18 units, meeting 512 hours over 64 instructional periods, 0700-1700. FT R170 units are degree applicable. Strenuous physical fitness is a daily activity.

Admission to the fire academy is open to all eligible students and very competitive. A point rating system is used during the cadet selection process. Explanations regarding this process can be accessed from the "Apply to the Academy" link found on the Oxnard College Fire Academy home page. Prerequisites to apply consist of a valid NREMT or California EMT Certification, successful completion of FT R151 – Introduction to Fire Protection Organizations, a Medical Clearance, and a Lung Function (Spirometry) Test. Academy applications are comprehensive and will only be accepted if complete.

FT R170 – Firefighter I Academy

18 Units

Prerequisites: EMT R169 and FT R151

Advisories: FT R154, FT R161, and FT R167

Limitations: Admission to the fire academy, medical clearance, and lung function (spirometry) test.

Hours: 10 lecture, 24 lab weekly

The Oxnard College Regional Fire Academy (OCRFA) provides the skills and knowledge needed for the entry level firefighter, career or volunteer, to perform duties safely, effectively, and competently. The seven overarching themes of the California State Fire Fighter I curriculum are: General knowledge germane to the profession, fire department communications, fireground operations, rescue operations, preparedness and maintenance, wildland suppression activities, and hazardous materials/WMD. All exams require an 80% passing grade for all academic and manipulative tests per State Fire Marshal requirements. Students are expected to obtain all required uniforms and safety equipment. State certification costs are the responsibility of the student. *Field trips will be required.*

Transfer credit: CSU

GENERAL STUDIES

See pages 47-49 for Degree Requirements

GEOGRAPHIC INFORMATION SYSTEMS

COURSE DESCRIPTIONS

GIS R106 – Introduction to Geographic Information Systems and Techniques

3 Units

Hours: 2 lecture, 3 lab weekly

C-ID: GEOG 155

This course introduces students to computer-based GIS, Geographic Information Systems, and its applications to spatial data management as a tool to understand the world by describing and explaining the human relationship to the physical environment. Topics include assessment of vector and raster systems, scale, resolution, map projection, coordinate systems, georeferencing and Global Positioning Systems (GPS). Hands-on exposure to spatial analysis and modeling with GIS through the use of computers is provided during the laboratory. (Same as GEOG R106.) *Field trips may be required.*

Transfer credit: CSU

GEOGRAPHY

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places and environment. As a spatial study, its subject matter is Earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. That knowledge, in turn, provides a basis for humans to cooperate in the best interests of our planet. Geography provides students with skills for the workplace and skills for civic decision-making. Events around the world affect jobs and business at home. By learning geography, thoroughly, students come to understand the connections and relationships among themselves and people, places, and environments across the world. Geography is concerned with understanding the spatial dimension of human experience (space and place).

CAREER OPPORTUNITIES

(Most careers require a bachelor's or advanced degrees)

Climatologist	Park Ranger
Conservationist	Remote Sensing Analyst
Economic Geographer	Transportation Analyst
Geo-Demographer	Urban Planner
G.I.S. Analyst	Wildlife Manager
Land-Use Analyst	

FACULTY

Full-Time
James Danza

◆ GEOGRAPHY

Associate in Arts for Transfer

The Associate in Arts in Geography for Transfer (Geography AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an “AA-T” or “AS-T” major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a “P” if the course is taken on a “pass-no pass” basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Geography AA-T will be required to complete no more than 60 units after transfer to earn a bachelor’s degree (unless the major is a designated “high-unit” major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as “similar” to the Geography AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Geography major.

- California State University, Chico
- California State University, Dominguez Hills
- California State University, East Bay
- California State University, Fresno
- California State University, Fullerton
- Humboldt State University
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Monterey Bay
- California State University, Northridge
- California State Polytechnic University, Pomona
- California State University, Sacramento
- California State University, San Bernardino
- San Diego State University
- San Francisco State University
- San José State University
- California State Polytechnic University, San Luis Obispo
- Sonoma State University
- California State University, Stanislaus

REQUIRED CORE COURSES (7 UNITS):

		UNITS
GEOG R101	Elements of Physical Geography	3
GEOG R101L	Physical Geography Lab	1
GEOG R105	Introduction to Human Geography	3

LIST A - SELECT 6 UNITS FROM THE FOLLOWING:

GEOG R102	World Regional Geography	3
GEOG R103	Introduction to Weather and Climate	3
GEOG R104	Geography of California	3

LIST B - SELECT 6 UNITS FROM THE FOLLOWING:

ANTH R102/H	Introduction to Cultural Anthropology/Honors	3
BIOL R101	General Biology	3
GEOL R101	Physical Geology	3
Any course not selected above from List A		3

TOTAL REQUIRED MAJOR UNITS

CSU General Education or IGETC Pattern	37-39
Double-Counted Units	(10-16)
Electives (CSU transferable units needed to reach 60)	12-20

DEGREE TOTAL

60

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Geography program students will be able to:

- Interpret Earth’s dynamic physical processes and identify their spatial distribution as they relate to the biodiversity and productivity of ecosystems.
- Identify and critically analyze patterns of human-environment interactions, including perception and use of natural resources.
- Apply geospatial technologies to the analysis of maps, graphs and spatial data sets.
- Display written competency in the description and analysis of geographic subject matter.
- Acquire knowledge and skills sufficient to allow one to pursue advanced study in geography or find employment in a geography-related field.
- Demonstrate familiarity with the application of geography in everyday life.

COURSE DESCRIPTIONS

GEOG R101 – Elements of Physical Geography 3 Units

Hours: 3 lecture weekly
C-ID: GEOG 110

This course is an introduction to physical geography as a spatial study which investigates the “human/environment” interaction process incorporating the elements of the atmosphere, lithosphere, hydrosphere, and biosphere. Global environmental issues will also be reviewed. *Field trips may be required.*
Transfer credit: CSU, UC

GEOG R101L – Physical Geography Lab 1 Unit

Prerequisites: GEOG R101 or concurrent enrollment
Hours: 3 lab weekly
C-ID: GEOG 111

This laboratory is designed to accompany GEOG R101. It introduces the global physical world, its dynamics and spatial relationships. This lab features observation, measurement and analysis of basic principles and concepts pertaining to Earth’s physical systems, including the atmosphere, hydrosphere, lithosphere and biosphere. *Field trips will be required.*
Transfer credit: CSU, UC

GEOG R102 – World Regional Geography

3 Units

Hours: 3 lecture weekly

C-ID: GEOG 125

This course introduces the regional approach to the study of human geography and the world's major culture realms. Interpreting the cultural landscape employs the essential concepts in a geographic survey of the world in spatial terms, places and regions, the physical environment, and society and environment interactions. *Field trips may be required.*

Transfer credit: CSU, UC

GEOG R103 – Introduction to Weather and Climate

3 Unit

Hours: 3 lecture weekly

C-ID: GEOG 130

An introduction to the Earth's atmosphere, the methods employed in analyzing and understanding weather phenomena are investigated in this course. Global changes in climate patterns, human modification, and impact of weather systems are also examined. *Field trips may be required.*

Transfer credit: CSU, UC

GEOG R104 – Geography of California

3 Units

Hours: 3 lecture weekly

C-ID: GEOG 140

This course examines the physical and cultural environments of California's diverse landscapes, including landforms, climate, natural vegetation, natural resources, economic activities and historical settlement in the Golden State. Special emphasis is given to the human landscape of Southern California. *Field trips may be required.*

Transfer credit: CSU, UC

GEOG R105 – Introduction to Human Geography

3 Units

Hours: 3 lecture weekly

C-ID: GEOG 120

This course introduces the topical approach to the study of human geography, the characteristics of culture groups, and the distribution and migration of human populations on Earth's surface. Special attention will be given to sustainability and its role in the social construction of spaces and places through the diffusion of religions, languages, food production, geopolitical conflicts and human-environmental interactions. *Field trips may be required.*

Transfer credit: CSU, UC

GEOG R106 – Introduction to Geographic Information Systems and Techniques

3 Units

Hours: 2 lecture, 3 lab weekly

C-ID: GEOG 155

This course introduces students to computer-based GIS, Geographic Information Systems, and its applications to spatial data management as a tool to understand the world by describing and explaining the human relationship to the physical environment. Topics include assessment of vector and raster systems, scale, resolution, map projection, coordinate systems, georeferencing and Global Positioning Systems (GPS). Hands-on exposure to spatial analysis and modeling with GIS through the use of computers is provided during the laboratory. *(Same as GIS R106.) Field trips may be required.*

Transfer credit: CSU

GEOLOGY

CAREER OPPORTUNITIES

(Most careers require a bachelor's or advanced degrees)

Consulting Geologist	Field Geologist
Engineering Geologist	Laboratory Research Worker
Geological Technician	Petroleum Geologist
Environmental Geologist	Marine Geologist

FACULTY

Full-Time

Thomas O'Neil

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Geology program students will be able to:

- Apply the scientific method to solve earth science problems such as determining the age of the Earth or determining the origin of the oceans.
- Acquire knowledge and skills sufficient to allow one to pursue advanced study in earth science or find employment in earth science related fields.
- Apply general math skills such as unit conversion, ratios and percentages to solving simple rate problems; evaluate data, produce and interpret tables and graphs; apply the metric system of measurement.
- Demonstrate scientific literacy by defining and explaining the major steps in the scientific method of investigation, specifically, the difference between empirical data, interpretation, testable hypothesis, theory, paradigm, speculation, and pseudo-science.
- Display written competency in the description and analysis of earth science subject matter.
- Identify, research, evaluate and integrate scholarly literature within the discipline.
- List and categorize common natural resources and explain their origin, spatial distribution, appropriate exploration methods, and the resulting products, wastes, and contaminants.
- List, explain, and evaluate global and local earth science hazards such as earthquakes, volcanoes, landslides, and seismic sea waves.
- Recognize applications of earth science in everyday life.

COURSE DESCRIPTIONS

GEOL R101 – Physical Geology

3 Units

Hours: 3 lecture weekly

C-ID: GEOL 100

This course is a survey of the Earth and the processes that shape it. The course offers an overview of earthquakes, volcanism, plate tectonics, mountain building, weathering, erosion, soil, origin of minerals and rocks, and water and energy resources. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

GEOL R101L – Physical Geology Lab

1 Unit

Prerequisites: GEOL R101 or concurrent enrollment

Hours: 3 lab weekly

C-ID: GEOL 100L

This course is the laboratory to accompany GEOL R101. Topics include identification and interpretation of geologic features, interpretation of topographic maps and aerial photographs, identification of rocks and minerals. *Field trips will be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

GEOL R103 – Introduction to Oceanography

3 Units

Hours: 3 lecture weekly

This course is a broad survey of the field of oceanography. Topics include geology and geography of the ocean basins and coastlines, plate tectonics, waves, currents, tides, properties of seawater, methods of oceanographic exploration, and an introduction to Marine Biology. *(Same as MST R103). Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.

Transfer credit: CSU, UC

GEOL R103L – Introduction to Oceanography Lab

1 Unit

Prerequisites: GEOL R103 or MST R103 or concurrent enrollment

Hours: 3 lab weekly

This course is the laboratory to accompany GEOL R103. Topics include introduction to ocean/atmosphere relationships, interpretation of bathymetric maps, applied methods of measurement, and descriptive analysis of the physical ocean, including beaches, ocean currents, waves, and water properties. *(Same as MST R103L). Field trips may be required.*

Transfer credit: CSU, UC

GEOL R121 – Earth Science with Lab

4 Units

Hours: 3 lecture, 3 lab weekly

C-ID: GEOL 121

This course is a broad introduction to the essentials of Earth Science designed for future educators including teaching techniques to engage students in science. Topics include the geosphere, atmosphere, hydrosphere, and solar system. This course focuses on the interactions between physical and chemical systems of the Earth such as the tectonic cycle, rock cycle, hydrologic cycle, weather, and climate. The laboratory component includes study of rocks, maps, scientific instruments, earthquakes, and local geologic features. *Field trips may be required.*

Transfer credit: CSU

GEOL R130 – Environmental Geology

3 Units

Hours: 3 lecture weekly

C-ID: GEOL 130

Environmental Geology is an introduction to the geologic fundamentals of human impacts on the environment in a geologic context. This course emphasizes the Earth systems and connections between the geosphere, biosphere, atmosphere, and hydrosphere. *Field trips may be required.*

Transfer credit: CSU, UC

GEOL R178 – Geological Marine Resource Management

1 Unit

Corequisites: BIOL R170 or MST R170

Hours: 3 lab weekly

Topics in marine geology are related to current resource management issues in this region. This course includes the study of requirements and applications of federal, state, and local laws and regulations related to marine resource management. Field trips will be to natural areas where geological, biological, and oceanographic interactions can be observed. *(Same as MST R178) Field trips will be required.*

Transfer credit: CSU

GLOBAL STUDIES

The Global Village has arrived! Global Studies is an exciting and dynamic interdisciplinary field that allows students to identify and understand the global and transnational forces that affect the everyday lives of people across the world. Global Studies combines approaches from the Arts and Sciences, Anthropology, Economics, Geography, History, Philosophy, Political Science and Sociology to examine contemporary issues in an increasingly globalized world. Through the development of critical thinking skills and the analysis of local and global processes, students are given the tools to both understand the global village and to shape it as they become the next generation of leaders in business, government, non-governmental and international organizations. Areas of inquiry include the tension between local and global cultures, conflict and security, philosophy, technology and new media, political and non-governmental movements, economics, development and the environment.

For more information, contact:

Gloria Guevara, gguevara@vcccd.edu

805-678-50957

or

Arion Melidonis, amelidonis@vcccd.edu

805-678-5044

CAREER OPPORTUNITIES

Careers in Global Studies are available in a variety of areas including:

Aid Organizations including USAID

Global Culture Industries

Global Environmental Organizations such as the World Wildlife Fund,

Greenpeace, and Sierra Club

Human Justice Organizations including Amnesty International

Intelligence Agencies and the State Department

International Business and Marketing

International Organizations including the United Nations

International Service Agencies such as the Red Cross and Doctors

Without Borders

Non-governmental Organizations

Non-profits

TV, Radio, Film, and Newspapers

Travel and Tourism Industry

Note: A program is currently under development in this discipline.

COURSE DESCRIPTIONS

GLST R101 – Introduction to Global Studies

3 Units

Hours: 3 lecture weekly

This course provides students with an introduction to the study of globalization and the political, cultural, social, environmental, and economic forces that shape the global village today. Through an interdisciplinary approach that utilizes anthropology, political science, sociology, geography, philosophy, economics, and the arts and sciences, we explore the major themes in global studies with an emphasis on developing critical understandings of these processes and empowering students to be active participants in the global system. *(Formerly GLOS R101.) Field trips may be required.*

Transfer credit: CSU, UC

Hours: 3 lecture weekly

This course examines contemporary social, economic, political, cultural and environmental change in a global context. It introduces students to the origins, current status and future trends of transnational issues confronting the global community, explores the emergence of global economy, new systems of world order, transnational social movements, global governance, and collective global responsibilities. Through the examination of specific global problems such as economic inequality, population trends, human rights, conflict, security and environmental problems we will consider the impact of globalization around the world. *Field trips may be required.*

Transfer credit: CSU

HEALTH EDUCATION

Students who wish to earn an A.A. or A.S. degree must successfully complete a minimum of one Health Education course and one Physical Education course.

NOTE: The UC limits the amount of credit students may transfer in HED and PE courses. For current limitations, see the UC Transfer Course Agreement for Oxnard College on assist.org.

The AA-T in Kinesiology is intended for students who plan to complete a bachelor's degree in Kinesiology, or a similar major at a CSU campus including emphases in Physical Education, Exercise Science, Human Movement, Coaching, Health and Wellness, Rehabilitation and Therapeutic Exercise, among others.

The Kinesiology major may be used as the basis for careers which include athletic manager, athletic trainer, biomechanist, camp counselor, choreographer, coach, community center leader, corrective therapist, dance therapist, exercise physiology, health and safety director, industrial recreation leader, league manager, personal trainer, playground director, physical or adaptive therapist, racquet club manager, recreation leader, recreation specialist, recruiter, referee, resort sports coordinator, sportscaster, sports editor, sports medicine, strength and conditioning coach, and teacher.

CAREER OPPORTUNITIES

Health Science Instructor	Physical Education Instructor
Nutritionist	Pre-Physical Therapy
Pre-Athletic Trainer	

FACULTY

Full-Time

Jonas Crawford	Ron McClurkin
Dianne Frehlich	

◆ KINESIOLOGY

Associate in Arts for Transfer

The Associate in Arts in Kinesiology for Transfer (Kinesiology AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Kinesiology AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Kinesiology AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Kinesiology major.

California State University, Bakersfield
 California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 California State University, Fresno
 California State University, Fullerton
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Northridge
 California State Polytechnic University, Pomona
 California State University, Sacramento
 California State University, San Bernardino
 San Diego State University
 San Francisco State University
 San José State University
 California State University, Stanislaus

REQUIRED CORE COURSES (15-18 UNITS):	UNITS
HED R110 Introduction to Kinesiology	3
ANAT R101 General Human Anatomy	4
PHSO R101 Human Physiology	5

MOVEMENT BASED COURSES: SELECT A MAXIMUM OF ONE (1) COURSE FROM THREE (3) OF THE FOLLOWING AREAS FOR A MINIMUM OF THREE UNITS:

Combatives: PE R130, PE R131A, PE R131B, PE R133A, PE R133B, PE R134A

Team Sports: PE R159A

Fitness: PE R143, PE R146, PE R148, PE R150

Dance: DANC R102A, DANC R104A, DANC R110

LIST A - SELECT TWO OF THE FOLLOWING COURSES (6 UNITS MINIMUM):

MATH R105	Introductory Statistics	4
or		
SOC R125	Statistics for the Behavioral and Social Sciences	3
CHEM R104	General, Organic, and Biological Chemistry	5
or		
CHEM R120	General Chemistry I	5
PHYS R101	College Physics I and PHYS R101L	5
or		
PHYS R131	Physics for Scientists and Engineers 1	5
HED R105	CPR, AED, First Aid, and Personal Safety	3

TOTAL REQUIRED MAJOR UNITS 21-28

CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(4-13)
Electives (CSU transferable units needed to reach 60)	1-8

DEGREE TOTAL 60

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Health Education program students will be able to:

- Demonstrate awareness of the interrelated dimensions of wellness.
- Apply health-related knowledge to promote behavior modifications that reduce disease risk and improve quality of life.
- Utilize knowledge to become a self-directed learner who has a foundational knowledge of health promotion and disease prevention.
- Demonstrate an understanding of the relationship between scientific research and established knowledge.

COURSE DESCRIPTIONS

HED R101 – Health and Society 3 Units

Hours: 3 lecture weekly

This course explores the nature and function of health in our society. An overview of major health concepts designed to contribute to the students' understanding of healthy living will be the focus of this course. Environmental health, communicable diseases, harmful substances, chronic and degenerative disease, fitness, personal relationships, mental health, reproduction and contraception, as well as consumer health will also be explored. *Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU, UC*

HED R102 – Fitness/Nutrition/Health 3 Units

Corequisites: HED R102L

Hours: 3 lecture weekly

This course explores the principles and concepts that aid individuals in making informed decisions about fitness, nutrition, and health. The importance of physical fitness components are addressed; health related physical fitness self-appraisal; nutrition for health and wellness; assessment of current personal lifestyle and risk factors; principles of exercise program design; health and fitness consumer awareness and decision making; exercise benefits and potential exercise risks; and exercise options. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

HED R102L – Fitness/Nutrition/Health Lab 1 Unit

Corequisites: HED R102

Hours: 3 lab weekly

This lab course is designed to accompany HED R102, its lecture component. The course allows students the opportunity to apply principles learned in HED R102. The primary focus will be on the development of basic skills, coordination, muscular tone, and strength through the use of weight machines and free weights. Cardiorespiratory conditioning and the application of sound nutritional principles will also be emphasized. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

HED R103 – Women's Health 3 Units

Hours: 3 lecture weekly

This course considers the nature and function of women's health in our society. The course offers an analysis of major female health problems; and is designed to contribute to students' understanding of women's roles both as individuals and as contributing members of the community's efforts to implement advances in medicine and health sciences.

Transfer credit: CSU, UC

HED R104 – Family and Personal Health 3 Units

Hours: 3 lecture weekly

This course is a broad study of the knowledge and skills necessary for family and personal health and wellness. It covers the prevention, assessment, and treatment of common health problems. Topics include health and wellness, communication, substance abuse, human sexuality, behavior, reproduction, sexually transmitted diseases, cardiovascular disease, cancer, stress, stress management, mental health, nutrition, fitness, weight control, aging, dying, death, health care, and environmental health. *Field trips may be required.*

Transfer credit: CSU, UC

HED R105 – CPR, AED, First Aid and Personal Safety 3 Units

Hours: 3 lecture weekly

C-ID: KIN 101

This course develops safety awareness and positive reactions to emergency situations. It covers ways of reacting to persons suffering from traumatic shock as well as ways of interacting with and calming family members of injured persons. The course includes, but is not limited to, recognition and standard treatment procedures for four life-threatening situations (unconsciousness, breathing, circulation-pulse, and severe bleeding); use of the Automated External Defibrillator (AED); care for poisoning, fractures, emergencies, shock; identification and prevention of sexually transmitted diseases; injury prevention and safety of infants, toddlers/preschoolers and young children; and preventative drug education. Students successfully completing the course receive an American Heart Association BLS (Basic Life Support) for Healthcare Providers, including Adult, Infant CPR and First Aid in addition to an Automated External Defibrillation (AED) Card. *Materials fee is required.*

Transfer credit: CSU, UC

HED R106A – Introduction to Athletic Training and Sports Medicine

3 Units

Hours: 3 lecture weekly

This is an introductory course designed to present the basic concepts and skills involved in Athletic Training prevalent in the field of Sports Medicine. Emphasis is placed on the basic concepts of the areas of prevention, evaluation, acute care, treatment and rehabilitation of athletic injuries. Introduction to training room activities and practices, and the utilization of techniques used in primary and secondary injury assessments for a variety of injuries are emphasized throughout the course. *Field trips may be required.*

Transfer credit: CSU, UC

HED R106B – Care and Prevention of Athletic Injuries 3 Units

Prerequisites: HED R106A

Hours: 3 lecture weekly

This is a course designed to provide students an opportunity to further their study in Athletic Training, Sports Medicine, and related health professions. The course will emphasize prevention, evaluation, acute care, treatment, and rehabilitation of athletic and recreational injuries. Throughout the course, specific anatomical and functional features of body parts will be introduced, relating with common sports injury seen in each body area, identify injury and illness risk factors encountered by athletes and others involved in physical activity, and to plan and implement a risk management and prevention program. *Field trips may be required.*

Transfer credit: CSU, UC

HED R107 – Health/Fitness/Self-Defense

3 Units

Hours: 3 lecture weekly

This course focuses on developing the skills required to make decisions in the area of health, fitness and personal protection. The mental and psychological aspects of self-defense are also explored. Students learn how to assess a potentially dangerous situation: how to develop the awareness that may prevent them from becoming a target; how to safeguard themselves, their family and home. The civil and legal aspects of self-defense are also explored. Additional topics include physical fitness components; designing an individualized physical fitness program; and assessment of current personal lifestyle and risk factors.

Transfer credit: CSU, UC

HED R107L – Health/Fitness/Self-Defense Lab

1 Unit

Hours: 3 lab weekly

This course is a hands-on course, which addresses issues of physical assault and self-defense. Students will learn basic self-defense skills that increase their chances of surviving an assault situation. Cardiorespiratory fitness will also be stressed.

Transfer credit: CSU, UC

HED R110 – Introduction to Kinesiology

3 Unit

Hours: 3 lecture weekly

C-ID: KIN 100

This is an introductory course that surveys various disciplines related to the study of human movement. Students will examine the areas of history, sociology, biomechanics, physiology, and psychology as they relate to the sport and exercise environment. In addition, students will explore career pathways involving the study of human movement, teaching, research, and professional practice. *Field trips may be required.*

Transfer credit: CSU

HISTORY

History is one of the most popular, useful, and flexible subjects to study and major in. The popularity of History comes from the fact that human beings love stories about dynamic people and exciting events from the past. By studying the brilliance and blunders of past generations, students gain useful knowledge about how the world works and the critical thinking skills universities and employers value. History is also a very flexible major; the AA-T in History is a pathway to a state university for students interested in majoring in History and those unsure of what they want to major in (e.g. law, business, government, etc.). It is also a fun “second major” for students interested in becoming more well-rounded, knowledgeable, and wise.

For more information, contact:

Kevin Hughes, khughes@vcccd.edu, 805-678-2179

or

Joshua Lieser, jlieser@vcccd.edu, 805-678-1909

or

Tomas Salinas, tsalinas@vcccd.edu, 805-678-1911

CAREER OPPORTUNITIES

Jr High or High School Teacher	College or University Professor
Academic Counselor	Archivist/Curator
Park Ranger	Travel Consultant or Tour Guide
Consultant/Analyst in many fields	Genealogist
International Businessperson	Corporate Executive
Non-Profit or NGO Coordinator	Public Administrator
Urban or Regional Planner	Diplomat/State Dept. Official
Social Worker	Book or Online Publisher/Editor
Researcher in many fields	Instructional Designer
Librarian	Lawyer/Judge
Journalist (online or traditional)	Architect
TV/Movie Consultant and Documentarian	
Government Employee (local, state, federal)	
Gender, Ethnic, or Global Studies Specialist	

FACULTY

Full-Time

Kevin Hughes

Joshua Lieser

Tomas Salinas

◆ HISTORY

Associate in Arts for Transfer

The Associate in Arts in History for Transfer (History AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page [63](#) for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an “AA-T” or “AS-T” major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a “P” if the course is taken on a “pass-no pass” basis (Title 5 § 55063).

4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the History AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the History AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the History major.

- California State University, Bakersfield
- California State University, Channel Islands
- California State University, Chico
- California State University, Dominguez Hills
- California State University, East Bay
- California State University, Fresno
- California State University, Fullerton
- Humboldt State University
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Monterey Bay
- California State University, Northridge
- California State Polytechnic University, Pomona
- California State University, Sacramento
- California State University, San Bernardino
- San Diego State University
- San Francisco State University
- San José State University
- California State University, San Marcos
- Sonoma State University
- California State University, Stanislaus

REQUIRED CORE COURSES (6 UNITS): **UNITS**

HIST R130/H	History of the United States I/Honors	3
HIST R140/H	History of the United States II/Honors	3

LIST A - REQUIRED ADDITIONAL COURSES (6 UNITS):

HIST R150/H	World History I/Honors	3
HIST R160/H	World History II/Honors	3

LIST B1 - SELECT ONE OF THE FOLLOWING COURSES (3 UNITS):

HIST R109	History of Mexico	3
HIST R110	History of the Middle East	3

LIST B2 - SELECT ONE OF THE FOLLOWING COURSES (3 UNITS):

HIST R104	History of California	3
HIST R107	History of Mexicans in the United States	3
HIST R108	African-American History	3
HIST R115	History of the Americas I	3
HIST R116	History of the Americas II	3
HIST R117	History of American Women	3

TOTAL REQUIRED MAJOR UNITS **18**

CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(6-9)
Electives (CSU transferable units needed to reach 60)	25-32

DEGREE TOTAL **60**

◆ HISTORY

Associate in Arts Degree

REQUIRED COURSES: **UNITS**

Complete a total of 12 units, one from each of the following groups:

A.	HIST R130/H	History of the United States I/Honors	3
	HIST R140/H	History of the United States II/Honors	3
B.	HIST R150/H	World History I/Honors	3
	HIST R160/H	World History II/Honors	3
C.	HIST R104	History of California	3
	HIST R107	History of the Mexican People in the US	3
	HIST R108	African-American History	3
	HIST R109	The History of Mexico	3
	HIST R117	History of American Women	3
D.	HIST R110	History of the Middle East	3
	HIST R115	History of the Americas I	3
	HIST R116	History of the Americas II	3

12

REQUIRED ADDITIONAL COURSES:

In addition, complete 6 units from any History courses not used to satisfy the 12-unit requirement above.

6

TOTAL REQUIRED MAJOR UNITS **18**

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.



PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the History program students will be able to:

- Demonstrate knowledge of historical events, trends and significant decision makers in a designated historical subject area.
- Demonstrate skill in historical research by locating and utilizing scholarly sources including primary source material.
- Demonstrate critical thinking in their writing of history compositions.
- Express connections between their knowledge of history and current social conditions, problems and controversies.

COURSE DESCRIPTIONS

Note: Students planning to take a single course in US History or World History should seriously consider taking History of the US II (HIST R140) or World History II (HIST R160), because there is no requirement to take part I before part II and many students find the content easier to relate to. However it is also recommended that students take both parts of the History of the US and/or World History sequence to gain a fuller understanding of the nation and/or world in which they live.

HIST R104 – History of California 3 Units

Hours: 3 lecture weekly

This course presents a survey of Native American, Spanish, Mexican and American periods of California while considering the political, economic, social, and cultural evolution of the state. *Field trips may be required.*

Transfer credit: CSU, UC

HIST R107 – History of Mexicans in the United States 3 Units

Hours: 3 lecture weekly

This course is a historical survey of the Mexican/Chicano experience from the pre-Columbian period to the present. The emphasis is on Mexican settlement of Greater Mexico and the Southwest United States within the broader history of the United States. In the process, the course covers significant events in the historical development of the United States and Mexico – the colonial era, the early National period, the westward (and northward) movement of people across America in the last 150 years, and U.S.-Mexico relations in the 19th and 20th centuries. *The course satisfies degree requirements in American institutions. (Same as CHST R107.) Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

HIST R108 – African-American History 3 Units

Hours: 3 lecture weekly

This course provides an analysis of the history of African Americans in the United States from their African origins to the present. The course examines how African Americans, individually and collectively, have been influenced by and contributed to the historical development of the United States. *This course satisfies degree requirements in American Institutions. Field trips may be required.*

Transfer credit: CSU, UC

HIST R109 – History of Mexico 3 Units

Hours: 3 lecture weekly

This is a survey of Mexican history from the pre-Columbian era to the present. The course presents major historical developments and personalities shaping the nation of Mexico. The class focuses on Meso American culture and civilization, the Spanish colonial period from the 1500's to the 1800's, the Mexican independence years, and the problems of nationhood through the 1850's. The U.S.-Mexican War, and the relationship between Mexico and the United States in the 20th and 21st centuries are also reviewed. Mexico's role in the world community, both historical and contemporary, remains a key topic. *Field trips may be required.*

Transfer credit: CSU, UC

HIST R110 – History of the Middle East 3 Units

Hours: 3 lecture weekly

If the Middle East has become synonymous with "conflict," this course will reveal that the historical developments of the region, which were always accompanied by conflict, have done much to shape the world in which we live. The Middle East gave rise to the first civilizations in Sumer and Egypt; the mighty empires of Persia and Alexander the Great; and the monotheistic traditions of Judaism, Christianity, and Islam. As a cultural crossroads and center of learning, the region facilitated the spread of knowledge throughout the medieval Old World, while inspiring would be conquerors like the Crusaders and Mongols. The rise of the Ottoman Empire led to an early modern era of stability in the region, until the Ottoman state fell into decline due to the pressures of Western imperialism and modernization. The "conflicts" of the past hundred years will also be explored in depth, including petro-politics, terrorism, Islamist movements, the struggle between Arabs and Israelis, and the repeated diplomatic and military involvement of the Americans in the region. *Field trips may be required.*

Transfer credit: CSU, UC

HIST R115 – History of the Americas I 3 Units

Hours: 3 lecture weekly

This course surveys the evolution of the political, economic, and social institutions of colonial Latin America from the 1500's to the 1800's and examines major pre-Columbian societies, European exploration and colonization, the rise of multi-cultural, multi-racial societies in the Americas and the movement toward Spanish-American independence. *Field trips may be required.*

Transfer credit: CSU, UC

HIST R116 – History of the Americas II 3 Units

Hours: 3 lecture weekly

This course studies the comparative development of the Latin American nations since independence, considering their constitutions, leadership, religion, relations with each other, and their adjustments to the principles of democracy. The course also explains the impact of recent trends such as globalization, immigration, the drug wars, and radical political movements in Latin America.

Transfer credit: CSU, UC

HIST R117 – History of American Women 3 Units

Hours: 3 lecture weekly

This course offers a survey of the historical experience of women in North America including comparisons of Native-American, African-American, Latin-American, Asian-American and European cultures. Multiple ways of studying history are used to explain the impact of religion, culture, law, social class, economic roles and politics on the history of women. The tension between expanding work opportunities and traditional social roles is examined. The contributions of women to progressive reform is reviewed.

Transfer credit: CSU, UC

HIST R122 – History of Asia**3 Units***Hours: 3 lecture weekly*

This course explores the rich and exciting history of Asia. Students will learn about the historical development of some of the most influential civilizations of East Asia (China, Japan and Korea), South Asia (centered on India), and Southeast Asia (which includes the Philippines and Vietnam). Ancient and modern topics will include the Confucianist traditions of China, the eastern religions arising from India (such as Buddhism), the influence of the Indian Ocean and the Silk Road on global trade, the Mongol invasions of East Asia, the impacts of industrialization and European imperialism on Asia, World War II, Communist China, national liberation movements (like the Vietnam War), and the unprecedented economic growth of Asia in recent decades that has established it as a key region in our 21st century global community. *Field trips may be required.*

*Transfer credit: CSU, UC***HIST R124 – Sports in American History****3 Units***Hours: 3 lecture weekly*

This course is a survey of sports as a reflection of American cultural development, race and gender relations, American foreign policy, and political and social change through the 19th and 20th centuries. The course examines the development of American life through an examination of the literature, journalism, history, film, and art of sports. *Field trips may be required.*

*Transfer credit: CSU***HIST R130 – History of the United States I****3 Units***Hours: 3 lecture weekly***C-ID: HIST 130**

To understand the United States, it is important to study the roots of today's conflicts and great achievements. This course will cover U.S. History from 1607 to 1877. Topics will include the contrasting worldviews of Native American, African, and European cultures as they converged in early colonial society; the road to revolution and the Revolutionary War; the drafting of the U.S. Constitution and the struggles of nation building; the contradictory rise of democracy and slavery; westward expansion and sectional tensions; industrial and technological advances; reform movements like abolitionism and women's rights; and the causes and consequences of the Civil War. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. (Formerly HIST R101A and HIST R102.) *Field trips may be required.*

NOTE: HIST R130 does not have to be taken before HIST R140 and both are taught at the same skill level.

*Transfer credit: CSU, UC***HIST R130H – Honors: History of the United States I****3 Units***Hours: 3 lecture weekly***C-ID: HIST 130**

To understand the United States, it is important to study the roots of today's conflicts and great achievements. This course will cover U.S. History from 1607 to 1877. Topics will include the contrasting worldviews of Native American, African, and European cultures as they converged in early colonial society; the road to revolution and the Revolutionary War; the drafting of the U.S. Constitution and the struggles of nation building; the contradictory rise of democracy and slavery; westward expansion and sectional tensions; industrial and technological advances; reform movements like abolitionism and women's rights; and the causes and consequences of the Civil War. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

*Transfer credit: CSU***HIST R140 – History of the United States II****3 Units***Hours: 3 lecture weekly***C-ID: HIST 140**

If America is the land of opportunity, it is wise to study the cultural, social, economic, political, diplomatic, and military history of the United States in order to understand how this nation developed and where it might be going. This course will cover U.S. History from 1877 to the present. Students will investigate topics such as westward expansion, imperialism, the Industrial Revolution, urbanization, immigration, the Women's Rights movement, the Progressive Movement, the Great War, the "Roaring Twenties," the Great Depression, World War II, the Cold War, the African American Civil Rights Movement, "The Sixties," the conservative backlash, technological innovations, terrorism, and globalization. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. (Formerly HIST R101B and HIST R103.) *Field trips may be required.*

NOTE: HIST R130 does not have to be taken before HIST R140 and both are taught at the same skill level.

*Transfer credit: CSU, UC***HIST R140H – Honors: History of the United States II****3 Units***Hours: 3 lecture weekly***C-ID: HIST 140**

If America is the land of opportunity, it is wise to study the cultural, social, economic, political, diplomatic, and military history of the United States in order to understand how this nation developed and where it might be going. This course will cover U.S. History from 1877 to the present. Students will investigate topics such as westward expansion, imperialism, the Industrial Revolution, urbanization, immigration, the Women's Rights movement, the Progressive Movement, the Great War, the "Roaring Twenties," the Great Depression, World War II, the Cold War, the African American Civil Rights Movement, "The Sixties," the conservative backlash, technological innovations, terrorism, and globalization. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

*Transfer credit: CSU***HIST R150 – World History I****3 Units***Hours: 3 lecture weekly*

To understand where we came from, it is important to study the histories of the great civilizations of the ancient world, from prehistory to the start of globalization in 1500 C.E. Students will explore the political, military, economic, social, and cultural evolution of the early civilizations of Asia, Africa, Europe, and the Americas. Students will also investigate the impact of religion, technology, migration, trade, and war on the relationships between the major civilizations of the ancient world. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. (Formerly HIST R100A.) *Field trips may be required.*

NOTE: HIST R150 does not have to be taken before HIST R160 and both are taught at the same skill level.

Transfer credit: CSU, UC

HIST R150H – Honors: World History I

3 Units

Hours: 3 lecture weekly

To understand where we came from, it is important to study the histories of the great civilizations of the ancient world, from prehistory to the start of globalization in 1500 C.E. Students will explore the political, military, economic, social, and cultural evolution of the early civilizations of Asia, Africa, Europe, and the Americas. Students will also investigate the impact of religion, technology, migration, trade, and war on the relationships between the major civilizations of the ancient world. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

Transfer credit: CSU

HIST R160 – World History II

3 Units

Hours: 3 lecture weekly

C-ID: HIST 160

To understand and navigate our global community, it is important to study the history of how our interdependent world came into being. Since 1500 C.E., the great civilizations of Asia, Africa, Europe, and the Americas have rapidly changed, influenced each other, and become more interconnected. Students will explore the political, military, economic, social, and cultural development of each regional civilization. Students will also study the modernizing and globalizing forces of trade, migration, colonization, decolonization, the nation state, the Enlightenment, industrialization, capitalism, urbanization, science, technology, and war. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. (Formerly HIST R100B.) *Field trips may be required.*

NOTE: HIST R150 does not have to be taken before HIST R160 and both are taught at the same skill level.

Transfer credit: CSU, UC

HIST R160H – Honors: World History II

3 Units

Hours: 3 lecture weekly

C-ID: HIST 160

To understand and navigate our global community, it is important to study the history of how our interdependent world came into being. Since 1500 C.E., the great civilizations of Asia, Africa, Europe, and the Americas have rapidly changed, influenced each other, and become more interconnected. Students will explore the political, military, economic, social, and cultural development of each regional civilization. Students will also study the modernizing and globalizing forces of trade, migration, colonization, decolonization, the nation state, the Enlightenment, industrialization, capitalism, urbanization, science, technology, and war. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

Transfer credit: CSU

HIST R199 – Directed Studies in History

1-3 Units

Hours: Lecture and/or lab hours as required by unit formula

This course is intended for students majoring in History, who are interested in furthering their knowledge through independent study. The student and instructor will work together to design course content and/or research. Meeting times and requirements will be determined by the instructor. *Field trips may be required.*

Transfer credit: CSU

HOSPITALITY MANAGEMENT

The Hospitality Management program at Oxnard College prepare students for management positions in the lodging field. The Hospitality Management program recognizes the critical importance of an interdisciplinary education with a global perspective for tomorrow's leaders and managers. The curriculum provides students a thorough understanding of management principles and the operation of various departments on the hotel property. Students completing this degree program will be prepared for the career opportunities leading up to supervisory and middle-level management positions in hotel management, housekeeping management, human resource management, guest services, and food and beverage management.

CAREER OPPORTUNITIES

Leading to middle-level positions in:

Hotel Management	Guest Services
Housekeeping Management	Food and Beverage Management
Human Resource Management	

◆ HOSPITALITY MANAGEMENT

Associate in Science Degree Certificate of Achievement

REQUIRED COURSES:		UNITS
HM R100	Introduction to the Hospitality Industry	3
HM R112	Food and Beverage Management	3
HM R116	Accounting for the Hospitality Industry	3
HM R117	Front Office Procedures	3
HM R119	Housekeeping Management	3
HM R120	Facilities Management	3
HM R122	Hospitality Human Resources Management	3
COT R191V	Occupational Cooperative Paid Work Experience	1-4
TOTAL REQUIRED MAJOR UNITS		22-25

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Hospitality Management program students will be able to:

- Demonstrate knowledge of and experience in operations relative to the provision of goods and services in hospitality management.
- Examine foundations of management, leadership and human resources in hospitality management.
- Demonstrate knowledge of community involvement and social responsibility.
- Recognize legal and ethical considerations affecting lodging organizations.

COURSE DESCRIPTIONS

HM R100 – Introduction to the Hospitality Industry 3 Units

Hours: 3 lecture weekly

The course will provide an overview of the hospitality industry, its history and interrelationships of hotel, restaurant, travel, leisure industries, and introduce math concept applications in the culinary field. Students will also learn the importance of economic and social influences of leisure. Emphasis is on the attitude required of a person seeking a position in the industry. (Same as CRM R100.) *Field trips may be required.*

Transfer credit: CSU

HM R112 – Food and Beverage Management 3 Units

Hours: 3 lecture weekly

This course gives students the foundation needed to make smart decisions in commercial and institutional food and beverage operations. Information concerning the latest operational trends is presented. Case studies developed by industry professionals give students practice solving problems like those experienced on the job. Internet exhibits and website addresses link students with valuable food and beverage resources. (Same as CRM R112.) *Field trips may be required.*

Transfer credit: CSU

HM R116 – Accounting for the Hospitality Industry 3 Units

Hours: 3 lecture weekly

This course covers the accounting cycle as it applies to the hospitality industry. Emphasis is placed on merchandising operations, inventories, cost of goods sold, payroll and accounting for receivables and payables. The preparation of financial statements is also covered. This course is required for certification by the National Restaurant Association (NRA). (Same as CRM R116.) *Field trips may be required.*

Transfer credit: CSU

HM R117 – Front Office Procedures 3 Units

Hours: 3 lecture weekly

This course covers front office technology, yield management and reservation systems in the hospitality industry. Students will learn the effects of the front office on the overall operation of a hotel and will work step by step through the front office guest cycle. The role of the front office management in the hospitality industry will be covered and how guest concerns shape management strategies and procedures from front office tasks. *Field trips may be required.*

Transfer credit: CSU

HM R119 – Housekeeping Management 3 Units

Advisories: CRM R114

Hours: 3 lecture weekly

This course provides a thorough overview of all aspects of housekeeping management, from staffing, planning, and organizing a hotel to the technical details of cleaning each area of the hotel. Students will learn critical role the housekeeping department plays in maintaining guest satisfaction; and learn of the pressures and demands facing today's housekeeping executives. *Field trips may be required.*

Transfer credit: CSU

HM R120 – Facilities Management 3 Units

Hours: 3 lecture weekly

This course covers the facility management and the collaboration with the facility's engineering/maintenance department in a hotel property. All major facility systems will be covered, including communication systems, energy systems, lodging and food service planning, design, and renovation. *Field trips may be required.*

Transfer credit: CSU

HM R122 – Hospitality Human Resources Management 3 Units

Hours: 3 lecture weekly

This course prepares students to manage vital human resource issues that affect the hospitality industry. The course targets turnover rate and retention, recruitment, key employment law, applications, unions and collective bargaining in the industry, and connects students with real hospitality experiences. *Field trips may be required.*

Transfer credit: CSU

HUMAN SERVICES

See Sociology

INTERCOLLEGIATE ATHLETICS

FACULTY

Full-Time

Jonas Crawford

Ron McClurkin

*NOTE: *The UC limits the amount of credit students may transfer in HED and PE courses. For current limitations, see the UC Transfer Course Agreement for Oxnard College on assist.org.*

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in Intercollegiate Athletics will be able to:

- Demonstrate leadership roles both on campus and in the community.
- Complete the requirements for successful transfer to a four-year institution.
- Develop the ability to participate in athletic competition to the fullest extent of his or her capability.
- Connect to teammates, coaches and the competitive atmosphere in a manner that enhances participation as well as the team environment.
- Execute advanced intercollegiate skills in fitness, physical activity, and intercollegiate athletics.

COURSE DESCRIPTIONS

ICA R110 – Intercollegiate Cross Country-Men 3 Units

Limitations: Must have permission by instructor for enrollment

Hours: 10 lab weekly

This course provides student-athletes with the opportunity to develop advanced skills and the strategies in intercollegiate men's cross country which will be applied to competitive situations. Student-athletes engaged in intercollegiate men's cross country should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. (Formerly PE R166.) *Field trips will be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R120 – Intercollegiate Soccer-Men 3 Units

Limitations: Must have permission by instructor for enrollment

Hours: 10 lab weekly

This course provides student-athletes with the opportunity to develop advanced skills and the strategies in intercollegiate men's soccer which will be applied to competitive situations. Student-athletes engaged in intercollegiate men's soccer should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. (Formerly PE R169.) *Field trips will be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R122 – Conditioning for Men's Soccer ½-2 Units

Hours: Lab to be determined according to unit formula

The training and conditioning exercises cover advanced forms of strength training, cardiovascular and skill work being emphasized. Out of season speed/endurance, stamina, and skill efficiency will be enhanced through use of different fitness parameters in preparing for the intercollegiate soccer season. The course is intended for student-athletes to improve their physical conditioning and strength for men's soccer. Athletes that compete in intercollegiate athletics need to prepare all year to ensure optimal opportunity to excel at their highest level. *Field trips may be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R130A – Intercollegiate Basketball-Men/Fall 3 Units

Limitations: Must have permission by instructor for enrollment

Hours: 10 lab weekly

This course provides student-athletes with the opportunity to develop advanced skills and the strategies in intercollegiate men's basketball which will be applied to competitive situations. Student-athletes engaged in intercollegiate men's basketball should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. (Formerly PE R170.) *Field trips will be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R130B – Intercollegiate Basketball-Men/Spring 2 Units

Limitations: Must have permission by instructor for enrollment.

Hours: 1 lecture, 3 lab weekly

This course provides student-athletes with the opportunity to develop advanced skills and the strategies in intercollegiate men's basketball which will be applied to competitive situations. Student-athletes engaged in intercollegiate men's basketball should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. (Formerly PE R185A.) *Field trips will be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R132 – Conditioning for Men's Basketball ½-2 Units

Hours: Lab to be determined according to unit formula

The topics covered in this course will provide students with the opportunity to develop advanced strengthening, conditioning, nutritional, and strategic plans for intercollegiate men's basketball. Athletes that compete in intercollegiate athletics need additional preparation to ensure optimal opportunity to excel at their highest level. *Field trips may be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R140 – Intercollegiate Baseball-Men 3 Units

Limitations: Must have permission by instructor for enrollment

Hours: 10 lab weekly

This course provides student-athletes with the opportunity to develop advanced skills and the strategies in intercollegiate men's baseball which will be applied to competitive situations. Student-athletes engaged in intercollegiate men's baseball should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. (Formerly PE R172.) *Field trips will be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R142 – Conditioning for Men's Baseball ½-2 Units

Hours: Lab to be determined according to unit formula

The topics covered in this course will provide students with the opportunity to develop advanced strengthening, conditioning, nutritional, and strategic plans for intercollegiate men's baseball. Athletes that participate in intercollegiate athletics need additional preparation to ensure optimal opportunity to excel at their highest level. *Field trips may be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R160 – Intercollegiate Cross Country-Women 3 Units

Limitations: Must have permission by instructor for enrollment

Hours: 10 lab weekly

This course provides student athletes with the opportunity to develop advanced skills and the strategies in intercollegiate women's cross country which will be applied to competitive situations. Student athletes engaged in intercollegiate women's cross country should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. (Formerly PE R167.) *Field trips will be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R162 – Conditioning for Cross Country ½-2 Units

Hours: Lab to be determined according to unit formula

This course is designed for student-athletes to improve their physical conditioning and skill level to compete at intercollegiate cross country meets. It will provide students with advanced training, conditioning, nutritional, and racing plans for intercollegiate cross country competition. Athletes that participate in rigorous activity such as cross country are expected to follow the professional instruction provided in order to ensure optimal opportunity to excel at the next level. *Field trips may be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R165 – Conditioning for Athletes ½-2 Units

Hours: Lab to be determined according to unit formula

This course is designed for student-athletes to improve their physical conditioning and skill level for a specific sport. Athletes who participate in intercollegiate athletics need additional preparation to ensure optimal opportunity to perform to the best of their ability. *Field trips may be required. Course may be taken four times.*

Transfer credit: CSU, UC

ICA R170 – Intercollegiate Soccer-Women 3 Units

Limitations: Must have permission by instructor for enrollment.

Hours: 10 lab weekly

This course provides student-athletes with the opportunity to develop advanced skills and the strategies in intercollegiate men's basketball which will be applied to competitive situations. Student-athletes engaged in intercollegiate men's basketball should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. (Formerly PE R178.) *Field trips will be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

ICA R172 – Conditioning for Women’s Soccer ½-2 Units

Hours: Lab to be determined according to unit formula

The training and conditioning exercises covered in this course are designed with advanced forms of strength training, cardiovascular and skill work being emphasized. Out of season speed/endurance, stamina, and skill efficiency will be enhanced through use of different fitness parameters in preparing for the soccer season. The course is intended for student-athletes to improve their physical conditioning and strength for women’s soccer. Athletes that compete in intercollegiate athletics need to prepare all year to ensure optimal opportunity to excel at their highest level. *Field trips may be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student’s option.*

*Transfer credit: CSU, UC**

ICA R180 – Intercollegiate Softball-Women 3 Units

Limitations: Must have permission by instructor for enrollment.

Hours: 10 lab weekly

This course provides student-athletes with the opportunity to develop advanced skills and the strategies in intercollegiate women’s softball which will be applied to competitive situations. Student-athletes engaged in intercollegiate women’s softball should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. (Formerly PE R177.) *Field trips will be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student’s option.*

*Transfer credit: CSU, UC**

ICA R182 – Conditioning for Women’s Softball ½-2 Units

Hours: Lab to be determined according to unit formula

The topics covered in this course provide students with the opportunity to develop advanced strengthening, conditioning, nutritional, and strategic plans for intercollegiate women’s softball. Athletes that participate in intercollegiate athletics need additional preparation to ensure optimal opportunity to excel at their highest level. *Field trips may be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student’s option.*

*Transfer credit: CSU, UC**

ICA R190A – Intercollegiate Basketball-Women/Fall 3 Units

Limitations: Must have permission by instructor for enrollment

Hours: 10 lab weekly

This course provides student athletes with the opportunity to develop advanced skills and the strategies in intercollegiate women’s basketball which will be applied to competitive situations. Student athletes engaged in intercollegiate women’s basketball should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. (Formerly PE R171.) *Field trips will be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student’s option.*

*Transfer credit: CSU, UC**

ICA R190B – Intercollegiate Basketball-Women/Spring 2 Units

Limitations: Must have permission by instructor for enrollment

Hours: 10 lab weekly

This course provides student athletes with the opportunity to develop advanced skills and the strategies in intercollegiate women’s basketball which will be applied to competitive situations. Student athletes engaged in intercollegiate women’s basketball should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. *Field trips will be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student’s option.*

*Transfer credit: CSU, UC**

ICA R192 – Conditioning for Women’s Basketball ½-2 Units

Hours: Lab to be determined according to unit formula

The topics covered in this course are designed to provide students with the opportunity to develop advanced strengthening, conditioning, nutritional, and strategic plans for intercollegiate women’s basketball. Athletics that compete in intercollegiate athletics need additional preparation to ensure optimal opportunity to excel at their highest level. *Field trips may be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student’s option.*

*Transfer credit: CSU, UC**

INTERDISCIPLINARY STUDIES

COURSE DESCRIPTIONS

IDS R101A – History of Ideas and Evolution of Culture I 3 Units

Hours: 3 lecture weekly

This course studies the history and development of human thought and culture from early human history through roughly 1500 c.e. Interdisciplinary and cross-cultural perspectives are emphasized including: art, music, philosophy, literature, science, language, religion, politics, mythology, technology, and social science. Stages of civilization’s development along with related parallels, conditions and causes will be examined and discussed.

Field trips may be required.

Transfer credit: CSU, UC

IDS R101B – History of Ideas and Evolution of Culture II 3 Units

Hours: 3 lecture weekly

This course is the study of the history and development of human thought and culture from roughly the mid-to-late 16th-century through to contemporary times. Interdisciplinary and cross-cultural perspectives are emphasized including art, music, philosophy, literature, science, language, religion, politics, mythology, technology, and social science. Stages of civilization’s development along with related parallels, conditions and causes will be examined and discussed. *Field trips may be required.*

Transfer credit: CSU, UC

IDS R102 – Science, Technology, and Human Values 3 Units

Hours: 3 lecture weekly

Science and technology have the potential to improve our lives, yet they also challenge the basic values of our humanity. Utilizing an interdisciplinary approach, this course explores the impact of science and technology on human culture, history, and understanding. Through critical engagement with scientific and social theory we explore how science and technology impact human cultures and values and we question what these developments mean for human societies in a global context. We explore topics such as global warming, pollution, the nature of knowledge, science and gender, surveillance and security, nuclear energy, fracking, weapons of mass destruction, communications, the internet, hacking, genetic modification, space exploration, cosmology, cloning, artificial intelligence and medicine. (Same as ANTH R116.) *Field trips may be required.*

Transfer credit: CSU, UC

IDS R110 – Frontiers of Thought

3 Units

Hours: 3 lecture weekly

This course introduces students to the study of critical thinking through the analysis of real world issues and pioneering works of contemporary thought relevant to the world today. Emphasis will be placed on developing critical thinking and problem solving skills by applying cutting edge research and theory to understand and analyze a variety of issues relevant to contemporary human experience. Utilizing an interdisciplinary perspective, we will explore a variety of social and international problems that may include but are not limited to global terrorism, identity, media and information, ethics, environmental change, new technologies, globalization, inequality, and human rights. *Field trips may be required.*

Transfer credit: CSU, UC

IDS R189 – Topics in Interdisciplinary Studies

1/2-10 Units

Hours: Lecture and/or lab hours as required by unit formula

Topics in selected areas of Interdisciplinary Studies to meet specific needs of community or college as required or requested by persons whose needs are not met by regular course offerings. *Field trips may be required.*

Transfer credit: CSU

IDS R198 – Short Courses in Interdisciplinary Studies

1/2-3 Units

Hours: Lecture and/or lab hours as required by unit formula

Courses and/or workshops in selected areas of Interdisciplinary Studies to meet specific needs of college or community as requested or required. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

IDS R199 – Directed Studies in Interdisciplinary Studies

1-3 Units

Hours: Lecture and/or lab hours as required by unit formula

This course is designed for students interested in furthering their knowledge of Interdisciplinary Studies on an independent basis. Assigned problems may involve library, lab, and field work.

Transfer credit: CSU

KINESIOLOGY

See Health Education



LEARNING SKILLS

The courses below have been designed to meet the special instructional needs of students with disabilities and to prepare the students for certificate and degree programs in line with the mission of the College. Students are encouraged to seek guidance and support services through the Educational Assistance Center.

FACULTY

Full-Time

Della Newlow

COURSE DESCRIPTIONS

LS R003 – Study Skills for Learning Disabled Students 1 Unit

Hours: 1 lecture weekly

This course is designed to develop strategies for studying for college level courses. It will include instruction on: scheduling, outlining, decision-making skills, goal setting and planning, and self-assessments. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

LS R006 – Improving Memory Strategies 3 Units

Hours: 3 lecture weekly

This course provides instruction in specific memory strategies to improve learning, remembering, and studying. This course is intended for students with learning disabilities or other memory difficulties. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) at student's option.*

LS R016A – Fundamentals of Mathematics I 3 Units

Hours: 3 lecture weekly

This course is designed to assist students who have difficulty understanding and applying mathematical concepts. The course will cover basic operations with whole numbers, order of operations, fractions, and decimals. This course will also include test taking, mnemonic and memory strategies for learning and recalling mathematical operations. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) at student's option.*

LS R016B – Fundamentals of Mathematics II 3 Units

Advisories: LS R016A

Hours: 3 lecture weekly

This course is designed for students who have difficulty understanding and applying mathematical concepts. The course will cover ratio, proportion, percent, introduction to algebra, and introduction to geometry. The class will also include test-taking, mnemonic, and memory strategies for learning and recalling basic mathematical operations. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

LS R017 – Basic Reading Skills for Learning Disabled 3 Units

Hours: 3 lecture weekly

This course is intended for students with learning disabilities or other reading difficulties. This course provides preparation and foundation oral and written language comprehension, reading fluency, dictionary skills, textbook reading strategies. It is intended to help prepare students for Basic English skills courses. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) at student's option.*

LS R018A – Improving Written Language Skills A 3 Units

Hours: 3 lecture weekly

This course is intended for students with learning disabilities or other written language difficulties. It provides instruction in basic sentence writing skills including subject/verb identification, writing and recognizing simple, compound, complex, and compound-complex sentences, and the punctuation appropriate to each. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) at student's option.*

LS R018B – Improving Written Language Skills B 3 Units

Advisories: LS R018A or demonstrated ability to write four types of sentences including: simple, compound, complex, and compound-complex sentences.

Hours: 3 lecture weekly

This course is intended for students with learning disabilities or other written language difficulties. This course provides preparation and foundation in basic grammar, proofreading strategies, and paragraph development, including the use of topic sentence, supporting details, and closing sentences. It is intended to prepare students for Basic English Skills courses. *Not applicable for degree credit. Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

LS R098 – Short Courses in Learning Skills ½-3 Units

Hours: Lecture and/or lab hours as required by unit formula

Selected topics in learning skills area designed to meet the needs of learning disabled students. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) at student's option.*

MARINE STUDIES

Along with courses in Marine Biology, Oceanography and Aquaculture, entrepreneurial apprenticeship programs combining science, business and technology are offered through Marine Studies. A study with the White Abalone Project enables students to have a hands-on experience with the endangered white abalone. The study of its larvae, juvenile and early adult stages provides insight into adaptations to physical and biological stresses in the ocean environment.

Learn about the ocean, study at a beautiful location and earn your science credits for CCs, CSU & UC at the Marine Center and Aquarium at the Channel Islands Harbor. Classrooms, laboratories and an aquarium are developed at the Center, including touch tanks, a shark tank and display tanks holding local marine animals and plants.

For more information, contact:

*Tom O'Neil, toneil@vcccd.edu
(805) 678-5076 or 805-985-9801*

or

*Shannon Newby, snewby@vcccd.edu
(805) 678-5050 or 805-985-9801*

CAREER OPPORTUNITIES

(Most careers require bachelor's or advanced degrees)

Environmental Science	Natural Resource Management
Marine Biologist	Oceanographer
Aquaculture	Science Teacher
Fisheries	Marine Geologist
Laboratory Technician	Seafood Industry

FACULTY

Full-Time

Michael Abram	Thomas O'Neil
Shannon Newby	

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in Marine Studies will be able to:

- Conduct research and information gathering using a variety of sources such as: texts, tables, graphs, maps, media, personal communication, observation and electronic databases.
- Apply general math skills such as unit conversion, ratios, and percentages to solving simple rate problems; evaluate data, produce and interpret tables and graphs; apply the metric system of measurement.
- Acquire knowledge and skills sufficient to allow one to pursue more advanced study in marine studies or find employment in marine studies related fields.
- Demonstrate scientific literacy by defining and explaining the major steps in the scientific method of investigation, specifically, the difference between empirical data, interpretation, testable hypothesis, theory, paradigm, speculation, and pseudo-science.
- Recognize applications of marine studies in everyday life.
- Identify the first step of the scientific method as "observation".

COURSE DESCRIPTIONS

MST R100 – Marine Biology 3 Units

Advisories: ENGL R095 and ENGL R096, or ENGL R100, or concurrent enrollment in ENGL R101; MATH R001

Hours: 3 lecture weekly

This course provides an introduction to the diversity of marine organisms and the physical and biological processes that influence their life history, behavior, distribution, and anatomical structure. Topics also address the interactions of these organisms and processes in a variety of habitats, marine ecology, and marine conservation. (Same as BIOL R100.) *Field trips may be required. Transfer credit: CSU, UC*

MST R100L – Marine Biology Laboratory 1 Unit

Prerequisites: MST R100 or BIOL R100 or concurrent enrollment

Advisories: ENGL R095 and ENGL R096, or ENGL R100, or concurrent enrollment in ENGL R101; MATH R001 and MATH R002.

Hours: 3 lecture weekly

This laboratory course provides an introduction to the diversity of marine organisms and the physical and biological processes that influence their structure, life history, and behavior. (Same as BIOL R100L.) *Field trips may be required. Transfer credit: CSU, UC*

MST R103 – Introduction to Oceanography 3 Units

Hours: 3 lecture weekly

This course is a broad survey of the field of oceanography. Topics include geology and geography of ocean basins and coastlines, plate tectonics, waves, currents, tides, properties of seawater, methods of oceanographic exploration, and an introduction to Marine Biology. (Same as GEOL R103.) *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU, UC*

MST R103L – Introduction to Oceanography Lab 1 Unit

Prerequisites: MST R103 or GEOL R103 or concurrent enrollment

Hours: 3 lab weekly

This course is the laboratory to accompany MST R103. Topics include introduction to ocean/atmosphere relationships, interpretation of bathymetric maps, applied methods of measurement, and descriptive analysis of the physical ocean, including beaches, ocean currents, waves, and water properties. (Same as GEOL R103L.) Field trips may be required.

Transfer credit: CSU, UC

MST R122 – Aquaculture 4 Units

Hours: 3 lecture, 3 lab weekly

The principles of the rearing of organisms in aquatic habitats will be studied through lecture, reading, demonstrations, experimental laboratory exercises, and field trips. Biological and ecological concepts will be applied to the selection, planning, and design of aquaculture systems. Field trips will be required.

Transfer credit: CSU, UC

MST R160 – Introduction to Research in Natural Resource Management 4 Units

Prerequisites: ESRM R100

Hours: 3 lecture, 3 lab weekly

Topics in the course will focus on natural resource management. Laboratory will introduce the scientific process for sampling, assessment, restoration research, and monitoring. Students will be required to collect and manage their data, write progress reports on team projects and a final report in scientific format. Final reports will be presented at an annual poster (PPT) session at the Marine Center. (Same as ESRM R160.) Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.

Transfer credit: CSU, UC

MST R170 – Biological Marine Resource Management 1 Unit

Corequisites: MST R178 or GEOL R178

Hours: 3 lab weekly

This field course is an introduction to topics in marine biology related to current resource management issues in this region. Trips to natural areas where biological, geological, and oceanographic resources can be observed will be combined with related information about resource management at the federal, state, and local levels. (Same as BIOL R170.) Field trips will be required. Course is offered Pass/No Pass (P/NP) at student's option.

Transfer credit: CSU

MST R178 – Geological Marine Resource Management 1 Unit

Corequisites: MST R170 or BIOL R170

Hours: 3 hours lab weekly

Topics in marine geology are related to current resource management issues in this region. This course includes the study of requirements and applications of federal, state, and local laws and regulations related to marine resource management. Field trips will be to natural areas where geological, biological, and oceanographic interactions can be observed. (Same as GEOL R178.) Field trips will be required.

Transfer credit: CSU

MST R190 – Communicating Ocean Science to Informal Audiences 1 Unit

Advisories: One introductory STEM course, so student has been exposed to STEM subjects

Hours: 3 lab weekly

This course provides students with the opportunity to better express their knowledge and excitement about STEM fields to elementary students and the general public in an informal setting at the Oxnard College Marine Center. Field trips may be required.

Transfer credit: CSU

MST R195 – Communicating Ocean Science 3 Units

Advisories: One introductory STEM course, so student has been exposed to STEM subjects.

Hours: 3 lecture weekly

This course is for students interested in improving their ability to communicate their scientific knowledge by teaching individual ocean science lessons in local elementary schools with a partner under the supervision of the classroom instructor. Field trips will be required.

Transfer credit: CSU

MST R198 – Short Courses in Marine Studies ½-10 units

Hours: Lecture and/or lab hours as required by unit formula

This course is composed of classes in selected areas of Marine Studies to meet specific needs of community or college as required or requested by persons whose needs are not met by regular college offerings. Topics may include, but are not limited to: abbreviated introductory marine studies activities for teachers, planning for viewing a natural marine event, or classes on an oceanographic topic of special interest. Field trips may be required.

Transfer credit: CSU

MST R199 – Directed Studies in Marine-Related Topics 1-3 Units

Prerequisites: A course in the specific field

Hours: Lecture and/or lab hours as required by unit formula

This course is designed to prepare students with existing background knowledge of marine systems for further studies in Marine Sciences. Students will have the opportunity to conduct a research project on an ocean related topic including its habitats, resources, or interactions with terrestrial and atmospheric systems. Project findings will be presented in scientific poster format. Field trips may be required.

Transfer credit: CSU

MATHEMATICS

The Mathematics Program at Oxnard College offers courses to meet the needs of a variety of students. Whether you wish to refresh basic math concepts, complete the requirements for your certificate, A.S. degree, or transfer to a four-year institution, we have the right course for you.

Our standard courses range from Basic Mathematics through Algebra and Trigonometry, leading into Calculus and Differential Equations. Furthermore, courses such as Statistics, Business Calculus, and Math for Elementary Teachers give the student special tools for competing in specific careers or programs.

The Mathematics faculty at Oxnard College are committed to finding the right course for you, and to making your math experience the best possible!

For more information, contact:

Bret Black, bblack@vcccd.edu

(805) 678-5083

CAREER OPPORTUNITIES

(Most careers require bachelor's or advanced degrees)

Mathematician	Systems Analyst
Programmer	Operations Research Analyst
Statistician	Applied Science Programmer
Actuary	

FACULTY

Full-Time

Mark Bates	Steve Hall	Jacquelyne Ta
Bret Black	Alan Hayashi	Catalina Yang
Marlene Dean	Jessica Kuang	Juan Zuniga Olea
Hussein Fahs	Lilia Ruvalcaba	

◆ MATHEMATICS

Associate in Science for Transfer

The Associate in Science in Mathematics for Transfer (Mathematics AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Mathematics AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Mathematics AS-T. Some campuses may also require or recommend specific course selections from choices within the AS-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/ options within the Mathematics major.

California State University, Bakersfield
 California State University, Channel Islands
 California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 California State University, Fresno
 California State University, Fullerton
 Humboldt State University
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Northridge
 California State Polytechnic University, Pomona

California State University, Sacramento
 California State University, San Bernardino
 San Diego State University
 San Francisco State University
 San José State University
 California State Polytechnic University, San Luis Obispo
 California State University, San Marcos
 Sonoma State University
 California State University, Stanislaus

REQUIRED CORE COURSES (15 UNITS):

		UNITS
MATH R120	Calculus with Analytic Geometry I	5
MATH R121	Calculus with Analytic Geometry II	5
MATH R122	Calculus with Analytic Geometry III	5

SELECT A MINIMUM OF TWO COURSES FROM BELOW WITH AT LEAST ONE COURSE FROM GROUP A

GROUP A - PROVIDES DEPTH OF UNDERSTANDING IN SUBJECT MAJOR:

MATH R134	Linear Algebra	3
MATH R143	Differential Equations	3

GROUP B - EXPANDS APPLICATION OF DISCIPLINE:

MATH R105	Introductory Statistics	4
PHYS R131	Physics for Scientists and Engineers 1	5

TOTAL REQUIRED MAJOR UNITS

21-23

CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(3-7)
Electives (CSU transferable units needed to reach 60)	0-6

DEGREE TOTAL

60

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Mathematics program students will be able to:

- Develop a conceptual understanding of limit, continuity, differentiation, and integration as well as a thorough background in techniques and application of calculus.
- Demonstrate a working knowledge of selected topics from calculus, linear algebra, and a distribution of other branches of mathematics.
- Demonstrate the ability to solve problems, including applications outside of mathematics, by means of intuition, creativity, guessing, and the experience gained through the study of particular examples and mathematical ideas.
- Demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas.
- Use appropriate technology to enhance their mathematical thinking and understanding, solve mathematical problems, and judge the reasonableness of their results.

COURSE DESCRIPTIONS

MATH R001 – Transitional Mathematics I

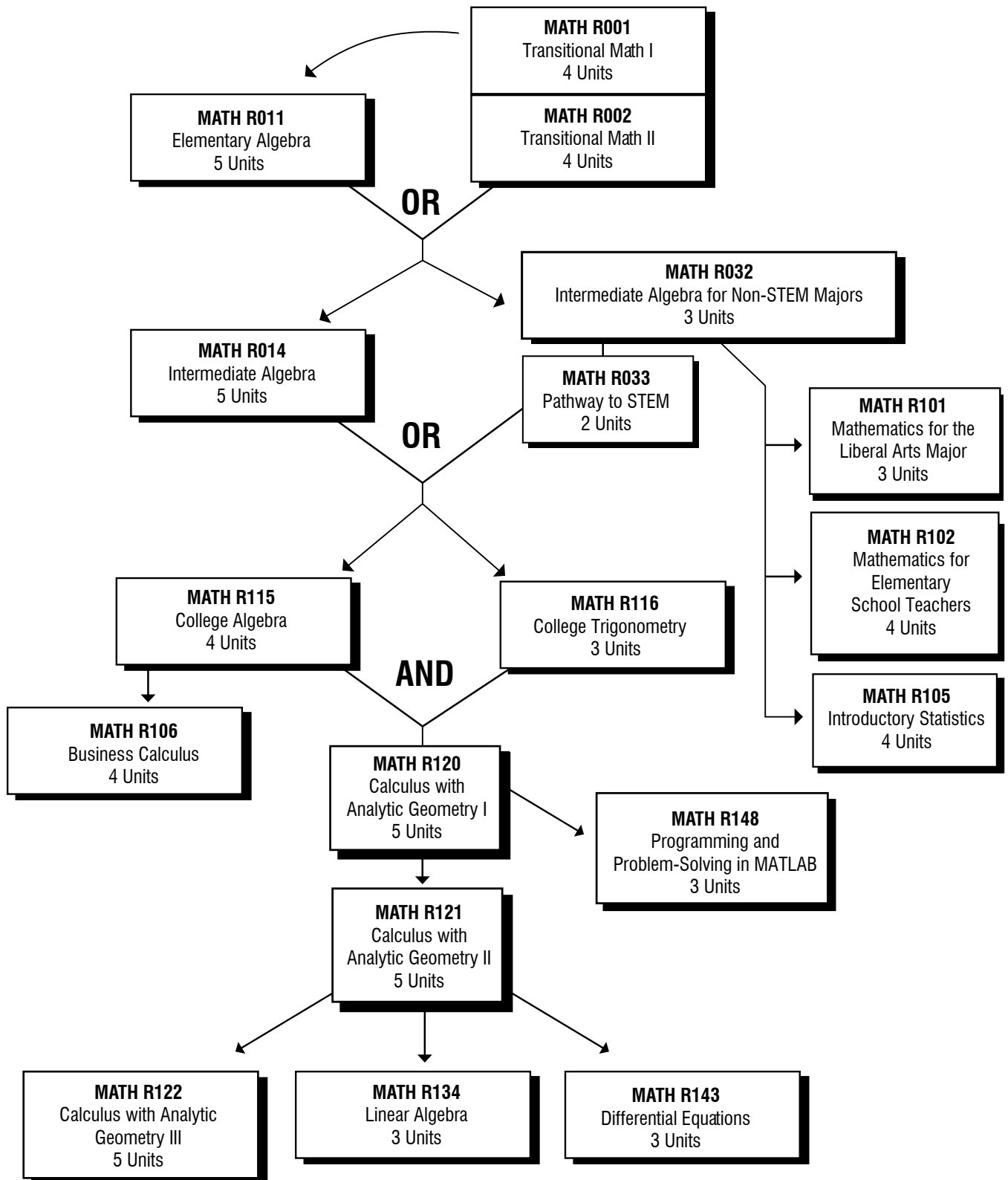
4 Units

Hours: 1 lecture, 9 lab weekly

This course is the first of a two-course Algebra sequence covering Pre-Algebra and Elementary Algebra topics. An interactive, mastery-based technology model allows students to accelerate through pre-collegiate mathematics. Topics include ratios, rates, percents, geometry, operations on real numbers, variables, algebraic expressions, and solving and graphing linear equations and inequalities. *Not applicable for degree credit. Course is offered on a Pass/No Pass (P/NP) basis only.*

Sequence of Oxnard College Mathematics Courses

Where do I begin?



MATH R002 – Transitional Mathematics II **4 Units****Prerequisites:** MATH R001**Hours:** 1 lecture, 9 lab weekly

This course is the second of a two-course Algebra sequence covering Pre-Algebra and Elementary Algebra topics. An interactive, mastery-based technology model allows students to accelerate through pre-collegiate mathematics. Topics include the slope and the equation of a line, functions, systems of linear equations, operations on polynomials, factoring polynomials, and rational expressions/equations. *Not applicable for degree credit. Course is offered on a Pass/No Pass (P/NP) basis only.*

MATH R009 – Basic Mathematics **3 Units****Hours:** 3 lecture weekly

This course reviews basic mathematical skills and fundamental operations as applied to whole numbers, fractions, decimals, and percentages. Emphasis is placed on understanding of mathematical processes and comprehension of word problems. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) option.*

MATH R010 – Pre-Algebra **4 Units****Prerequisites:** MATH R009**Hours:** 4 lecture weekly

This course introduces arithmetic operations with integers, signed fractions, and signed decimals. It presents algebraic concepts through solving equations, operating with algebraic expressions, and introductory graphing of linear equations. Other topics, such as measurement, square roots, and basic geometry, are also discussed. Emphasis is placed on application to word problems. *Not applicable for degree credit. Course is offered Pass/No Pass (P/NP) at student's option.*

MATH R011 – Elementary Algebra **5 Units****Prerequisites:** MATH R001 or MATH R010**Hours:** 5 lecture weekly

This is a first course in algebra. Topics include: operations with real numbers, algebraic expressions, introduction to function notation, linear equations and inequalities, one and two dimensional graphing, systems of linear equations, exponents, operations on polynomials, factoring polynomials, application of the Zero Product Principle, rational expressions and equations, proportions, complex fractions, and related applications. Emphasis is on the use of proper terminology and written processes. *Course is offered Pass/No Pass (P/NP) at student's option.*

MATH R014 – Intermediate Algebra **5 Units****Prerequisites:** MATH R002 or MATH R011**Hours:** 5 lecture weekly

Topics include operations with functions, inequalities and absolute value, rational exponents, radical expressions and equations, complex numbers, quadratic functions, exponential and logarithmic functions, conic sections, and sequences and series. *Course is offered Pass/No Pass (P/NP) at student's option.*

NOTE: A student receiving credit in MATH R014 will not receive credit in MATH R014A and/or B.

MATH R014A – Intermediate Algebra I **2½ Units****Prerequisites:** MATH R002 or MATH R011**Hours:** 2½ lecture weekly

This course is the first in a two-course sequence equivalent to MATH R014. This course will emphasize applications of mathematics to scientific and logical problems. Students learn to analyze and interpret problems while developing inductive and deductive logic skills to apply to verbal and quantitative problems. The topics include operations with functions, rational expressions and equations, compound and absolute value inequalities, systems of linear equations, graphing linear and nonlinear functions, radical expressions and equations, complex numbers, and solving quadratic equations. *Course is offered Pass/No Pass (P/NP) at student's option.*

MATH R014B – Intermediate Algebra II **2½ Units****Prerequisites:** MATH R014A**Hours:** 2½ lecture weekly

This course is the second in a two-course sequence equivalent to MATH R014. This course will emphasize applications of mathematics to scientific and logical problems. Students learn to analyze and interpret problems while developing inductive and deductive logic skills to apply to verbal and quantitative problems. The topics include exponential and logarithmic functions, conic sections, sequences and series, and the Binomial Theorem. *Course is offered Pass/No Pass (P/NP) at student's option.*

MATH R032 – Intermediate Algebra for Non-STEM Majors **3 Units****Prerequisites:** MATH R002 or MATH R011**Hours:** 3 lecture weekly

This course is designed for students who will not be pursuing a major in science, technology, engineering, or mathematics. It is designed to meet AA/AS competency in mathematics. The course will cover solving equations and inequalities, exponents and radicals, functions and graphs, and quadratic, logarithmic, and exponential functions. *Course is offered Pass/No Pass (P/NP) at student's option.*

MATH R033 – Pathway to STEM **2 Units****Prerequisites:** MATH R032**Hours:** 2 lecture weekly

This is the continuation course for students who wish to progress into a science, technology, engineering, or mathematics (STEM) major from a non-STEM major or for students who are completing intermediate algebra over two semesters. This course will cover exponential and logarithmic equations, conics, series and sequences, and binomial theorem. *Course is offered Pass/No Pass (P/NP) at student's option.*

MATH R098 – Short Courses in Mathematics **½-10 Units****Hours:** Lecture and/or lab hours as required by unit formula

Short Courses in Mathematics provides courses in selected areas of mathematics to meet specific needs of the college or the community when those needs are not met by regular course offerings. The length of the course will determine the unit credit. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

TRANSFER LEVEL MATHEMATICS COURSES**MATH R101 – Mathematics for the Liberal Arts Major** **3 Units****Prerequisites:** MATH R014 or MATH R014B or MATH R032**Hours:** 3 lecture weekly**C-ID:** MATH 150

This is an advanced course in algebra for majors in the liberal arts. This course focuses on the study of polynomial, rational, radical, exponential, absolute value, logarithmic functions, systems of equations, theory of polynomial equations, and analytic geometry. This course includes applications to many areas within liberal arts fields.

Transfer credit: CSU

MATH R102 – Mathematics for Elementary School Teachers **4 Units**

Prerequisites: MATH R014 or MATH R014B or MATH R032

Hours: 3 lecture, 3 lab weekly

C-ID: MATH 120

This course is designed for candidates pursuing an elementary teaching credential. It focuses on the development of quantitative reasoning skills through in-depth, integrated hands-on explorations of topics in mathematics, including the real number system and subsystems, patterns and sequences, basic set theory, logic, and mathematical induction. Emphasis is on comprehension and analysis of mathematical concepts and applications of logical reasoning.

Transfer credit: CSU, UC

MATH R105 – Introductory Statistics **4 Units**

Prerequisites: MATH R014 or MATH R014B or MATH R032

Hours: 4 lecture weekly

C-ID: MATH 110

This course covers descriptive and inferential statistics for students of social sciences, science, education, business, and engineering. Included are discussions of graphing and interpreting graphs, measures of the center and variation, probability, normal curves, binomial tests, hypothesis testing, correlation and regression, chi-square tests, t-tests, and analysis of variance. This course uses technology to analyze data sets.

Transfer credit: CSU, UC

MATH R106 – Business Calculus **4 Units**

Prerequisites: MATH R115

Hours: 4 hours lecture weekly

C-ID: MATH 140

This course presents a study of the calculus techniques with an emphasis on the applications of concepts to business and management related problems. Further, the course addresses the application of derivatives and integrals of functions including polynomial, rational, exponential and logarithmic functions.

Transfer credit: CSU, UC

MATH R115 – College Algebra **4 Units**

Prerequisites: MATH R014 or MATH R014B or MATH R033

Hours: 4 lecture weekly

An advanced course in algebra, this course focuses on the study of functions and their graphs. Students will analyze and graph functions (absolute value, radical, polynomial, rational, exponential, and logarithmic). Topics also include inequalities, conic sections, systems of equations and inequalities, matrices, sequences, and series. This course includes applications to many areas including business and sciences.

Transfer credit: CSU, UC

MATH R116 – College Trigonometry **3 Units**

Prerequisites: MATH R014 or MATH R014B or MATH R033

Hours: 3 lecture weekly

C-ID: MATH 851

This course is designed to give Calculus-bound students a solid foundation in trigonometric functions. Emphasis will be placed on trigonometric functions, their inverses and their graphs, identities and proofs related to trigonometric expressions, trigonometric equations, solving right triangles, solving triangles using the Law of Cosines and the Law of Sines, polar coordinates, and introduction to vectors.

Transfer credit: CSU

MATH R120 – Calculus with Analytic Geometry I **5 Units**

Prerequisites: MATH R115 and MATH R116

Hours: 5 lecture weekly

C-ID: MATH 210; MATH 900S (when taken with MATH R121)

This is a first course in differential and integral calculus of a single variable. Topics include functions; limits and continuity; techniques and applications of differentiation and integration; and the Fundamental Theorem of Calculus.

Transfer credit: CSU, UC

MATH R121 – Calculus with Analytic Geometry II **5 Units**

Prerequisites: MATH R120

Hours: 5 lecture weekly

C-ID: MATH 220; MATH 900S (when taken with MATH R120)

This is the second course in the differential and integral calculus of a single variable series. Topics include integration; techniques of integration; infinite sequences and series; polar and parametric equations; and applications of integration.

Transfer credit: CSU, UC

MATH R122 – Calculus with Analytic Geometry III **5 Units**

Prerequisites: MATH R121

Hours: 5 lecture weekly

C-ID: MATH 230

As the third semester course in the calculus sequence, this course reviews the calculus of several variables and solid analytic geometry. It includes vector valued functions, calculus of functions of more than one variable, partial derivatives, multiple integration, Green's Theorem, Stoke's Theorem, and the divergence theorem.

Transfer credit: CSU, UC

MATH R125 – Differential Equations with Linear Algebra **5 Units**

Prerequisites: MATH R121

Hours: 5 lecture weekly

This is an introductory course in differential equations with linear algebra for mathematics, physical science, computer science, and engineering major students who have completed at least a two-course sequence in calculus. Topics include vector spaces, matrices, determinants, linear transformations, eigenvectors and canonical forms, ordinary differential equations and systems of equations, Laplace transform techniques and step and impulse functions, power series solutions and Bessel's equation, Fourier series and introduction to partial differential equations. This course may also include opportunities to use a computer to assist in solving problems and in graphing solutions.

Transfer credit: CSU, UC

MATH R134 – Linear Algebra **3 Units**

Prerequisites: MATH R121

Hours: 3 lecture weekly

C-ID: MATH 250; MATH 910S (when taken with MATH R143)

This course develops the techniques and theory needed to solve and classify systems of linear equations. Solution techniques include row operations, Gaussian elimination, and matrix algebra. Students will investigate the properties of vectors in two and three dimensions, leading to the notion of an abstract vector space. Vector space and matrix theory are presented including topics such as inner products, norms, orthogonality, eigenvalues, eigenspaces, and linear transformations. Selected applications of linear algebra are included.

Transfer credit: CSU, UC

MATH R143 – Differential Equations

3 Units

Prerequisites: MATH R121

Hours: 3 lecture weekly

C-ID: MATH 240; MATH 910S (when taken with MATH R134)

The course is an introduction to ordinary differential equations including both quantitative and qualitative methods as well as applications from a variety of disciplines. The course introduces the theoretical aspects of differential equations, including establishing when solution(s) exist, and techniques for obtaining solutions, including, series solutions, and singular points, Laplace transforms and linear systems.

Transfer credit: CSU, UC

MATH R148 – Programming and Problem-Solving in MATLAB

3 Units

Prerequisites: MATH R120

Hours: 2 lecture, 3 lab weekly

This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problem-solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object-oriented programming, numerical analysis, and data structures. Examples and assignments in the course are drawn from practical applications in engineering, physics, and mathematics. (Same as ENGR R148.)

Transfer credit: CSU

MATH R198 – Advanced Short Courses in Mathematics

½-3 Units

Prerequisites: MATH R014 or MATH R014B

Hours: Lecture and/or lab hours as required by unit formula

Advanced Short Courses in Mathematics provides courses in selected areas of mathematics to meet specific needs of the college or the community when those needs are not met by regular course offerings. The length of the course will determine the unit credit. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

MATH R199 – Directed Studies in Math

1-3 Units

Prerequisites: MATH R014

Hours: Lecture and/or lab hours as required by unit formula

This transfer-level course is designed for students interested in furthering their knowledge on an independent study basis. Topics will vary, depending on the individually designed plan of study and project(s), including a weekly consultation with the instructor. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

MICROBIOLOGY

See courses in Biological Sciences



MUSIC

The Oxnard College Music Program is an excellent place to explore the language and history of music. Music provides a unique perspective for viewing humanity's cultural activities and artistic expressions. Oxnard College's music faculty are passionate and dedicated teachers and are active music professionals in both the performing and recording industry.

Students taking courses in music can earn credits towards their Arts and Humanities emphasis for their A.A. degree, and for transfer to the CSU and UC systems.

Oxnard College's Music Department provides students with a variety of courses to choose from. Students have the opportunity to learn important listening skills and gain historical and cultural knowledge in courses like Music Appreciation, which focuses on the development of Western "classical" music, and in History of Rock, which explores popular music and its role in 20th century society. Students looking for a greater understanding of the theory and notation of music can begin their journey with the Fundamentals of Music course, which serves as a great first step towards more advanced music theory and technology courses. For those students looking for a more practical application of music skills, the college offers courses in guitar, choir, and piano.

For more information, contact:

Scott Wolf, swolf@vcccd.edu

(805) 678-5091

CAREER OPPORTUNITIES

Accompanist	Orchestrator
Arranger	Performer
Conductor	Recording Artist/Studio Musician
Music Business Administrator	Researcher
Musicologist/Ethnomusicologist	Sound Engineer
Music Therapist	

FACULTY

Full-Time

Scott Wolf

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in Music will be able to:

- Gain an increased appreciation and understanding of the universal language of music.
- Perform with appropriate tone, technique, and musicality in their primary performance medium.
- Demonstrate their understanding of musical notation.
- Differentiate between music's various cultural and historical contexts.

COURSE DESCRIPTIONS

MUS R101 – Fundamentals of Music

3 Units

Hours: 3 lecture weekly

C-ID: MUS 110

Fundamentals of Music is designed for students with little or no prior understanding of music who wish to learn to read music. The objective is to gain a basic understanding of scales, intervals, chords, key signatures, time signatures, musical symbols and the piano keyboard.

Transfer credit: CSU, UC

MUS R103A – Music Appreciation I: Listening and Understanding **3 Units**

Hours: 3 lecture weekly
C-ID: MUS 100

This course is a survey of music history with an emphasis on Western music from the Medieval period to the present day. In addition, World music, Jazz, Rock music, Broadway and other styles will be examined, albeit briefly. Special emphasis is given to understanding and enjoying the listening experience. *Course is offered Pass/No Pass (P/NP) at student's option.*
Transfer credit: CSU, UC

MUS R106 – College Choir **2 Units**

Hours: 1 lecture, 3 lab weekly

College Choir is an introductory ensemble for singers with little or no previous experience. Students will learn the physiology of singing and basic vocal technique, will learn to read choral music notation, will explore and learn to analyze the historical context and structure of a stylistically varied repertoire, culminating in a public performance. *Field trips may be required. Course may be taken four times. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R107A – Class Piano I **2 Units**

Hours: 1 lecture, 3 lab weekly

This course starts with fundamentals of note reading and piano technique and continues through the study of elementary piano literature and sight reading. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R107B – Class Piano II **2 Units**

Prerequisites: MUS R107A

Hours: 1 lecture, 3 lab weekly

Studies continue with additional major scales, cadence chord progressions, damper pedal technique, and further introductory/intermediate literature. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R107C – Class Piano III **2 Units**

Prerequisites: MUS R107B

Hours: 1 lecture, 3 lab weekly

Studies continue with all remaining major scales, more intermediate piano literature, technique, improvisation, harmonization and sight-reading. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R107D – Class Piano IV **2 Units**

Prerequisites: MUS R107C

Hours: 1 lecture, 3 lab weekly

Studies continue in more advanced piano literature, technique, improvisation, harmonization and sight-reading. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R110A – Voice I: Fundamentals of Vocal Technique **3 Units**

Hours: 2½ lecture, 1½ lab weekly

Designed to begin development of vocal potential, to lay a foundation for proper vocal production, and to correct faulty singing. Material consists of song literature sung in English and vocal exercises. Basically for non-music majors or persons with little singing experience. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R110B – Voice II: Vocal Development and the Song **3 Units**

Prerequisites: MUS R110A

Hours: 2½ lecture, 1½ lab weekly

Continuation of MUS R110A in development of proper vocal production; English, Italian, French, and German art songs studied. Standards and jazz styling introduced. Recommended that singers with adequate vocal technique begin with MUS R110B. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R110C – Voice III: Vocal Development and the Aria **3 Units**

Prerequisites: MUS R110B

Hours: 2½ lecture, 1½ lab weekly

Continuation of vocal development through study of more challenging classical literature (e.g. Bach, Handel, Mozart). Songs by contemporary American composers and from musical theatre (e.g. Webber and Sondheim) may also be studied. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R110D – Voice IV: Voice in Musical Theatre **3 Units**

Prerequisites: MUS R110C

Hours: 2½ lecture, 1½ lab weekly

Study of song literature from opera and musical theatre; studying and performing operas and musical plays in excerpt. Designed for singers with proven ability and interest in drama. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R116 – History of Rock Music **3 Units**

Hours: 3 lecture weekly

This course is a musical and cultural survey of popular music widely referred to as Rock and Roll. Musical trends are followed from influential traditions of early blues and jazz at the beginning of the twentieth century and include the emergence of Rock and Roll in the early 1950s, Motown, the "British Invasion," Art Rock, Heavy Metal, Punk, Rap and Hip-Hop, Techno, Grunge, Electronica, Garage Rock and Modern Rock. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R118 – Introduction to Guitar **1 Unit**

Hours: 3 lab weekly

The course emphasizes the fundamentals of guitar and related musicianship, basic techniques and repertoire to the folk guitar, and chordal accompaniment to folk singing. Students furnish their own instruments. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC

MUS R199 – Directed Studies in Music **1-3 Units**

Hours: Lecture and/or lab hours as required by unit formula

This course offers students the opportunity to further their knowledge of music on an independent-study basis. The student and instructor will work together to design course content and/or research. Meeting times and requirements will be determined by the instructor. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

PARALEGAL STUDIES

This program prepares students to be a paralegal with responsibility for assisting attorneys in preparation of cases for trial or arbitration, researching existing laws, and performing a moderate degree of investigation. To complete the Associate in Science degree, students must also meet requirements in general education. Please see your counselor to develop an educational plan.

For more information, call: (805) 678-5824.

CAREER OPPORTUNITIES

Legal Assistant	Legal Office Manager
Paralegal	Court Reporter
Court Judicial Assistant	Court Clerk
Legal Secretary	Legal Document Assistant
Immigration Assistant	Law Office Clerk

FACULTY

Full-Time	Jerry Lulejian
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◆ PARALEGAL STUDIES

Associate in Science Degree
Certificate of Achievement

REQUIRED COURSES:		UNITS
BUS R111A	Business Law	3
PLS R041	Computer Applications for Paralegals	3
PLS R101	Paralegal Fundamentals	3
PLS R104	Legal Research and Writing I	3
PLS R105	Legal Research and Writing II	3
PLS R109	Communications and Case Management	3

SELECT 12 UNITS FROM THE FOLLOWING TWO TRACKS. STUDENTS MAY CHOOSE ALL 12 UNITS WITHIN THE SAME TRACK, OR SELECT COURSES FROM BOTH TRACKS TO TOTAL 12 UNITS.

LITIGATION TRACK:

PLS R102	Torts	3
PLS R106	Civil Litigation	3
PLS R107	Family Law	3
PLS R108	Evidence	3
PLS R110	Criminal Law and Procedure	3
PLS R124	Bankruptcy Law	3
PLS R126	Probate Law	3

OR

TRANSACTIONAL TRACK:

PLS R103	Contracts	3
PLS R120	Real Estate Law	3
PLS R122	Immigration Law	3
PLS R123	Employment Law	3
PLS R125	Business Organizations	3
PLS R127	Trusts and Estates	3

TOTAL REQUIRED MAJOR UNITS 30

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Paralegal Studies program students will be able to:

- Apply rules and principles to new situations in the Paralegal Studies arena.
- Locate appropriate documents and utilize them to develop legal forms of various kinds used in the Paralegal Studies arena.
- Write clearly and accurately in a variety of contexts and formats while checking, editing, and revising their written work for accurate information, appropriate emphasis, correct citation form and style, and proper grammar on legal documents, memoranda, pleadings and forms.
- Demonstrate familiarity with, and ability to use and write with, appropriate legal terms and legal terminology.
- Demonstrate knowledge and understanding of American system of government, and federal, state and local court systems, and alternative dispute resolution.
- Research California and federal statutes, cases, and court rules appropriate to given factual scenarios.

COURSE DESCRIPTIONS

PLS R041 – Computer Applications for Paralegals 3 Units

Advisories: CIS R021A

Hours: 2½ lecture, 1½ lab weekly

This course introduces the student to the variety of court forms required by California law and local jurisdictions. Other court information such as filing fees, pending case calendars, and court assignments are covered. Students will review and utilize court forms required for family law, probate (probate of estates, conservatorships, and guardianships), unlawful detainers and bankruptcy, as well as optional forms used for other actions (contract and negligence actions). Students will become familiar with word processing and utilization of computerized programs used in the practice of law as well as simple methods of tracking legal billing hours. *Field trips may be required.*

PLS R101 – Paralegal Fundamentals 3 Units

Hours: 3 lecture weekly

This course explores the legal system including basic legal terminology, sources of law, legal reasoning, federalism, court structure, the rules of procedure, and ethical standards for lawyers and legal assistants. This course includes substantive introduction to the law of contracts, torts, crimes, common law, and the U.S. Constitution. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU*

PLS R102 – Torts 3 Units

Advisories: PLS R101

Hours: 3 lecture weekly

This course studies the legal concepts of duty, breach, causation, and damages. Students will explore traditional torts, such as negligence and fraud, and newer torts, such as "wrongful life." Students will be drafting "complaints" and instructed on investigative techniques. *Field trips may be required. Transfer credit: CSU*

PLS R103 – Contracts 3 Units

Advisories: PLS R101

Hours: 3 hours lecture weekly

This course studies the formation, interpretation and breach of contracts, both written and oral. Students will be drafting complaints for breach of contract lawsuits. The class will explore investigative techniques commonly used. *Field trips may be required. Transfer credit: CSU*

PLS R104 – Legal Research and Writing I 3 Units

Advisories: PLS R101

Hours: 3 lecture weekly

This course will introduce the student to print research in a law library and computer-based legal research methods, focusing on Federal and California constitutional, statutory and common law in encyclopedia, restatements, model statutes, legislative materials, articles, and other secondary sources of exposition and analysis. The course will also cover critical reading, principles of legal construction and interpretation, and drafting basic legal documents. *Field trips may be required.*

Transfer credit: CSU

PLS R105 – Legal Research and Writing II 3 Units

Prerequisites: PLS R104

Hours: 3 lecture weekly

The student will expand research and writing skills using law library, computerized or online resources, and by preparing memoranda, pleadings, transactional documents, or similar legal writings. *Field trips may be required.*

Transfer credit: CSU

PLS R106 – Civil Litigation 3 Units

Advisories: PLS R101

Hours: 3 lecture weekly

Students will learn, analyze, and examine the basic principles of civil procedures and court rules as applicable to jurisdiction, venue, and preparation of pleadings in a civil action by both parties in the California Court system. *Field trips may be required.*

Transfer credit: CSU

PLS R107 – Family Law 3 Units

Hours: 3 lecture weekly

This course examines the law governing the definition of family and the rights and duties of family members to each other. It concentrates on marriage and dissolution, domestic violence, family law orders, paternity, pre-marital, post-marital, cohabitation agreements, spousal, child support and child custody, and adoptions. *Field trips may be required.*

Transfer credit: CSU

PLS R108 – Evidence 3 Units

Advisories: PLS R101

Hours: 3 lecture weekly

Students will learn the rules of civil and criminal evidence. Theory and principles of evidence as utilized and applied to the civil discovery process will be emphasized. Students will examine and analyze California Evidence Code and applicable court decisions. *Field trips may be required.*

Transfer credit: CSU

PLS R109 – Communications and Case Management 3 Units

Hours: 3 hours lecture weekly

This course covers two subjects of importance to the paralegal. First, this course seeks to impart knowledge of general psychological principles and skills in applying that knowledge to social and organizational situations. In addition, these skills will be developed through exercises involving real world scenarios that will be common to the experience of the paralegal in their profession. Second, this course seeks to inform students how a law office is managed in its many aspects from maintaining client confidences to ethically and legally accounting for client trust funds. This information will be crucial to the paralegal to inform them about how law practices differ from the conduct of other businesses. *Field trips may be required.*

Transfer credit: CSU

PLS R110 – Criminal Law and Procedure 3 Units

Hours: 3 lecture weekly

This course is designed to equip the student with the learning needed to understand the principles of criminal law and criminal procedure as well as those skills needed in the daily practice in a law office. The course will cover crimes, defenses, punishment, search and seizure law and pre-trial, trial and review procedures. *Field trips may be required.*

Transfer credit: CSU

PLS R120 – Real Estate Law 3 Units

Hours: 3 lecture weekly

This course examines the field of real property law and prepares the student to assist in real estate transactions. Topics include: ownership rules, determination of title, acquisition, and transfer of property, financing, and taxation. *Field trips may be required.*

Transfer credit: CSU

PLS R122 – Immigration Law 3 Units

Hours: 3 lecture weekly

This course surveys immigration in the United States and how the paralegal supports the attorney. Topics covered include: visitors for business and pleasure, temporary visas, employment based preferences, asylum, and citizenship. Also covered will be representation before Department of Homeland Security agencies. *Field trips may be required.*

Transfer credit: CSU

PLS R123 – Employment Law 3 Units

Hours: 3 lecture weekly

This course covers federal law and California state law governing employment relationships, job discrimination, sexual harassment, workplace privacy, labor standards, human resource management, American with Disabilities Act, and other matters involved with employment law. *Field trips may be required.*

Transfer credit: CSU

PLS R124 – Bankruptcy Law 3 Units

Hours: 3 lecture weekly

This course is designed to teach substantive bankruptcy law and procedure for paralegals. It will explore the appropriateness of bankruptcy filing, voluntary Chapter 7 liquidations, Chapter 13 bankruptcy petitions, Chapter 12 bankruptcy petitions, Chapter 11 reorganizations, and involuntary Chapter 7 petitions. It will cover the practical aspects of gathering information and creating the appropriate bankruptcy case forms. *Field trips may be required.*

Transfer credit: CSU

PLS R125 – Business Organizations 3 Units

Hours: 3 lecture weekly

This course is designed to teach the paralegal how to create different business organizations with a strong foundation in legal theory. The course will explore the creation, characteristics, advantages and disadvantages of business organizations from the sole proprietorship to the corporation and will also address concepts such as shareholder agreements and the business judgment rule. This course will also stress the processes involved in creating and maintaining these business organizations. *Field trips may be required.*

Transfer credit: CSU

PLS R126 – Probate Law**3 Units***Hours: 3 lecture weekly*

This course will cover the various types of documents a paralegal might be involved in drafting in a typical probate and estate planning practice. Such documents include, but are not limited to, wills, trusts, powers of attorney, and advance health care directives. Paralegal students will become familiar with the various forms of complex estate planning, such as revocable and irrevocable trusts, and many documents that accompany such estate planning techniques. The paralegal student will also become familiar with the various mechanisms for transferring property upon death with and without probate administration. Further, the paralegal student will learn about the areas of guardianship and conservatorship. Course content will be based in California law. *Field trips may be required.*

*Transfer credit: CSU***PLS R127 – Trusts and Estates****3 Units***Hours: 3 lecture weekly*

This course will explore a general overview of estate planning and administration, the sources of property, the laws of succession, the legal theory and practice of trusts and wills, estate administration, taxation of estates and trusts, and the comparison of the law of trusts and estates in different jurisdictions. The student will be exposed to practical aspects of law office practice relating to trusts, estates, and related areas. *Field trips may be required.*

*Transfer credit: CSU***PLS R198 – Short Courses in Paralegal Studies****½-3 Units***Prerequisites: PLS R101**Hours: Lecture and/or lab hours as required by unit formula*

These courses are designed to meet specific needs of college and community as requested and required. *Field trips may be required.*

*Transfer credit: CSU***PERSONAL GROWTH**

The Personal Growth course offerings provide an assortment of courses which enable students to better understand themselves, institutions, and the work world, with a professional counselor as instructor, advisor, and/or facilitator.

FACULTY**Full-Time/Counselor**

Gloria Espinoza-Lopez	Letty Mojica
Ross Fontes	Leo Orange
David Lopez	Everardo Rivera
Marnie Melendez	

COURSE DESCRIPTIONS**PG R001 – Orientation: All About Oxnard College****½ Unit***Hours: ½ lecture weekly*

This course offers information about academic counseling, transferring to a four-year institution, career and technical education programs, study skills, college activities and clubs, student services, and basic survival hints. *Not applicable for degree credit. Course is offered on a Pass/No Pass (P/NP) basis only.*

PG R100A – Student Success: EOPS**1 Unit***Hours: 1 lecture weekly*

This course is designed to provide students with college survival strategies: Learn what the Extended Opportunity Programs and Services (EOPS) are, use the college catalog, website and portal, as well as explore university websites, identify the requirements for graduation and transferring to a four year university, navigate the financial aid process and requirements, review academic policy, utilize career search services, identify additional support services, review study skills and develop an EOPS educational plan. *Course is offered on a Pass/No Pass (P/NP) basis only.*

*Transfer credit: CSU, UC***PG R100B – Student Success: Strategies for Academic Success****1 Unit***Hours: 1 lecture weekly*

This course will provide students with academic success strategies and resources designed to assist them in succeeding in college. Topics include counseling services, using the college catalog, study skills, time management, academic probation and dismissal, financial aid, tutoring and other support services available. *Field trips may be required. Course is offered on a Pass/No Pass (P/NP) basis only.*

*Transfer credit: CSU, UC***PG R101 – Career Development and Life Planning****3 Units***Hours: 3 lecture weekly*

This course is designed to assist students with self-exploration, career transitions and career-life planning in order to achieve success in a diverse society. Planning and organizing skills that encourage a systematic approach to career development will be used by examining values, interests, skills, life roles, personality type, personal self-management, decision-making and goal setting throughout the life span. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU***PG R102 – College Success****3 Units***Hours: 3 lecture weekly*

This course provides the opportunity for students to learn and adopt principles, techniques, methods and strategies to be successful in college and in life. This will be accomplished by emphasizing three areas: (1) academic skills; (2) behavioral principles; and (3) relational skills. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC***PG R198 – Short Courses in Personal Growth****½-10 Units***Hours: Lecture and/or lab hours as required by unit formula*

These course offerings in personal growth are designed to meet the specific needs of the college and community as required and/or requested by persons or organizations. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU***PHILOSOPHY**

The goal of the philosophy program is to introduce students to a broad range of philosophical issues and perspectives. Methods used to achieve this end include: critical reasoning and analysis; constructive dialogue; and written expression of ideas. Philosophical topics and questions studied concern better-understanding ourselves and others; exploring different theories about the nature of being and reality; applying reasoning to matters of value, at both a personal and a societal level; and addressing the issue of meaning and purpose in life. The subject taught primarily contributes to an individual student's general liberal arts education. Transfer-level curriculum is emphasized, as are interdisciplinary studies with other subject areas, and notably the natural and social sciences.

Students who take philosophy courses in the program can expect to become better thinkers and learners; more capable employees; wiser consumers; and better citizens in their own communities as well as the global community.

For more information, contact:
Chris Horrock, chorrock@vcccd.edu
(805) 678-5092

CAREER OPPORTUNITIES

Lawyer	Teacher/College Instructor
Civil Servant/Government	Non-Governmental Organization
Public Policy	Business Management
Counselor	Social/Human Service Worker
Journalist	Author
Philosopher	

FACULTY

Full-Time

Christopher Horrock

◆ PHILOSOPHY

Associate in Arts for Transfer

The Associate in Arts in Philosophy for Transfer (Philosophy AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Philosophy AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Philosophy AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Philosophy major.

California State University, Bakersfield
California State University, Chico
California State University, Dominguez Hills
California State University, East Bay
California State University, Fresno
California State University, Fullerton
Humboldt State University
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Northridge
California State Polytechnic University, Pomona
Sacramento State University
California State University, San Bernardino
San Diego State University
San Francisco State University
San José State University
California State Polytechnic University, San Luis Obispo
Sonoma State University
California State University, Stanislaus

REQUIRED CORE COURSES (6 UNITS):

Choose one course or three units minimum from the following:

PHIL R107	Introduction to Logic	3
or		
PHIL R112	Symbolic Logic	3

Choose one course or three units minimum from the following:

PHIL R101/H	Introduction to Philosophy/Honors	3
or		
PHIL R102/H	Introduction to Ethics/Honors	3

LIST A - SELECT ONE OF THE FOLLOWING COURSES (3 UNITS):

Any course from the Core not already selected above		3
or		
PHIL R105	History of Ancient and Medieval Philosophy	3
PHIL R106	History of Modern Philosophy	3

LIST B - SELECT TWO OF THE FOLLOWING COURSES (6 UNITS):

Any course from the Core not already selected above		3
or		
PHIL R110	Philosophy of Religion	3
PHIL R114	Social Philosophy	3

LIST C - SELECT ONE OF THE FOLLOWING COURSES (3 UNITS):

Any course from List A or List B not already selected above		3
or		
PHIL R100	Critical Thinking	3
PHIL R103	Survey of World Religions: East	3
PHIL R104	Survey of World Religions: West	3
PHIL R108	World Mythology	3
PHIL R109	Modern Religious Movements in America	3
PHIL R111	Critical Thinking and Analytic Writing	3

TOTAL REQUIRED MAJOR UNITS 18

CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(6-9)
Electives (CSU transferable units needed to reach 60)	7-13

DEGREE TOTAL 60

◆ PHILOSOPHY

Associate in Arts Degree

REQUIRED COURSES:		UNITS
PHIL R101/H	Introduction to Philosophy/Honors	3
PHIL R107	Introduction to Logic	3
		6
REQUIRED ADDITIONAL COURSES:		UNITS
Complete a minimum of 12 units from the following:		
ANTH R111	Magic, Witchcraft & Religion: Anthropology of Belief	3
ECON R101	Principles of Macroeconomics	3
PHIL R100	Critical Thinking	3
PHIL R102/H	Introduction to Ethics/Honors	3
PHIL R103	Survey of World Religions: East	3
PHIL R104	Survey of World Religions: West	3
PHIL R105	History of Western Philosophy I: Ancient and Medieval	3
PHIL R106	History of Western Philosophy II: Modern and Contemporary	3
PHIL R108	World Mythology	3
PHIL R109	Modern Religious Movements in America	3
PHIL R110	Philosophy of Religion	3
PHIL R111	Critical Thinking and Analytic Writing	3
PHIL R112	Symbolic Logic	3
PHIL/SOC R114	Social Philosophy	3
POLS R100	Introduction to Politics	3
		12
TOTAL REQUIRED MAJOR UNITS		18

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Philosophy program students will be able to:

- Compare and contrast different philosophical traditions, positions, and/or topics of philosophical investigation.
- Construct novel written philosophical arguments, and/or reconstruct traditional arguments, and offer defenses against (possible) objections.
- Demonstrate basic skills of critical thinking and logical reasoning in problem-solving and/or writing.
- Distinguish basic philosophical concepts from several major subject matter categories such as metaphysics, epistemology, ethics, social and political philosophy, etc.
- Recognize and criticize basic forms of logical fallacies.

COURSE DESCRIPTIONS

PHIL R100 – Critical Thinking

3 Units

Hours: 3 lecture weekly

This course provides an introduction to critical thinking by emphasizing analytical reasoning. The course examines inductive and deductive reasoning as well as other forms of persuasion. Topics include: analysis of arguments, explanations, and informal fallacies that occur in the natural sciences, social sciences (including applied ethics), the humanities, (such as philosophy or art criticism), as well as everyday discourse. Critical thinking and problem-solving skills to be developed include: identifying and evaluating arguments; recognizing and correcting reasoning errors; constructing arguments based on sound methods of reasoning; and assessing subjects from multiple theoretical points of view. *Field trips may be required.*

Transfer credit: CSU, UC

PHIL R101 – Introduction to Philosophy

3 Units

Hours: 3 lecture weekly

C-ID: PHIL 100

This course introduces core concepts and methods in philosophy. Topics explored include: reality, knowledge, value/s, truth, self, religion, science, mind, language, beauty, art, and political theory. An effort is made to relate philosophical subjects to life and experience of college students. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

Transfer credit: CSU, UC

PHIL R101H – Honors: Introduction to Philosophy

3 Units

Hours: 3 lecture weekly

C-ID: PHIL 100

This course introduces core concepts and methods in philosophy. Topics explored include: reality, knowledge, value/s, truth, self, religion, science, mind, language, beauty, art, and political theory. An effort is made to relate philosophical subjects to life and experience of college students. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

Transfer credit: CSU

PHIL R102 – Introduction to Ethics

3 Units

Hours: 3 lecture weekly

C-ID: PHIL 120

This course provides an introduction to ethical theory. Topics include: key ethical terminology, relativism, egoism, utilitarianism, duty theory, virtue ethics, feminist theory, religion and values. In addition, one or more specific contemporary moral issue will be explored such as abortion, capital punishment, euthanasia, discrimination, environmental ethics, war and terrorism. Students will be encouraged to develop a better understanding of themselves as well as to develop a tolerance for differences in societies and culture. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

Transfer credit: CSU, UC

PHIL R102H – Honors: Introduction to Ethics 3 Units

Hours: 3 lecture weekly

C-ID: PHIL 120

This course provides an introduction to ethical theory. Topics include: key ethical terminology, relativism, egoism, utilitarianism, duty theory, virtue ethics, feminist theory, religion and values. In addition, one or more specific contemporary moral issue will be explored such as abortion, capital punishment, euthanasia, discrimination, environmental ethics, war and terrorism. Students will be encouraged to develop a better understanding of themselves as well as to develop a tolerance for differences in societies and culture. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *Field trips may be required.*

Transfer credit: CSU

PHIL R103 – Survey of World Religions: East 3 Units

Hours: 3 lecture weekly

This course explores the origins, core concepts and philosophical development of the major religions of Asia. The religions studied include Hinduism, Buddhism, Jainism, Taoism, Confucianism, Shinto and Zen. Discussion of contemporary applications of the metaphysical, ethical and social ideas found in eastern religions is encouraged. *Field trips may be required.*

Transfer credit: CSU, UC

PHIL R104 – Survey of World Religions: West 3 Units

Hours: 3 lecture weekly

This course explores the origins, core concepts and philosophical development of the major religions of the Near East, Europe and North and South America. The religions studied include Zoroastrianism, Judaism, Christianity, Islam, Baha'i and post Colombian Native American religions. Discussion of contemporary applications of the metaphysical, ethical and social ideas found in western religions is encouraged. *Field trips may be required.*

Transfer credit: CSU, UC

PHIL R105 – History of Ancient and Medieval Philosophy 3 Units

Hours: 3 lecture weekly

C-ID: PHIL 130

This historical introduction to philosophy traces the development of Western philosophy from early Greece through the Middle Ages, with emphasis upon works of Plato and Aristotle. In addition, philosophical ideas which influenced the Roman Empire and helped shape the rise and development of Christianity and Medieval Europe will also be explored.

Transfer credit: CSU, UC

PHIL R106 – History of Modern Philosophy 3 Units

Hours: 3 lecture weekly

C-ID: PHIL 140

This course emphasizes the broad epistemological and metaphysical developments of philosophy from the 16th through 18th century philosophy. Primary topics and texts include those of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Immediate predecessors and successors, including the Renaissance, will be examined.

Transfer credit: CSU, UC

PHIL R107 – Introduction to Logic 3 Units

Hours: 3 lecture weekly

C-ID: PHIL 110

This course studies the elements, principles and methods of formal deductive reasoning. Topics include: basic analysis of arguments, traditional categorical logic, modern propositional logic, and formal and informal fallacies.

Transfer credit: CSU, UC

PHIL R108 – World Mythology 3 Units

Hours: 3 lecture weekly

This course explores myths, legends and traditional stories from worldwide sources, including: African, Asian, European, Meso-American, Middle Eastern, Native American, and South American among others. Recurring symbols, themes, and concepts will be examined, both independently and cross-culturally, in terms of their appearance in folklore, ritual, religion, literature and the arts. *Field trips may be required.*

Transfer credit: CSU, UC

PHIL R109 – Modern Religious Movements in America 3 Units

Hours: 3 lecture weekly

This course surveys the development, doctrines and practices of religious movements arising in the United States since 1840. The intellectual impact of new scholarship in the social sciences upon orthodox beliefs is discussed along with the response of Fundamentalism. Asian and indigenous sources of religious pluralism are studied including the philosophical perspectives of spiritualism, Zen and Tibetan Buddhism, Vedanta, Transcendental Meditation, Wiccan religious practice, Evangelical and Four Square Gospel, Black Muslims, revivals of Native American religions, Naturopathic Medicine, Krishna Consciousness, Jews for Jesus, Charismatic Catholicism, Liberation Theology and Islamic Movements in America. Religious responses to war and social injustice are analyzed. *Field trips may be required.*

Transfer credit: CSU, UC

PHIL R110 – Philosophy of Religion 3 Units

Hours: 3 lecture weekly

This course provides an introduction to fundamental concepts exhibited in the world's religions, as well as a critical exploration of reasons for and against widely held religious doctrines. Topics include: the attributes of God, arguments for and against God's existence, the nature of religious experience, mysticism and miracles, the problem of evil, the possibility of life after death, the contrast between faith and reason, and religious pluralism. *Field trips may be required.*

Transfer credit: CSU, UC

PHIL R111 – Critical Thinking and Analytic Writing 3 Units

Prerequisites: ENGL R101

Hours: 3 lecture weekly

This course provides an introduction to critical thinking by emphasizing logical analysis and analytical writing. The course primarily examines inductive reasoning and its relation to deductive reasoning and other forms of persuasion. Topics include analysis of arguments, explanations, and informal fallacies that occur in the natural sciences, social sciences (including applied ethics), the humanities, (such as philosophy or art criticism), as well as everyday discourse. Critical thinking, writing and problem-solving skills to be developed include: identifying and evaluating arguments; recognizing and correcting reasoning errors; constructing arguments based on sound methods of reasoning; assessing subjects from multiple theoretical points of view; composing original work of varying lengths, reflective of course elements. *Field trips may be required.*

Transfer credit: CSU, UC

PHIL R112 – Symbolic Logic**3 Units***Hours: 3 lecture weekly**C-ID: PHIL 210*

This course provides an introduction to the concepts and methods of modern symbolic logic. Emphasis is placed on problems of translating English expressions into logical symbols and on the development of skills in using the formal proof procedures of sentential and predicate logic.

*Transfer credit: CSU, UC***PHIL R114 – Social Philosophy****3 Units***Hours: 3 lecture weekly*

Social philosophy studies man in society from the standpoint of metaphysical and ethical principles and presuppositions of human nature. Course highlights major historical and contemporary perspectives in the history of philosophy and takes one prominent social philosopher for detailed study. Questions concerning legal and social relationships, purpose in social order, and ethical values in human institutions explored. (Same as SOC R114.)

*Transfer credit: CSU, UC***PHIL R115 – Comparative World Religions****3 Units***Hours: 3 lecture weekly*

This course explores and compares the origins, beliefs, rituals, and ideals of the major world religions. Religions discussed include: Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam. Further, one or more of the following traditions may also be examined: Shinto, Jainism, Sikhism, Zoroastrianism, Greek, Roman, as well as indigenous traditions. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *This course is not available for credit to students who have already received credit in PHIL R103 and R104. Field trips may be required.*

*Transfer credit: CSU, UC***PHIL R115H – Honors: Comparative World Religions****3 Units***Hours: 3 lecture weekly*

This course explores and compares the origins, beliefs, rituals, and ideals of the major world religions. Religions discussed include: Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam. Further, one or more of the following traditions may also be examined: Shinto, Jainism, Sikhism, Zoroastrianism, Greek, Roman, as well as indigenous traditions. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities. Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of C or "P" or better. *This course is not available for credit to students who have already received credit in PHIL R103 and R104. Field trips may be required.*

*Transfer credit: CSU***PHIL R116 – Contemporary Moral Issues****3 Units***Hours: 3 lecture weekly*

This course provides an overview of recent and historical ethics, theory and practice, as well as methods of reasoning about values. Typical topics include abortion, euthanasia, capital punishment, affirmative action, gender relationships, privacy, animal rights, the environment, war, world hunger, censorship, cloning, and the like. Interdisciplinary and global perspectives will be emphasized. *Field trips may be required.*

*Transfer credit: CSU***PHIL R189 – Topics in Philosophy****1/2-3 Units***Hours: Lecture hours as required by unit formula*

Topics will typically focus upon a specific philosophy, philosopher, theme or historical period. *Field trips may be required.*

*Transfer credit: CSU***PHIL R199 – Directed Studies in Philosophy****1-3 Units***Hours: Lecture and/or lab hours as required by unit formula*

This course is intended for students interested in furthering their knowledge of philosophy on an independent-study basis. The student and instructor will work together to design course content and/or research. Meeting times and requirements will be determined by the instructor. *Field trips may be required.*

*Transfer credit: CSU***PHYSICAL EDUCATION**

Students who wish to earn an A.A. or A.S. degree must successfully complete a minimum of one Health Education course and one Physical Education course.

Uniform Requirements – The uniform or costume appropriate for the course is required of all students.

See **Health Education** for the Associate in Arts in Kinesiology for Transfer (Kinesiology AA-T) degree and Health Education (HED) courses.

See **Intercollegiate Athletics** for ICA courses.

CAREER OPPORTUNITIES

Pre-Athletic Trainer

Pre-Physical Therapy

Physical Education Instructor

FACULTY**Full-Time**

Jonas Crawford

Ron McClurkin

Dianne Frehlich

PROGRAM STUDENT LEARNING OUTCOMES

Students informed in Physical Education will be able to:

- Articulate how to develop personal health and longevity through appropriate physical activity and theory courses.
- Demonstrate basic knowledge of functional human anatomy, physiology and biomechanics in relation to performing a variety of physical activity skills.
- Discover the role physical activity plays in achieving and maintaining quality of life.
- Demonstrate motivational techniques and applies them to create lifestyle changes in fitness and health.
- Apply fitness principles and biometric measures to design, develop, and implement an effective personalized fitness program.

A General Note on Transferability of Physical Education Courses

An Associate Degree requires one PE activity class. Students planning to take more than four (4) units of Physical Education activity courses should consult a counselor.

The California State University (CSU) system accepts all PE courses for comparable semester credit, but the University of California (UC) system will only accept a total of four (4) units of credit. This UC transfer-status limitation is indicated below by the asterisk (*). The UC will give a maximum of eight (8) units of credit for all courses combined designated with a plus sign (+).

COURSE DESCRIPTIONS

INDIVIDUAL AND DUAL ACTIVITIES

PE R130 – Jujitsu 1 Unit

Hours: 3 lab weekly

The feudal Samurai warrior class once used jujitsu, one of the oldest Japanese martial arts practiced. It is an unarmed self-defense system incorporating various methods of defensive tactics. Emphasis is on break falling, kicking, punching, and blocking effectively as well as the application and defense of joint locks, nerve manipulation, chokes, take down and control techniques. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R131A – Kickboxing for Fitness I 1 Unit

Hours: 3 lab weekly

This physical education course uses kickboxing and conditioning techniques for losing weight, toning muscles and developing cardiorespiratory fitness. Kicking shields and focus mitts are used for training.

*Transfer credit: CSU, UC**

PE R131B – Kickboxing for Fitness II 1 Unit

Prerequisites: PE R131A

Hours: 3 hours lab weekly

Kickboxing offers students a workout that focuses on building cardiorespiratory endurance and fitness through its more advanced curriculum. Body conditioning and weight loss are emphasized. Training equipment including focus mitts and kicking shields are used in class.

*Transfer credit: CSU, UC**

PE R132 – Self-Defense 2 Units

Hours: 1 lecture, 3 lab weekly

This activity course addresses issues of physical assault and self-defense. Students will learn basic self-defense skills that increase their chances of surviving an assault situation. The psychological and mental aspects of self-defense will also be explored. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R133A – Boxing for Fitness I 1 Unit

Hours: 3 lab weekly

This course is designed to develop cardiorespiratory conditioning and fitness through the use of boxing techniques. Students will learn how professional boxers train in order to attain muscle endurance and strength. Increasing muscle tone and weight management will be emphasized.

*Transfer credit: CSU, UC**

PE R133B – Boxing for Fitness II 1 Unit

Prerequisites: PE R133A

Hours: 3 lab weekly

This course is designed to increase cardiorespiratory conditioning and fitness through the use of advanced boxing techniques. Students will also learn how professional boxers train in order to attain muscle endurance and strength. Increasing muscle tone and weight management will be emphasized.

*Transfer credit: CSU, UC**

PE R134A – Escrima/Filipino Martial Arts 1 Unit

Hours: 3 lab weekly

Escrima is an ancient martial art system which evolved in the Philippines around the 9th century during the T'ang dynasty. It was outlawed during the Spanish conquest in the 16th century, yet preserved by the Filipinos who hid the art in dance. Today, Escrima continues to be the most popular martial arts in the Philippines. Escrima employs empty-hand techniques as well as traditional weapons such as rattan sticks, swords and daggers. The course will focus on the artistic aspect of the art as well as its application in contemporary self-defense situations. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R143 – Running for Fitness 1 Unit

Hours: 3 lab weekly

This course is designed to provide exercise and fitness training for the moderate to active jogging or running student population. Emphasis is on cardiovascular conditioning and muscle strength, and endurance related specifically to jogging and running. It is designed for students to participate in and achieve a more strenuous physical activity program. Field trips may be required. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R146 – Walking for Fitness 1 Units

Hours: 3 lab weekly

This course is designed to provide exercise and fitness training for the walking running student population. Emphasis is on cardiovascular conditioning and muscle strength, and endurance related specifically to walking. It is designed for students to participate in and achieve a more strenuous physical activity program. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R148 – Women's Conditioning 2 Units

Hours: 1 lecture, 3 lab weekly

This course is designed to improve women's general physical condition in relation to cardiovascular endurance, flexibility, strength and general body toning. The course will include analysis of proper nutrition, weight control, stress reduction and cardiovascular efficiency. In learning how to establish a personal fitness program, students will examine a variety of exercise techniques and their effects on the body. Fitness assessments, nutritional guidelines and accurate heart rate monitoring will be essential to this course. *Field trips may be required.*

*Transfer credit: CSU, UC**

PE R150 – Weight Training/Conditioning 1 Unit

Hours: 3 lab weekly

This course focuses on the development of basic skills, coordination, muscular tone, and strength through the use of weight machines and free weights. Cardiovascular conditioning and nutrition are also emphasized.

*Transfer credit: CSU, UC**

PE R151A – Beginning Lifetime Fitness 1 Unit

Hours: 3 lab weekly

This course is designed to improve physical fitness by promoting the five components of fitness: flexibility, cardiovascular fitness, muscle strength, muscle endurance, and body composition. Individual health and fitness assessments will be conducted during the semester. Nutritional awareness and wellness techniques will be included. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

TEAM ACTIVITIES

PE R155A – Basketball I 1 Unit

Hours: 3 lab weekly

This is a course in beginning basketball with emphasis on cardiovascular conditioning, techniques, rules and strategies of full court game. It is an activity course designed for students to increase their knowledge, skills, and techniques of the sport of basketball. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R155B – Basketball II 1 Unit

Prerequisites: PE R155A

Hours: 3 lab weekly

This is a course for intermediate basketball players with emphasis on cardiovascular conditioning, techniques, rules and advanced strategies of the full court game. It is an activity course designed for students to increase their knowledge, skills, and techniques of the sport of basketball. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R156A – Baseball I 1 Unit

Hours: 3 lab weekly

This is a course in beginning baseball with emphasis on cardiovascular conditioning, techniques, rules and strategies of the team game. It is an activity course designed for students to increase their knowledge, skills, and techniques of the sport of baseball. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R156B – Baseball II 1 Unit

Prerequisites: PE R156A

Hours: 3 lab weekly

This is a course in advanced baseball with emphasis on specific baseball conditioning, intricate baseball skills, rules and strategies of the team game. It is an activity course designed for students to increase their knowledge, skills, and techniques of the sport of baseball. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R159A – Soccer I 1 Unit

Hours: 3 lab weekly

This course focuses on the development of basic skills in soccer. Students will learn proper rules, techniques and game strategy. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R159B – Soccer II 1 Unit

Hours: 3 lab weekly

1 hour lecture, 3 hours lab weekly

This course focuses on the development of advanced skills in soccer. Students will learn proper rules, techniques and advanced game strategy. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R160 – Co-Educational Softball 1 Unit

Hours: 3 lab weekly

This course is a co-educational course which covers intermediate skills and strategy of slow pitch softball. *Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PE R161 – Volleyball

1 Unit

Hours: 3 lab weekly

This course teaches the basic skills of playing volleyball. Techniques, strategy and rules of the game are covered. Conditioning and fitness development are also emphasized, as well as nutrition guidelines for volleyball participants. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

*Transfer credit: CSU, UC**

PROFESSIONAL COURSES

PE R185C – Baseball Theory

2 Units

Hours: 1 lecture, 3 lab weekly

This course focuses on the development of advanced skills in baseball theory while exploring a variety of methods and styles of play. Class members will participate in lab assignments and will have weekly lectures including films and guest lectures to facilitate instruction. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU, UC+

PE R198 – Short Courses in Physical Education ½-3 units

Hours: Lecture/lab to be determined according to unit formula

Courses and/or workshops in selected areas of physical education to meet specific needs of the college or community as requested or required by persons whose needs are not met by regular course offerings. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

PE R199 – Directed Studies in Physical Education 1-3 Units

Hours: Lecture and/or lab hours as required by unit formula

This course is designed for selected students interested in furthering their knowledge of physical education on an independent study basis; assigned problems will involve library, lab, and field work. *Course is offered Pass/No Pass (P/NP) at student's option.*

Transfer credit: CSU

PHYSICAL SCIENCE

COURSE DESCRIPTIONS

PHSC R170 – Concepts in Physical Science

4 Units

Prerequisites: MATH R014

Hours: 3 lecture, 3 lab weekly

C-ID: PHYS 140

This introductory course focuses on principles, laws, and concepts in physics, chemistry, and earth and space science. Students model scientific reasoning and experimentation processes: questioning, forming hypotheses, testing hypotheses experimentally, and performing analysis and additional questioning that lead to further experimentation. Lab activities are closely sequenced with the lecture topics, which include measurements and data analysis; fundamentals of classical mechanics; sources and transformations of energy; thermodynamics; waves; electricity and magnetism; light; atomic and nuclear theory; the periodic table; reactions; solutions; fundamentals of organic chemistry; geological processes, with a brief study of rocks and minerals; and the history and structure of the Earth, solar system, and universe. The course incorporates current knowledge of science teaching and concept development. It is aimed at current and prospective teachers, or anyone desiring to acquire basic literacy in physical science. *Field trips may be required.*

Transfer credit: CSU, UC

PHYSICS

Physics is the science of understanding that which is around us. It spawns from the questions posed by ancient philosophers seeking to understand their existence. Physics ultimately utilizes mathematics, observations, and logic to coherently model the natural phenomena that we encounter daily; from something as simple as how an object falls to something as complex as the ongoing expansion of the Universe. Physics imbues us with the ability to know what happens next, given the parameters and intricacies of a system. This, in turn, allows us to devise and develop technologies that utilize our knowledge and propel us as a people into the future.

The physics program at Oxnard College offers the Associate in Science (A.S.) degree. The courses in this program prepare students to transfer to the university to Bachelor of Arts or Bachelor of Science degree programs in physics.

To earn an associate degree with a major in physics, students must complete the core courses listed below, plus general education degree requirements. These major requirements help prepare students for upper-division course work for bachelor and advanced degrees in physics offered by four-year institutions. Since the course work in physics and math is sequential, students should give priority to completing major requirements in degree planning.

The core courses listed below for the Associate in Science degree in physics help students prepare for transfer to a Bachelor of Arts or a Bachelor of Science degree in physics at institutions such as the University of California Los Angeles (UCLA), the University of California Santa Barbara (UCSB), and California State University Northridge (CSUN). Universities differ slightly in requirements for the Bachelor of Arts degree in physics and the Bachelor of Science degree in physics. Students are advised to refer to the official articulation agreements on assist.org for the most current requirements of their intended transfer institution. The Counseling Department or a member of the Science Department faculty can help plan a student's coursework at Oxnard College so the student has a smooth transition to the university of his or her choice with a major in physics.

UC Limitation on Transfer of Physics Courses: *The UC will give credit for only one Physics series: R101/L and R102/L or R121 and R122 or R131, R132, and R133.*

CAREER OPPORTUNITIES

(Post-bachelor's degrees are necessary in most cases)

Astronaut	Highway Designer
Astronomer	Laser Specialist
Atmospheric Scientist	Low-Temperature Physicist
Biomedical Engineer	Manufacturing Engineer
Chemical Physicist	Medical Technologist
Electro-Optic Engineer	Meteorologist
Fusion Engineer	Nuclear Physicist
Geochemist	Physical Chemist
Geophysicist	Space Scientist
	Teacher-secondary or college level

FACULTY

Full-Time

Justin Miller

◆ PHYSICS

Associate in Science for Transfer

The Associate in Science in Physics for Transfer (Physics AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page [63](#) for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page [68](#) for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page [75](#) for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Physics AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Physics AS-T. Some campuses may also require or recommend specific course selections from choices within the AS-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Physics major.

California State University, Bakersfield
California State University, Chico
California State University, Dominguez Hills
California State University, East Bay
California State University, Fresno
California State University, Fullerton
Humboldt State University
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
California State Polytechnic University, Pomona
Sacramento State University
California State University, San Bernardino
San Diego State University
San Francisco State University
San José State University
California State Polytechnic University, San Luis Obispo
California State University, San Marcos
Sonoma State University
California State University, Stanislaus

REQUIRED CORE PHYSICS COURSES (15 UNITS): UNITS

PHYS R131	Physics for Scientists and Engineers 1	5
PHYS R132	Physics for Scientists and Engineers 2	5
PHYS R133	Physics for Scientists and Engineers 3	5

REQUIRED CORE MATHEMATICS COURSES (15 UNITS): UNITS

MATH R120	Calculus with Analytic Geometry I	5
MATH R121	Calculus with Analytic Geometry II	5
MATH R122	Calculus with Analytic Geometry III	5

TOTAL REQUIRED MAJOR UNITS 30

IGETC Pattern	37
Double-Counted Units	(7)
Electives (CSU transferable units needed to reach 60)	0

DEGREE TOTAL 60**◆ PHYSICS****Associate in Science Degree in Physics**

The requirements for the A.S. degree in physics are satisfactory completion of a minimum of 60 semester units of which 40 semester units must be the required core courses shown below. The additional minimum of 20 units is to be chosen from the general education degree requirements found in the Oxnard College catalog. Students who plan to transfer to a four-year university should consult the CSU-GE or IGETC pattern for general education. The A.S. degree in physics is designed for students who wish to earn a Bachelor of Arts or Bachelor of Science degree in physics at UCLA, UCSB, or CSUN.

REQUIRED COURSES FOR THE A.S. IN PHYSICS UNITS

CHEM R120*	General Chemistry I*	5
MATH R120	Calculus with Analytic Geometry I	5
MATH R121	Calculus with Analytic Geometry II	5
MATH R122	Calculus with Analytic Geometry III	5
MATH R134	Linear Algebra	3
MATH R143	Differential Equations	3
PHYS R131	Physics for Scientists and Engineers 1	5
PHYS R132	Physics for Scientists and Engineers 2	5
PHYS R133	Physics for Scientists and Engineers 3	5

REQUIRED MAJOR UNITS 41

Additional Units for GE Degree Requirements 20

TOTAL REQUIRED UNITS 61

*Note: UC Santa Barbara requires both CHEM R120 and CHEM R122 (General Chemistry II) for either the B.A. in Physics or the B.S. in Physics. CHEM R122 is offered fall and spring semesters at Oxnard College.

Proposed plan of study for A.S. degree in Physics:

YEAR 1:	FALL SEMESTER	SPRING SEMESTER
	MATH R120	MATH R121
	CHEM R120	PHYS R131
YEAR 2:	FALL SEMESTER	SPRING SEMESTER
	MATH R122	MATH R134 & R143
	PHYS R132	PHYS R133

Program Requirements

The requirements for the A.S. Degree in Physics are satisfactory completion of a minimum of 60 semester units of which 40 semester units must be the required core courses shown below. The additional minimum of 20 units is to be chosen from the general education degree requirements found in the Oxnard College catalog. Students who plan to transfer to a four-year university should consult the CSU-GE or IGETC pattern for general education. The A.S. Degree in Physics is designed for students who wish to earn a Bachelor of Arts or Bachelor of Science degree in physics at UCLA, UCSB or CSUN.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Physics program students will be able to:

- Apply the fundamental principles of physics to solve quantitative problems involving physical systems given certain parameters.
- Appropriately utilize physics equipment and the skills needed to gather and analyze data pertaining to physical systems.
- Extract information from graphs containing relations between physical quantities and use it to draw conclusions pertaining to the given system.
- Interpret and develop diagrams depicting physical systems and use them to draw conclusions, formulate mathematical representations, and solve for unknown quantities.
- Utilize communication skills (e.g. written, oral, web-based) to effectively report observational results and conclusions based on these results.

COURSE DESCRIPTIONS

UC Limitation on Transfer of Physics Courses: The UC will give credit for only one Physics series: R101/L and R102/L or R121 and R122 or R131, R132, and R133.

PHYS R101 – College Physics 1 4 Units**Prerequisites:** MATH R116**Hours:** 4 lecture weekly**C-ID:** PHYS 105 (when taken with PHYS R101L)

This course is an introduction to classical mechanics and thermal physics that is appropriate for non-majors. It assumes a prior knowledge of mathematics through algebra/trigonometry. Central topics include kinematics, vectors, forces, energy, rotational motion, heat, fluids, waves, and sound. The course is designed to meet the needs of students majoring in the biological sciences and science-allied fields such as architecture. *Biology majors should consult with a counselor to determine whether to take this course or PHYS R121. Field trips may be required.*

Transfer credit: CSU, UC

PHYS R101L – College Physics 1 Laboratory 1 Unit**Prerequisites:** PHYS R101 or concurrent enrollment**Hours:** 3 lab weekly**C-ID:** PHYS 105 (when taken with PHYS R101)

This course is the laboratory that complements PHYS R101, which may be taken either previously or concurrently. It provides students with opportunities to learn and apply the scientific method through investigations of the phenomena discussed in that course. It also introduces students to methods of computer-assisted data analysis.

Transfer credit: CSU, UC

PHYS R102 – College Physics 2**4 Units****Prerequisites:** PHYS R101**Hours:** 4 lecture weekly**C-ID:** PHYS 110 (when taken with PHYS R102L)

This course is an introduction to electromagnetic theory, optics, and modern physics that is appropriate for non-majors. It assumes a prior knowledge of mathematics through algebra/trigonometry, and of the fundamentals of classical mechanics. Central topics include electricity, magnetism, optics, quantum ideas, atomic and nuclear physics, and special relativity. The course is designed to meet the needs of students majoring in the biological sciences and science-allied fields such as architecture. *Biology majors should consult with a counselor to determine whether to take this course or PHYS R122. Field trips may be required.*

*Transfer credit: CSU, UC***PHYS R102L – College Physics 2 Laboratory****1 Unit****Prerequisites:** PHYS R102 or concurrent enrollment**Hours:** 3 lab weekly**C-ID:** PHYS 110 (when taken with PHYS R102)

This course provides students with opportunities to learn and apply the scientific method through investigations of the phenomena discussed in a college physics lecture. It also introduces students to methods of computer-assisted data analysis.

*Transfer credit: CSU, UC***PHYS R121 – Physics with Calculus 1****5 Units****Prerequisites:** MATH R120**Hours:** 4 lecture, 3 lab weekly

This course is an introduction to classical mechanics and thermal physics. Topics include vectors, motion, force, energy, heat, fluids, waves, and sound. The laboratory provides students with opportunities to learn and apply the scientific method through investigations of the phenomena discussed in lecture. It also introduces students to methods of computer-assisted data analysis. The course is designed to meet the needs of students majoring in the biological sciences, although it may also be suitable for students in certain other majors. It is not appropriate for students planning to major in fields such as engineering, mathematics, the physical sciences, or computer science. *Field trips may be required.*

*Transfer credit: CSU, UC***PHYS R122 – Physics and Calculus 2****5 Units****Prerequisites:** PHYS R121 and MATH R121**Hours:** 4 lecture, 3 lab weekly

This course is an introduction to electromagnetic theory, optics, and modern physics. Topics include electricity, magnetism, optics, quantum ideas, atomic and nuclear physics, and special relativity. The laboratory provides students with opportunities to learn and apply the scientific method through investigations of the phenomena discussed in lecture. It also provides students with additional exposure to methods of computer-assisted data analysis. The course is designed to meet the needs of students majoring in the biological sciences, although it may also be suitable for students in certain other majors. It is not appropriate for students planning to major in fields such as engineering, mathematics, the physical sciences, or computer science. *Field trips may be required.*

*Transfer credit: CSU, UC***PHYS R131 – Physics for Scientists and Engineers 1****5 Units****Prerequisites:** MATH R120**Hours:** 4 lecture, 3 lab weekly**C-ID:** PHYS 205; PHYS 200S (when taken with R132 and R133)

This course is an introduction to the statics and dynamics of rigid bodies and ideal fluids. Central topics include Newton's laws; conservation of energy, linear momentum, and angular momentum; equilibrium of rigid bodies; and oscillatory motion. Although the course emphasizes conceptual understanding, students also learn to apply mathematical techniques such as vector algebra, differential and integral calculus, Taylor series, and linear differential equations to the solution of problems. The laboratory provides students with opportunities to learn and apply the scientific method through investigations of the phenomena discussed in lecture. The course is appropriate for students majoring in the physical sciences, engineering, mathematics, computer science, and related fields. *Field trips may be required.*

*Transfer credit: CSU, UC***PHYS R132 – Physics for Scientists and Engineers 2****5 Units****Prerequisites:** PHYS R131 and MATH R121**Hours:** 4 lecture, 3 lab weekly**C-ID:** PHYS 210; PHYS 200S (when taken with R131 and R133)

A continuation of PHYS R131, this course is an introduction to electricity and magnetism along with thermodynamics, with emphasis on understanding field theory, the behavior of simple electrical circuits, heat exchange, the laws of thermodynamics and thermodynamic processes. Central topics include gravitational, electric, and magnetic fields; the laws of Coulomb, Gauss, Ohm, Kirchhoff, Ampere, Biot-Savart, and Faraday; simple circuit analysis; Maxwell equations; heat, entropy, thermodynamic processes, and the thermodynamic laws. Although the course emphasizes conceptual understanding, students also learn to apply mathematical techniques such as vector algebra, vector differentiation and integration, binomial approximations, and linear differential equations to the solution of problems. The laboratory provides students with opportunities to learn and apply the scientific method through investigations of the phenomena discussed in lecture. The course is appropriate for students majoring in the physical sciences, engineering, mathematics, computer science, and related fields. *Field trips may be required.*

*Transfer credit: CSU, UC***PHYS R133 – Physics for Scientists and Engineers 3****5 units****Prerequisites:** PHYS R132 and MATH R122**Hours:** 4 lecture, 3 lab weekly**C-ID:** PHYS 215; PHYS 200S (when taken with R131 and R132)

A continuation of PHYS R132, this course is an introduction to wave motion (with emphasis placed on the study of sound and electromagnetic wave phenomena), geometrical and wave optics, and selected elementary topics on special relativity and quantum mechanics. Central topics include mechanical and electromagnetic waves; geometric optics; interference and diffraction; relativistic kinematics and dynamics; and elementary quantum theory with atomic structure. Although the course emphasizes conceptual understanding, students also learn to apply mathematical techniques such as vector calculus, Fourier analysis, numerical approximations, and multi-variable integration to the solution of problems. The laboratory provides students with opportunities to learn and apply the scientific method through investigations of the phenomena discussed in lecture. The course is appropriate for students majoring in the physical sciences, engineering, mathematics, computer science, and related fields. *Field trips may be required.*

Transfer credit: CSU, UC

PHYSIOLOGY

See courses in Biological Sciences

POLITICAL SCIENCE

Political Science courses offer research into and analysis of the institutions and politics of government. Topics include the interpretation and use of constitutions, the politics of the legislative process, elections and campaigns, the impact of money and lobbying on public policy decisions, the role of political parties, interactions between national, state and local government, the role of executive leadership including the United States President, the impact of bureaucracies on public and personal life, the judicial process and the criminal justice system, comparative government, international relations and a wide range of issues that affect the lives of citizens. Development of skills in research, critical thinking, persuasive argument in debate, and analytical writing are primary goals of instruction in political science. All courses provide a stimulating foundation for the life of an educated citizen. Four political courses offer partial fulfillment of the American Institutions requirement. The requirements for a political science major and the great variety of career options served by a major are listed below.

For more information, contact:

Gloria Guevara, gguevara@vcccd.edu
(805) 678-5095

CAREER OPPORTUNITIES

Armed Services	Attorney/Legal Assistant
Judicial Officer/Judge	High School Teacher
College Instructor	Political Consultant
Police Services	Political Scientist/Researcher
Elected Public Official	Community Activist
Journalism/Book Author	Intelligence Agencies/CIA/FBI
Foreign Service/U.S. State Department	
Custom Officer/Import-Export Agent	
Public Relations/Travel Consultant	
International Civil Service/Public Institutions	
Non-Profit Organization Management	
Public Administration/Civil Service	
Human Services/Social Welfare	
Human Services/Criminal Justice System	
Human Services/Child Protective & Domestic Relations	
Human Services/Juvenile Services	

Faculty

Full-Time

Gloria Guevara

◆ POLITICAL SCIENCE

Associate in Arts for Transfer

The Associate in Arts in Political Science for Transfer (Political Science AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Political Science AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Political Science AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Political Science major.

California State University, Bakersfield
California State University, Channel Islands
California State University, Chico
California State University, Dominguez Hills
California State University, East Bay
California State University, Fresno
California State University, Fullerton
Humboldt State University
California State University, Long Beach
California State University, Los Angeles
California Maritime Academy
California State University, Monterey Bay
California State University, Northridge
California State Polytechnic University, Pomona
Sacramento State University
California State University, San Bernardino
San Diego State University

San Francisco State University
 San José State University
 California State Polytechnic University, San Luis Obsipo
 California State University, San Marcos
 Sonoma State University
 California State University, Stanislaus

REQUIRED CORE COURSES (3 UNITS):		UNITS
POLS R101	Government of the United States I: Institutions and Politics	3
LIST A - SELECT THREE OF THE FOLLOWING COURSES (9 UNITS):		
PHIL R114	Social Philosophy	3
POLS R100	Introduction to Politics	3
POLS R104	Introduction to International Relations	3
POLS R108	Comparative Politics	3
LIST B - SELECT TWO OF THE FOLLOWING COURSES (6 UNITS):		
Any course from List A not already selected above		3
ANTH R102/H	Introduction to Cultural Anthropology/Honors	3
ANTH R105	Sex, Gender and Culture	3
ANTH R110	People and Cultures of the World	3
ECON R100	Modern American Economy	3
ECON R101	Introduction to the Principles of Macroeconomics	3
ECON R102	Introduction to the Principles of Microeconomics	3
HIST R109	History of Mexico	3
HIST R116	History of the Americas II	3
HIST R117	History of American Women	3
HIST R130/H	History of the United States I/Honors	3
HIST R140/H	History of the United States II/Honors	3
HIST R150/H	World History I/Honors	3
HIST R160/H	World History II/Honors	3
POLS R102	Government of the United States: Institutions and Laws	3
POLS R105	Current Issues in Domestic and Foreign Politics	3
SOC R101	Introduction to Sociology	3
SOC R102	Social Problems	3
SOC R104	Sex Roles	3
SOC R108	Sociology of the Chicano Community	3
SOC R125	Statistics for the Behavioral and Social Sciences	3
TOTAL REQUIRED MAJOR UNITS		18
CSU General Education or IGETC Pattern		38-41
Double-Counted Units		(6-15)
Electives (CSU transferable units needed to reach 60)		7-19
DEGREE TOTAL		60

◆ POLITICAL SCIENCE

Associate in Arts Degree

REQUIRED COURSES:		UNITS
POLS R100	Introduction to Politics	3
POLS R101	Government of the United States I: Institutions and Politics	3
POLS R102	Government of the United States: Institutions and Laws	3
POLS R104	Introduction to International Relations	3
POLS R108	Comparative Politics	3
		<hr/>
		15

REQUIRED ADDITIONAL COURSES:		UNITS
Select six units from the following:		
ANTH R102/H	Introduction to Cultural Anthropology/Honors	3
ECON R100	Modern American Economy	3
or		
ECON R101	Introduction to the Principles of Macroeconomics	3
GEOG R102	World Regional Geography	3
HIST R107	History of Mexicans in the United States	3
or		
HIST R116	History of the Americas II	3
HIST R110	History of the Middle East	3
HIST R150/H	World History I/Honors	3
HIST R160/H	World History II/Honors	3
IDS R101A	History of Ideas and Evolution of Culture I	3
IDS R102	Science, Technology, and Human Values	3
PHIL R111	Critical Thinking and Analytic Writing	3
PHIL/SOC R114	Social Philosophy	3
Any POLS course not used to satisfy the core requirement		3
PSY R103	Beginning Statistics for Behavioral Science	3
SOC R103	Race and Ethnic Relations	3
		<hr/>
		6
TOTAL REQUIRED MAJOR UNITS		21

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Political Science program students will be able to:

- Demonstrate a knowledge and awareness of contemporary issues, political institutions, and problems in the community and their historical contexts. Students should demonstrate an understanding of the importance of community involvement and leadership.
- Demonstrate a working knowledge of research in political science and identify research questions, hypotheses and analyze, critique and integrate source materials.
- Demonstrate an in-depth understanding and knowledge of the political institutions through which public policies are formulated, modified, and implemented.

- Demonstrate an understanding of the mechanics of writing in Political Science and demonstrate proficiency in spelling, grammar and sentence structure. This includes stylistic considerations such as formatting and source documentation. Students should also demonstrate the ability to communicate ideas (oral) effectively.
- Demonstrate increasingly sophisticated skills in reading sources critically. Students should be able to research, evaluate and analyze the field of Political science and relate ideas to other fields as well.
- Demonstrate knowledge and theories relevant to global politics and policies. This includes knowledge of Western and non-Western political systems, processes, values and models of politics and patterns of interaction among them. Students should demonstrate an understanding and respect for economic, socio-cultural, political and environmental interaction of global life.

COURSE DESCRIPTIONS

POLS R100 – Introduction to Politics

3 Units

Hours: 3 lecture weekly
C-ID: POLS 150

This course introduces students to the discipline and subfields within Political Science. Basic political concepts, political ideologies, political institutions and political systems are examined. The concepts of power, law, justice, democracy, social welfare and liberty will be discussed in relation to contemporary institutions of government. The impact of international and transnational influences on domestic politics will be analyzed. This course includes the study of California Government. *Field trips may be required.*
Transfer credit: CSU, UC

POLS R101 – Government of the United States I: Institutions and Politics

3 Units

Hours: 3 lecture weekly
C-ID: POLS 110

This course provides a study of the Constitutional principles, institutions and politics of American Government with special attention to the dynamics of representative government evident in voting, campaigns, political party politics, legislative process, presidential leadership and the public policy process. The California Constitution and government will be examined. *Field trips may be required.*
Transfer credit: CSU, UC

POLS R102 – Government of the United States: Institutions and Laws

3 Units

Hours: 3 lecture weekly

This course offers an introduction to the study of principles, institutions and procedures characteristic of government in the United States, national, state and local. Special attention is given in this course to the judicial process and judicial interpretations of constitutional principles regarding federal state relations, legislative authority, presidential authority, civil liberties and civil rights. This course includes study of the California Constitution and analysis of the criminal justice system. Issues of police authority, juvenile crime, due process in court proceedings and punishment policies are debated. Partially fulfills a state requirement in American Institutions. *Field trips may be required.*

Transfer credit: CSU, UC

POLS R104 – Introduction to International Relations **3 Units**

Hours: 3 lecture weekly
C-ID: POLS 140

An introduction to international relations theory with an examination of national, international, transnational, and sub-national actors and their institutions, interactions and processes as they relate to global issues. The role of international institutions such as the United Nations and the World Bank, the activities of non-governmental organizations and the goals and methods of protest movements are described. Topics to be discussed include the impact of globalization, international trade, transnational corporations, mass communication technology, global migration, massive arms distributions and the sources of armed conflict. *Field trips may be required.*

Transfer credit: CSU, UC

POLS R105 – Current Issues in Domestic and Foreign Politics

3 Units

Hours: 3 lecture weekly

This course blends elements of political theory with the world of political problems and action at individual, state, national and international levels. Each semester the issues selected for examination will be revised. *Field trips may be required.*
Transfer credit: CSU, UC

POLS R108 – Comparative Politics

3 Units

Hours: 3 lecture weekly
C-ID: POLS 130

This course surveys the political life and institutions of a number of foreign countries. The impact of politics in developed and developing countries is examined on the local, state and international levels. Political and economic development, political conflicts, civic participation and their relationship to global forces are all examined in an effort to identify both similarities and differences in people's attempts to grapple with government problems throughout the world. *Field trips may be required.*

Transfer credit: CSU, UC

POLS R199 – Directed Studies in Political Science **1-3 units**

Hours: Lecture and/or lab hours as required by unit formula

Designed for selected students interested in furthering their knowledge of political science on an independent study basis; assigned problems will involve library, lab, and field work. *Field trips may be required.*

Transfer credit: CSU

PSYCHOLOGY

The Department of Psychology at Oxnard College studies mental processes and human behavior. It offers courses exploring different aspects of people's behavior and thinking. Students interested in the major and general education will find several courses addressing their specific interests, as well as those with Workforce and Continuing Education needs.

The major is designed to prepare the student for higher level studies at California State University as well as The University of California. Possible jobs for which studies in Psychology prepare the student include advertising, human resources, criminal justice, vocational counseling, social work, community organizations psychologist, public relations and others.

For more information, contact:

Linda Chaparro, lchaparro@vcccd.edu
(805) 678-5096

CAREER OPPORTUNITIES

Advertising Manager	Efficiency Engineer
Job Analyst	Personnel Manager
Police Officer	Psychologist
Vocational Counselor	Public Relations
Social/Welfare Work	Statistician
Pathologist/Audiologist	Probation/Parole Officer
Community Organization Director	

FACULTY

Full-Time

Linda Chaparro

◆ PSYCHOLOGY

Associate in Arts in for Transfer

The Associate in Arts in Psychology for Transfer (Psychology AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Psychology AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students



intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Psychology AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adegreewithaguarantee.com for the most current list of these designated majors and areas of emphasis/options within the Psychology major as this list is subject to change.

California State University, Bakersfield
 California State University, Channel Islands
 California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 California State University, Fresno
 California State University, Fullerton
 Humboldt State University
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Northridge
 California State Polytechnic University, Pomona
 Sacramento State University
 California State University, San Bernardino
 San Diego State University
 San Francisco State University
 San José State University
 California State University, San Marcos
 Sonoma State University
 California State University, Stanislaus

REQUIRED CORE COURSES (9-10 UNITS):

		UNITS
PSY R101	General Psychology	3
PSY R104	Introduction to Experimental Psychology	3
	AND	
PSY R103	Beginning Statistics for Behavioral Science	3
	OR	
MATH R105	Introductory Statistics	4

LIST A - REQUIRED ADDITIONAL COURSE (3 UNITS):

PSY R105	Introduction to Physiological Psychology	3
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LIST B - SELECT THE FOLLOWING COURSE (3 UNITS):

PSY R108	Developmental Psychology	3
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LIST C - SELECT ONE OF THE FOLLOWING COURSES (3 UNITS):

PSY R102A	Interpersonal Relations I	3
PSY R107	Sex Roles	3
PSY R110	Human Sexuality	3
PSY R131	Abnormal Psychology	3

TOTAL REQUIRED MAJOR UNITS **18-19**

CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(12-18)
Electives (CSU transferable units needed to reach 60)	15-22

DEGREE TOTAL **60**

◆ PSYCHOLOGY

Associate in Arts Degree

REQUIRED COURSES:	UNITS
PSY R101 General Psychology	3
PSY R102A Interpersonal Relations	3
Choose one of the following statistics courses:	
PSY R103 Beginning Statistics for Behavioral Science	3
or	
MATH R105 Introductory Statistics	4
And choose one of the following courses:	
PSY R104 Intro to Experimental Psychology	3
or	
PSY R105 Intro to Physiological Psychology	3
	12 - 13
REQUIRED ADDITIONAL COURSES:	
Complete one of the following courses:	
PHIL R101/H Introduction to Philosophy/Honors	3
PSY R104 Intro to Experimental Psychology	3
PSY R105 Intro to Physiological Psychology	3
PSY R108 Developmental Psychology	3
SOC R106 Contemporary Family in American Society	3
Plus one of the following:	
PSY R107/SOC R104 Sex Roles	3
PSY R110 Human Sexuality	3
PSY R111/ ECE R108 The Exceptional Child	3
	6
TOTAL REQUIRED MAJOR UNITS	18 - 19

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

Program Student Learning Outcomes

Upon successful completion of the Psychology program students will be able to:

- Demonstrate competence in information technologies used for data analysis, research, and presentation.
- Demonstrate an understanding of and apply psychological principles and methods to personal, social and organizational issues in ways that promote self-understanding, personal development and effective relationships, and which enable students to function as more effective members of society.
- Demonstrate critical thinking and creative problem-solving strategies by applying psychological research methods, such as experimental design, data analysis and interpretation.
- Demonstrate effective communication skills appropriate to professional work in psychology.
- Demonstrate knowledge of major concepts, theories, and empirical approaches from diverse perspectives of psychology including: biological, developmental, individual, social, learning and cognitive processes.
- Identify and abide by the ethics of psychology including recognition of, understanding of, and respect for socio-cultural complexity and international/global diversity.

◆ COMMUNITY MENTAL HEALTH SERVICE

Proficiency Award

(Awarded by the Department)

This Proficiency Award provides students with entry-level skills to enter the field of Mental Health. Students who successfully complete the requirements for this nine-unit Proficiency Award will acquire a basic understanding and appreciation of mental health services, policy, roles in counseling and interviewing, basic case management and case evaluation. This award will also serve the needs of incumbent workers seeking to advance in their existent position within the field of mental health. In addition, the required courses connected to this proficiency award will serve as a career pathway for high school students who possess an early interest in an occupation within the mental health field.

REQUIRED COURSES:	UNITS
PSY R116 Supportive Counseling and Interviewing	3
PSY R117 Introduction to Case Management for Mental Health and Human Services	3
PSY R118 Psychiatric Rehabilitation and Mental Health Recovery	3
TOTAL UNITS	9

COURSE DESCRIPTIONS

PSY R101 – General Psychology 3 Units

Hours: 3 lecture weekly

C-ID: PSY 110

This course studies mental processes, human behavior and factors that influence them. The scientific bases of psychology are examined in addition to the scientific method. Theories involving biological, sensory and perceptual determinants of behavior are examined in addition to topics such as development, motivation, learning, intelligence, personality, mental disorders and treatment. Specific disciplines in the field such as Social Psychology and Health Psychology are explored. *Field trips may be required.*
Transfer credit: CSU, UC

PSY R102A – Interpersonal Relations I 3 Units

Hours: 3 lecture weekly

C-ID: PSY 115

The class provides an exploration of personal awareness and interaction. Students will learn to apply psychological principles of human behavior, explore ways of knowing themselves, and learn how they are perceived by others. A combination of experimental and theoretical approaches is used to increase awareness, clarify values, and aid in decision-making.
Transfer credit: CSU

PSY R103 – Beginning Statistics for Behavioral Science 3 Units

Prerequisites: PSY R101 and MATH R014 or MATH R014B or MATH R032

Hours: 3 lecture, 1 lab weekly

C-ID: MATH 110

This course is designed for students majoring in psychology, sociology, and anthropology. The emphasis is on the use of statistics in behavioral science research. Topics discussed include procedures in hypothesis testing, descriptive, inferential and correlational statistics.
Transfer credit: CSU, UC

PSY R104 – Introduction to Experimental Psychology 3 Units

Prerequisites: PSY R101 and PSY R103 or MATH R105

Hours: 3 lecture weekly

C-ID: PSY 200

This psychological methods course emphasizes research design, experimental procedures and techniques, descriptive methodology, and the collection, analysis and interpretation of research data. *Field trips may be required.*

Transfer credit: CSU, UC

PSY R105 – Introduction to Physiological Psychology 3 Units

Prerequisites: PSY R101

Hours: 3 lecture weekly

C-ID: PSY 150

The course provides exploration of physiological bases of behavior. Topics include: neural impulses and sensory processes, neural basis of reinforcement, electrical stimulation of the brain, memory, learning, emotion, biofeedback, split-brain studies, and research on right and left hemispheres. Emphasis is on current research findings as well as ethical standards and implications. *Field trips may be required.*

Transfer credit: CSU, UC

PSY R107 – Sex Roles 3 Units

Hours: 3 lecture weekly

The class explores sex role development, status, role change and role conflicts, common stereotypes of males and females, women as a minority group, aspects of sexuality, and psycho-social implications of the liberation movement; psycho-social aspects of both sex and gender are emphasized. (Same as SOC R104.)

Transfer credit: CSU, UC

PSY R108 – Developmental Psychology 3 Units

Hours: 3 lecture weekly

C-ID: PSY 180

The course explores the path of human physical, cognitive, social and emotional development from the beginning of life through death. The emphasis is placed on normal development patterns using current information, child-rearing practices and their effects on later development. *Field trips may be required.*

Transfer credit: CSU, UC

PSY R110 – Human Sexuality 3 Units

Hours: 3 lecture weekly

C-ID: PSY 130

The course examines human sexuality with contributions from various disciplines: medicine, biology, psychology, anthropology, sociology, public health. Human sexuality will be examined from psychological, biological, sociocultural, and historical perspectives. Emphasis is placed on the individual's sexuality and sexual attitudes, values, and behaviors. Current sex norms and various aspects of interpersonal and individual sexual adjustment will be explored.

Transfer credit: UC, CSU

PSY R111 – The Exceptional Child 3 Units

Hours: 3 lecture weekly

This course will cover characteristics and problems of the developmentally delayed, socially handicapped child, and those with emotional problems, as well as the mentally gifted child. The class will cover study of issues, and research encountered in these specific areas. Also covered will be resources and techniques for living and working with these children. (Same as ECE R108.) *Field trips may be required.*

Transfer credit: CSU

PSY R115 – Introduction to Public Mental Health 3 Units

Hours: 3 lecture weekly

This is an introductory course for students interested in public mental health. An overview of the history of public mental health, the types and functions of agencies, practices, careers, professional ethics, current trends and issues is provided. *Field trips may be required.*

Transfer credit: CSU

PSY R116 – Supportive Counseling and Interviewing 3 units

Hours: 3 lecture weekly

This course provides an introduction to the skills and techniques of supportive counseling and interviewing. It focuses on developing the skills of listening, responding, building trust, assessment, questioning, reflecting strengths, referral, values, and ethics. Students will learn skills which can be applied to a variety of human services settings where establishing partnerships and embracing cultural diversity are necessary to be a competent helper. *Field trips may be required.*

Transfer credit: CSU

PSY R117 – Introduction to Case Management for Mental Health and Human Services 3 Units

Prerequisites: PSY R116

Hours: 3 lecture weekly

This course is an introduction to the basic concepts and skills of case management for those working in the mental health or human services fields. It covers philosophy, ethics, concepts, assessment, documentation, recordkeeping, plan development, linking to community agencies, services monitoring, an overview of benefits programs, and legal issues. It emphasizes strength-based, recovery-oriented and culturally-competent approaches to case management and develops the communication, organization, writing, planning and evaluation skills needed by today's case manager. *Field trips may be required.*

Transfer credit: CSU

PSY R118 – Psychiatric Rehabilitation and Mental Health Recovery 3 Units

Hours: 3 lecture weekly

This course is an introduction to the principles and practices used to provide support to persons with psychiatric disabilities as they move through the process of rehabilitation and recovery. It will focus on the values and principles of Psychosocial Rehabilitation and the Mental Health Recovery Movement as well as the methods and skills required for the effective development and delivery of rehabilitation plans and community support services. The course addresses the nature of severe and persistent mental illness, medication management, supported employment and education, dual disorders treatment, the role of the family, Wellness and Recovery Action Plan (WRAP), self-help, and peer delivered services. *Field trips may be required.*

Transfer credit: CSU

PSY R131 – Abnormal Psychology 3 Units

Hours: 3 lecture weekly

C-ID: PSY 120

This course surveys various definitions, causes, and treatment methods relative to abnormal behavior. This course also covers both psychological, biological and sociocultural theories of abnormal behavior. Topics include: diagnosis of abnormal behavior, clinical syndromes, various forms of intervention and preventive strategies. *Field trips may be required.*

Transfer credit: CSU, UC

PSY R135 Learning and Cognition

3 Units

Hours: 3 lecture weekly

This course presents an overview of the theories of learning, cognition, and human development. Major theories of learning and of psychological, emotional, ethical, and physical development will be covered with emphasis on the application of these theories to real life settings such as schools and other organizations such as alternative schools of education, and the criminal justice system. *Field trips may be required.*

Transfer credit: CSU

PSY R198 – Short Courses in Psychology

½-10 Units

Hours: Lecture and/or lab hours as required by unit formula

Courses and/or workshops in selected areas of Psychology to meet specific needs of college or community as requested or required. *Field trips may be required.*

Transfer credit: CSU

SOCIAL JUSTICE STUDIES

Note: A program is currently under development in this discipline.

COURSE DESCRIPTIONS

SJS R110 – Introduction to Social Justice Studies

3 Units

Hours: 3 lecture weekly

This course introduces students to the interdisciplinary study of race and ethnicity in the United States and the world beyond. It examines social justice movements in relation to ethnic and racial groups in the United States to provide a basis for a better understanding of the socioeconomic, cultural and political conditions among key social groups. It also explores colonialism, global racism and transnational social movements in a global context. *Field trips may be required.*

Transfer credit: CSU

SJS R120 – Introduction to Women's Studies

3 Units

Hours: 3 lecture weekly

This course introduces students to the origins, purpose, subject matter, and methods of Women's Studies and to feminist perspectives on a range of social issues affecting people of diverse backgrounds. It will include the study of gender and its intersections with race, class, sexuality, dis/ability, age, religion, and other systems of difference. *Field trips may be required.*

Transfer credit: CSU

SJS R130 – Introduction to LGBTQ Studies

3 Units

Hours: 3 lecture weekly

This introductory course examines a broad range of contemporary gay, lesbian, bisexual, transgender, and queer issues in various contexts including the bio-medical, cultural, sociological, political, racial and sexual. *Field trips may be required.*

Transfer credit: CSU

SOCIOLOGY

Sociology is the study of social relations in groups. Topics include socialization, social stratification, sex roles, race and ethnic relations, social philosophy, the family, population trends and the dynamics of social change. Sociology majors are prepared to transfer to four year colleges and universities so that they may prepare for careers as counselors, teachers, police officers, social workers and human service workers.

For more information, contact:

Marie Butler, mbutler@vccd.edu
(805) 678-5098

CAREER OPPORTUNITIES

Counselor	Police Officer
Probation/Parole Officer	Public Health Educator
Public Survey Worker	Recreation Director
Statistician	Correctional Officer
Social/Welfare Worker	Private Detective
Social and Human Service Assistant	
Sociologist (Criminologist, Penologist, Industrial, Social Ecologist)	

FACULTY

Full-Time

Marie Butler Linda Chaparro Juan Pitones

◆ SOCIOLOGY

Associate in Arts for Transfer

The Associate in Arts in Sociology for Transfer (Sociology AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Sociology AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as “similar” to the Sociology AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adgreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Sociology major.

California State University, Bakersfield
 California State University, Channel Islands
 California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 California State University, Fresno
 California State University, Fullerton
 Humboldt State University
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Northridge
 California State Polytechnic University, Pomona
 Sacramento State University
 California State University, San Bernardino
 San Diego State University
 San Francisco State University
 San José State University
 California State Polytechnic University, San Luis Obispo
 California State University, San Marcos
 Sonoma State University
 California State University, Stanislaus

REQUIRED CORE COURSES (3 UNITS):	UNITS
SOC R101 Introduction to Sociology	3

LIST A - REQUIRED ADDITIONAL COURSES (6 UNITS MINIMUM):

SOC R102 Social Problems	3
SOC R111 Introduction to Social Research	3
SOC R125 Statistics for the Behavioral and Social Sciences	3

or

MATH R105 Introductory Statistics	4
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LIST B - SELECT THREE OF THE FOLLOWING COURSES (9 UNITS):

SOC R103 Race and Ethnic Relations	3
SOC R104 Sex Roles	3
SOC R106 Contemporary Family in American Society	3
SOC R116 Crime and Society	3
Any course from List A not already selected above	3

TOTAL REQUIRED MAJOR UNITS	18
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CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(9-12)
Electives (CSU transferable units needed to reach 60)	10-16

DEGREE TOTAL	60
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◆ SOCIOLOGY

Associate in Arts Degree

REQUIRED COURSES: **UNITS**

SOC R101	Introduction to Sociology	3
SOC R102	Social Problems	3
SOC R111	Introduction to Social Research	3

Plus one of the following:

SOC R103	Race and Ethnic Group Relations	3
SOC R108	Sociology of the Chicano Community	3
		12

REQUIRED ADDITIONAL COURSES: **UNITS**

Complete one of the following courses:

SOC R104/	Sex Roles	3
PSY R107		
SOC R105	Aging in the United States	3
SOC R106	Contemporary Family in American Society	3
SOC R114	Social Philosophy	3
SOC R125	Introduction to Statistics in Sociology	3

Plus one of the following:

ANTH R110	People of the World: The Cultures of Globalization and Change	3
HIST R107	History of Mexicans in the United States	3
HIST R108	African-American History	3
SOC R116	Crime and Society	3
SOC R118	Introduction to Human Services	3
SOC R125	Statistics for the Behavioral and Social Sciences	3

TOTAL REQUIRED MAJOR UNITS	18
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To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Sociology program students will be able to:

- Demonstrate familiarity with major theories in sociology and exercise the sociological imagination to the study of social life.
- Demonstrate an understanding of cross-cultural differences and an understanding of the importance of a structural context in analyzing social issues.
- Demonstrate and understand a variety of explanations of human behavior in groups and account for differences in terms of the influences between society, culture and the environment, and among particular groups within.
- Demonstrate competence in defining, critically assessing, and using sociological concepts and their application to a social structural context.
- Identify and employ various research designs and their appropriate application to the study of social life, utilizing theoretical perspectives in the discipline and analysis of data produced.

◆ HUMAN SERVICES

Associate in Science Degree Certificate of Achievement

The Human Services program provides the student with an academic background for entry-level positions in various human services agencies such as providers of health care, vocational training, welfare services, probation supervision, and pre-professional counseling. It also prepares the student for upper-division programs in human services, behavioral sciences, social sciences and education.

REQUIRED COURSES:	UNITS
SOC R101 Introduction to Sociology	3
SOC R102 Social Problems	3
SOC R103 Race and Ethnic Relations	3
SOC R104/ PSY R107 Sex Roles	3
SOC R110 Analyzing Social Welfare Services	3
SOC R118 Introduction to Human Services	3
TOTAL REQUIRED UNITS	18

Recommended Optional Courses:

Students are encouraged to take at least one of the following courses:

SOC R105 Aging in the United States	3
SOC R106 Contemporary Family in American Society	3
SOC R108 Sociology of the Chicano Community	3
SOC R116 Crime and Society	3
ANTH R105 Sex, Gender and Culture	3
ECE R106 Child, Family and Community	3
POLS R102 Government of the United States: Institutions and Laws	3

To complete the Certificate of Achievement, students must also meet requirements in scholarship and residency. Refer to Education Pathways - Earn a Certificate of Achievement section in this catalog for specific information.

To complete the Associate Degree, students must also meet requirements in general education, competency, units, scholarship, and residency. Refer to Education Pathways - Earn an Associate Degree and the A.A. or A.S. Degree in Specific Majors sections of this catalog.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Human Services program students will be able to:

- Demonstrate an understanding of the social services' agencies and their goals for assisting clients with problems in the community.
- Identify elementary knowledge of intervention techniques for counseling clients.
- Utilize role playing in order to examine values and attitudes of human service providers and their clients.
- Evaluate the role of human services professionals and the needs of the poor.
- Incorporate community social welfare goals within the field of service along with the basic needs of clients.
- Demonstrate familiarity with major theoretical approaches to service delivery.
- Demonstrate an understanding of cross-cultural differences and an understanding of the importance of the structural context in analyzing social problems.
- Demonstrate an understanding of the ethical treatment of human service clientele when providing service.

COURSE DESCRIPTIONS

SOC R101 – Introduction to Sociology

3 Units

Hours: 3 lecture weekly

C-ID: SOCI 110

This course provides students with the ability to perform analysis of historical development of sociology and recent trends in society and the field of study. Students encounter topics such as the relationship between social systems and human behaviors, emphasis upon socialization, culture, social class, race, ethnicity, age and gender in a context of social change. *Field trips may be required.*

Transfer credit: CSU, UC

SOC R102 – Social Problems

3 Units

Hours: 3 lecture weekly

C-ID: SOCI 115

This class is a study of contemporary social problems from a theoretical framework, emphasizing social conditions causing social problems, and examining existing programs aimed at their solutions. *Field trips may be required.*

Transfer credit: CSU, UC

SOC R103 – Race and Ethnic Relations

3 Units

Hours: 3 lecture weekly

C-ID: SOCI 150

This course covers topics including racism and prejudice in the U.S., analysis of race/ethnic patterns, similarities and differences in racial and ethnic group experiences; with emphasis on majority-minority relations among major racial and cultural groups. *Field trips may be required.*

Transfer credit: CSU, UC

SOC R104 – Sex Roles

3 Units

Hours: 3 lecture weekly

C-ID: SOCI 140

The class explores sex role development, status, role change and role conflicts, common stereotypes of males and females, women as a minority group, aspects of sexuality, and psycho-social implications of the liberation movement; psycho-social aspects of both sex and gender are emphasized. *(Same as PSY R107.)*

Transfer credit: CSU, UC

SOC R105 – Aging in the United States

3 Units

Hours: 3 lecture weekly

This course is an introduction to gerontology, including a survey of cultural values and social organization that affect the status and treatment of aging people in the U.S. There is an emphasis upon interrelationships between social attitudes, economic system, and political system on lifestyle of the aged, using cross-cultural comparisons.

Transfer credit: CSU, UC

SOC R106 – Contemporary Family in American Society

3 Units

Hours: 3 lecture weekly

C-ID: SOCI 130

This course includes a sociological analysis of the American family, including historical and recent changes, present nature and sociocultural forces shaping these conditions.

Transfer credit: CSU, UC

SOC R108 – Sociology of the Chicano Community 3 Units*Hours: 3 lecture weekly*

This course explores the socio-cultural analysis of familial, political, economic, religious and educational institutions within the Chicano community; emphasis is on the theoretical perspectives of social stratification and social/psychological process of status and achievement within the Chicano community. In the analysis, specific consideration is given to the concept of colonialism and its effects on the institutional experience, including discrimination and/or assimilation. *Field trips may be required.*

*Transfer credit: CSU, UC***SOC R110 – Analyzing Social Welfare Services 3 Units***Hours: 3 lecture weekly*

This course is for students who seek knowledge and experience gained through both classroom and research of governmental and/or social agencies in the community. Students learn to identify and evaluate theories of field research methods within a social welfare context, studying the operations and ethics of community organizations. Instruction includes lectures on the social welfare organizations, analysis of problems, field research methods, and the goals of community based organizations. Field observation in a non-profit agency is required. *Field trips may be required.*

*Transfer credit: CSU***SOC R111 – Introduction to Social Research 3 Units***Prerequisites: SOC R101**Hours: 3 lecture weekly**C-ID: SOCI 120*

Students examine fundamental elements of empirical research and the ways sociologists think critically. The course includes attention to the nature of theory, hypothesis, and variables, as well as application of qualitative and quantitative analytical tools including survey, observation, experiments, case study, comparative and historical research methods. In addition, computer applications are included using SPSS.

*Transfer credit: CSU, UC***SOC R114 – Social Philosophy 3 Units***Hours: 3 lecture weekly*

Social philosophical studies man in society from the standpoint of metaphysical and ethical principles and presuppositions of human nature. Course highlights major historical and contemporary perspectives in the history of philosophy and focuses on a prominent social philosopher for detailed study. Questions concerning legal and social relationships, purpose in social order, and ethical values in human institutions explored. *(Same as PHIL R114.)*

*Transfer credit: CSU, UC***SOC R116 – Crime and Society 3 Units***Hours: 3 lecture weekly**C-ID: SOCI 160*

This introductory course is designed to provide students with the fundamental knowledge of the fields of criminology and criminal justice, and examines crime and deviance within a socio-legal context. Students evaluate theories of criminology and treatment of both adult and juvenile offenders. Topics covered include corporate deviance, conventional and violent crime, social institutions, criminal control systems and contemporary laws used by the criminal justice system to determine incarceration and/or rehabilitation. *Field trips may be required.*

*Transfer credit: CSU, UC***SOC R118 – Introduction to Human Services 3 Units***Hours: 3 lecture weekly*

This course includes a survey of helping institutions and social issues concerning human services; identifying target populations, the historical perspective of human services in the U.S., theoretical perspectives of human services, survey of human services occupations and careers, and economics of helping professions. Other topics include the development of social policy and current controversies concerning field of human services, and a brief overview of intervention strategies in social service work.

*Transfer credit: CSU***SOC R122 – Introduction to Education 3 Units***Hours: 3 lecture weekly*

This introductory course is designed to provide students with the fundamental knowledge of the American educational system, using a historical and multicultural approach to analyze urban schools. Concepts and methods selected from sociology and related disciplines (including sociology, anthropology, economics and philosophy) are used to understand and analyze current conditions in American Schools, and to evaluate models for reform. A minimum of 45 hours of observation in a multicultural school and/or community setting is required. This course is designed for students considering teaching as a profession, for paraprofessionals, and for volunteers working in the public school system. *(Same as EDU R122.)*

*Field trips may be required.**Transfer credit: CSU, UC***SOC R125 – Statistics for the Behavioral and Social Sciences 3 Units***Prerequisites: MATH R014 or MATH R014B or MATH R032**Hours: 3 lecture weekly**C-ID: SOCI 125*

Students learn and apply statistical methods to social science data. The topics include: descriptive and inferential statistics that usually include levels and types of measurement; measures of central tendency and dispersion; normal t and chi-square distributions; probability and hypothesis testing; correlation and regression. Applications of statistical software to social science data are required.

*Transfer credit: CSU, UC***SPANISH**

Oxnard College offers a full two-year sequence of courses in Spanish which consists of four semesters of college-level language learning. Students can also take courses in literature and Spanish-language cinema.

There are courses for beginners and courses for native and heritage Spanish speakers. Classes are offered in traditional classroom formats as well as in partially or fully online formats.

Native speakers and heritage speakers of Spanish are strongly encouraged to take the voluntary Spanish assessment test and see a counselor for guidance on the level to begin their Spanish studies.

Students planning to transfer to a CSU or UC campus to complete a Bachelor's degree in Spanish are advised to refer to the official articulation agreements on assist.org for the most current requirements of their intended transfer institution and should work with a counselor to create a transfer plan.

*For more information, contact:**Elissa Caruth, ecaruth@vcccd.edu**(805) 678-5804***FACULTY****Full-Time**

Milena Hurtado

Cecilia Milán

◆ SPANISH

Associate in Arts for Transfer

The Associate in Arts in Spanish for Transfer (Spanish AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. See page 63 for additional information.

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the Course and Program Information section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE-Breadth) (see page 68 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 75 for more information).
5. Complete requirements in residency. For students in the Ventura County Community College District, a minimum of 12 units must be completed in residency at the college granting the degree.

Students transferring to a CSU campus that does accept the Spanish AA-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major at a particular campus). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following CSU campuses have designated at least one major as "similar" to the Spanish AA-T. Some campuses may also require or recommend specific course selections from choices within the AA-T. Please see a counselor or adegreewithaguarantee.com for a comprehensive list of these designated majors and areas of emphasis/options within the Spanish major.

California State University, Bakersfield
 California State University, Channel Islands
 California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 California State University, Fresno
 California State University, Fullerton
 Humboldt State University
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Northridge
 California State Polytechnic University, Pomona
 Sacramento State University
 California State University, San Bernardino
 San Diego State University
 San Francisco State University
 San José State University
 California State University, San Marcos
 Sonoma State University
 California State University, Stanislaus

REQUIRED CORE COURSES (16 UNITS MINIMUM):		UNITS
SPAN R101	Elementary Spanish 1	5
SPAN R102	Elementary Spanish 2	5
SPAN R103	Intermediate Spanish 1	5
or		
SPAN R140	Spanish for Heritage Speakers 1	5
SPAN R104	Intermediate Spanish 2	5
or		
SPAN R141	Spanish for Heritage Speakers 2	5

Students beginning the major at SPAN R102, SPAN R103, or SPAN R140 will need to select a course or courses from the substitution list below to total a minimum of 16 units in the core.

LIST A (ONE COURSE, 3 UNITS MINIMUM):

SPAN R117	Latin American Literature	3
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SUBSTITUTION COURSES FOR STUDENTS WHO DO NOT HAVE A MINIMUM OF 16 UNITS IN CORE COURSES:

SPAN R118	Latin America and Spanish Film	3
or		
COMM R113	Intercultural Communication	3
or		
HIST R109	History of Mexico	3
or		
HIST R107	History of Mexicans in the United States	3

TOTAL REQUIRED MAJOR UNITS

19-23

CSU General Education or IGETC Pattern	38-41
Double-Counted Units	(3-9)
Electives (CSU transferable units needed to reach 60)	2-9

DEGREE TOTAL

60

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the Spanish program students will be able to:

- Distinguish the cultural and linguistic diversity of the Spanish spoken in Latin American countries, Spain, and the U.S.
- Read, analyze, and discuss a wide range of texts in Spanish, including literary works.
- Demonstrate awareness of cultural, political, and social aspects of the Spanish-speaking world.
- Communicate orally and in writing in at the Intermediate-High level of proficiency as stated by the American Council on the Teaching of Foreign Languages (ACTFL).

COURSE DESCRIPTIONS

SPAN R101 – Elementary Spanish 1

5 Units

Hours: 5 lecture weekly

C-ID: SPAN 100

This is a first semester Spanish course for non-heritage speakers. It provides an introduction to the language and culture of the Spanish-speaking world. This course emphasizes oral communication and vocabulary development in a cultural context. *Field trips may be required.*

Transfer credit: CSU, UC

SPAN R102 – Elementary Spanish 2 **5 Units**

Prerequisites: SPAN R101, SPAN R101B or two years of high school Spanish with grades of C or better.

Hours: 5 lecture weekly

C-ID: SPAN 110

This is a first year, second semester Spanish course for non-native speakers. It provides an introduction to the language and culture of the Spanish-speaking world. The course emphasizes oral communication and vocabulary development through reading and writing. Students study basic vocabulary and grammar, as well as various aspects of the Spanish culture. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU, UC*

SPAN R103 – Intermediate Spanish 1 **5 Units**

Prerequisites: SPAN R102

Hours: 5 lecture weekly

C-ID: SPAN 200

This is a second-year course (third semester) for non-heritage speakers of Spanish. It introduces more advanced vocabulary and grammatical principles through reading and listening to a variety of works. Students will learn to write well-developed paragraphs and short compositions. Students' oral skills will be developed through listening-comprehension exercises, class discussions and oral presentations. Students will learn about the cultures of different Spanish-speaking countries. *Field trips may be required. Transfer credit: CSU, UC*

SPAN R104 – Intermediate Spanish 2 **5 Units**

Prerequisites: SPAN R103

Hours: 5 lecture weekly

C-ID: SPAN 210

This is a second-year course (fourth semester) for non-heritage speakers of Spanish. It introduces different registers of the language and more advanced grammatical structures through reading and listening to a variety of works. Students will be guided through the process of writing a well-organized composition. Students' oral skills will be developed through listening-comprehension exercises, guided class discussion and oral presentations. Students will learn about social, political and artistic aspects of Latin America and Spain. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU, UC*

SPAN R117 – Latin American Literature **3 Units**

Prerequisites: SPAN R103 or SPAN R140, or concurrent enrollment

Advisories: Advanced knowledge of Spanish reading and writing; SPAN R104, SPAN R108, SPAN R141 or the equivalent is highly recommended

Hours: 3 lecture weekly

This course provides a survey of Hispanic American Literature from Pre-Columbian times to the present. It includes representative writers from each of the major literary periods, as well as a discussion of literary genres such as poetry, short story, essay and novel. Readings, written assignments and class discussions will be in Spanish. *Field trips may be required. Transfer credit: CSU, UC*

SPAN R118 – Latin American and Spanish Film **3 Units**

Advisories: Students should be able to follow lectures and participate in class discussions in Spanish; all films are in Spanish with English subtitles. SPAN R103 is highly recommended.

Hours: 3 lecture weekly

Through films from prominent Latin American and Spanish directors, this course explores cultural identity, historical and political events, and life in Spanish-speaking countries. Students view films, participate in group discussions, compare film techniques and artistic styles, and analyze recurrent themes presented by the films. The class is conducted in Spanish; the films have English subtitles. *Field trips may be required. Course is offered Pass/No Pass (P/NP) at student's option. Transfer credit: CSU, UC*

SPAN R140 – Spanish for Heritage Speakers 1 **5 Units**

Advisories: SPAN R102

Hours: 5 lecture weekly

C-ID: SPAN 220

This is a Spanish course designed for native and heritage speakers of Spanish. Students will expand their vocabulary, review basic principles of grammar, and learn to distinguish between different oral and written registers of the language. The process of writing, at paragraph and composition level, will be practiced throughout the course. The reading of Spanish-speaking writers will be used to improve students' reading and writing skills, critical thinking abilities and understanding of the diversity of Spanish-speaking societies. Students will also be exposed to the basic principles of literary analysis. *Field trips may be required. Transfer credit: CSU, UC*

SPAN R141 – Spanish for Heritage Speakers 2 **5 Units**

Prerequisites: SPAN R140

Hours: 5 lecture weekly

C-ID: SPAN 230

This is a course designed for native and heritage Spanish speakers. Students will expand their vocabulary, distinguish oral and written registers of the language, and learn advanced grammatical forms such as the perfect tenses of the indicative, the passive voice and conditional sentences. Students will work on the writing process and improve their reading skills and critical thinking abilities through the analysis and discussion of a variety of texts. Students will learn about different Spanish-speaking communities to promote cross-cultural understanding. *Field trips may be required. Transfer credit: CSU, UC*

SPAN R199 – Directed Studies in Spanish **1-3 Units**

Prerequisites: A course in the specific field.

Lecture and/or lab hours as required by unit formula

This course offers students the opportunity to further their knowledge of the Spanish language and culture on an independent-study basis. The student and instructor will work together to design course content and/or research. Meeting times and requirements will be determined by the instructor. Course is offered Pass/No Pass (P/NP) at student's option. *Transfer credit: CSU*

TELEVISION

See Film, Television, and Electronic Media



THEATRE

THTR R111 – Introduction to Theatre

3 Units

Hours: 3 lecture weekly

C-ID: THTR 111

This course focuses on the relationship of theatre to various cultures throughout history, and on the contributions of significant individual artists. It will also introduce elements of the production process including play-writing, acting, directing, design, and criticism. Further, it will 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 may be required.*

Transfer credit: CSU, UC

THTR R151 – Acting I

3 Units

Hours: 2 lecture, 3 lab weekly

C-ID: THTR 151

This course will introduce basic acting theories leading to classroom performance. It will also emphasize exercises that develop memorization, improvisation, focus, concentration, stage movement, vocal production, and interpretation of text. *Field trips may be required.*

Transfer credit: CSU, UC

THTR R191 – Theatre Production: Performance I

3 Units

Prerequisites: THTR R151; Admission to the class is by audition

Advisories: THTR 111

Hours: 9 lab weekly

C-ID: THTR 191

This course allows students to rehearse and perform as actors utilizing introductory level skills in a college production staged for public performance. It also involves the use of varying content each semester with production schedules and will range from classical to contemporary, published comedic, dramatic and/or musical theatre material. *Field trips may be required.*

Transfer credit: CSU, UC

THTR R198 – Short Courses in Theatre

½-3 Units

Prerequisites: THTR R191

Hours: Lecture and/or lab hours as required by unit formula

Short courses in Theatre are designed to meet the specific needs of the college and community. *Field trips may be required.*

Transfer credit: CSU



URBAN STUDIES

URBS R101 – Introduction to Urban Studies

3 Units

Hours: 3 lecture weekly

This course serves as an introduction to the multi-disciplinary field of urban studies. It explores the nature of the city, how cities developed, and what the cities of the future will look like. Utilizing an interdisciplinary approach incorporating anthropology, geography, history, political science and sociology, the course examines the space of the city. Students will consider the city's origins, complexity, richness, challenges, social problems, and its physical, social and cultural characteristics. The class will explore the appeal of the city as a social and political space, and consider the cities of the future and what they mean for human culture and society. *Field trips may be required.*

Transfer credit: CSU, UC



GLOSSARY OF COLLEGE TERMS

Glossary of College Terms 222



GLOSSARY OF COLLEGE TERMS

The following is offered as an explanation of common terms used throughout the Ventura County Community College District. Students should be familiar with these key words, terms and phrases because they will be used throughout the college experience. A counselor is also available to answer any questions.

Abbreviated Educational Plan: A pathway that identifies the courses a new student will take in their first one or two semesters. An abbreviated educational plan may be developed by a student with or without the help of an academic counselor, and is not approved by a counselor. Abbreviated educational plans are required for all new non-exempt students; however, a comprehensive educational plan will also satisfy this requirement.

Academic Year: Fall and Spring semesters, beginning with the start of the Fall term in August through the end of the Spring term in mid-May.

Add: Formally adding a class(es) by completing the appropriate forms online or at the Admissions Office.

Add Authorization Code: Four-digit code received from an instructor that allows the student to register in a closed class online using their MyVCCCD student portal.

Adding a Closed Class: Students seeking entry to any class that is closed at the time they attempt to register are referred to the instructor.

Advanced Placement (AP): A program in the United States and Canada created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and course credit to students who obtain high scores above a certain number on the examinations. To see the list of AP exams that Oxnard College accepts toward the Associate Degree, see page 85 of the catalog or schedule an appointment with a counselor.

Advisory/Recommended Preparation: A condition of enrollment that a student is advised but not required to meet before or in conjunction with enrollment in a course or educational program. The recommendation is made by faculty and is intended to ensure that students are adequately prepared to successfully complete a particular course.

Area of Emphasis: Required In General Studies programs of study, an area of emphasis consists of 18 units in an area of concentration, with 6 of the 18 units coming from a single discipline to give the student more depth in their study.

Articulation: Contractual agreements between two or more schools of the courses that transfer and satisfy specific requirements. Articulation agreements between each of the Ventura County Community Colleges (Moorpark, Oxnard, Ventura) and CSU/UC campuses are available at www.assist.org. These list the courses that transfer between the individual college and CSU or UC campus.

Assessment/Placement Test: Test given prior to registration to help the college recommend classes for student success. The results are used to help students select appropriate classes and move forward on their desired pathway.

ASSIST (Articulation System Stimulating Inter-institutional Student Transfer): ASSIST is an online student-transfer information system. It displays reports of how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

Associate Degree: An associate degree is an undergraduate academic degree awarded by community colleges, junior colleges, technical colleges, and some bachelor's degree-granting colleges and universities upon completion of a course of study usually lasting two years.

- Associate in Arts (A.A.)
- Associate in Science (A.S.)

Associate Degree for Transfer (ADT): is an undergraduate academic degree designed to guarantee admission to the CSU system. The degree consists of 60 CSU transferrable semester units including certified completion of general education requirements (CSU GE-Breadth/IGETC-CSU), major requirements, and electives (if needed). An Associate Degree for Transfer may be earned in academic and career technical education majors.

- Associate in Arts for Transfer (AA-T)
- Associate in Science for Transfer (AS-T)

Audit: Process by which a student may enroll in a class as an observer for information only. The student is not officially registered, and will not receive a grade. Audit enrollments do not satisfy degree, certificate or transfer requirements and do not appear on a student's transcript. See the Audit Policy in this catalog.

Bac List: Courses identified by California Community Colleges as appropriate for transfer to the CSU and fulfill credit towards a bachelor's degree.

Bachelor's Degree: Degree granted by four-year colleges and universities. The Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) are most commonly offered.

BOGW: Board of Governors Enrollment Fee Waiver - a form of financial aid that covers enrollment fees for eligible California residents, AB 1899 Victims of Trafficking, Domestic Violence and other Serious Crimes, and AB 540 Undocumented students.

BOGW Appeal Process: Students qualifying for a fee waiver must meet minimum academic and progress standards adopted by the Board of Governors. Students who have lost their BOG Fee Waiver may Appeal the loss based on certain circumstances before an Appeals Committee.

By Arrangement: Courses, or part of a course, which include additional hours not yet formally scheduled. The arrangement is usually scheduled with the Instructor of the course at the start of the semester.

Certificate of Achievement: A college-awarded document indicating the student has satisfactorily completed the major courses in a program, but not the general education courses. A Certificate of Achievement is not a degree.

Class Schedule: The listing of courses including hours, instructor and room assignments to be offered each term. See Schedule of Classes.

Collaborative Learning: A method of instruction committed to actively engaging students in their learning using small groups, team and group projects, and providing opportunities for students to share common experiences and solve problems.

College Level Examination Program (CLEP): A group of standardized tests created by the College Board that assess college-level knowledge in several subject areas. These exams are administered at various colleges and universities across the United States. Some institutions award credit to students who meet the college's minimum qualifying score for that exam, (typically 50 is a qualifying score), but qualifying scores vary by school and exam. See page 88 of the catalog for the list of CLEP that Oxnard College accepts toward the Associate Degree, or schedule an appointment with a counselor.

Comprehensive (Active) Educational Plan: A plan that identifies the courses a student must take to complete their informed program of study and reach their educational goals. The comprehensive educational plan is long enough to identify everything a student must do to achieve their educational goal. Comprehensive educational plans are required for all students who have completed 15 units of college coursework, and must be approved by an academic counselor during a counseling appointment.

Corequisite: A course or courses in which a student must be concurrently enrolled. A corequisite represents a set of skills or a body of knowledge that a student must acquire through concurrent enrollment. Corequisites are indicated in the Class Listings of the Schedule of Classes and in the College Catalog.

Counselor: Faculty who assist students with personal, career, vocational and educational planning and development.

Course: An organized pattern of instruction in a specified subject offered by the college.

Course Description: A brief statement about the content of a particular course.

Course Identification Numbering System (C-ID): C-ID is administered by the Academic Senate for California Community Colleges as a faculty-driven system for colleges and universities to facilitate the identification of comparable courses and increase articulation across all segments of higher education in the state. C-ID addresses the need for a "common course numbering system" to simplify student movement both within the California community colleges and intersegmentally. For additional background information on C-ID, please visit www.c-id.net.

Credit Course: A course for which units are granted.

Credit by Examination: Process by which a student may meet a specific requirement through successful performance on a comprehensive exam. Students who are successful in challenging a course through credit by exam will receive units earned in the challenged course and the appropriate letter grade of A, B, C, D, F, or P/NP will be posted to their academic transcript.

CRN: Course Reference Number is listed in the Schedule of Classes and referenced when students register in courses or make adjustments to their courses.

CSU: The California State University system, also called Cal State, consists of 23 campuses statewide.

CSU GE-Breadth: General Education pattern for the CSU system. See Transfer Information.

Curriculum: Course offerings of the College as a whole; also refers to a group of required courses leading to a degree or certificate.

Degree: A diploma granted by a college confirming the student has attained a certain level of ability in a specific field. The most common degrees offered at California Community Colleges are: 1) A.A. Associate in Arts; 2) A.S. Associate in Science; 3) A.S.-T Associate in Arts for Transfer; and 4) A.S.-T Associate in Science for Transfer. The most common degrees offered at 4-year colleges and universities are: 1) B.A./B.S. Bachelor's Degree; and 2) M.A./M.S. Master's Degree.

DegreeWorks: A Degree and Goal planning tool to help educate and guide students as they make choices in their class schedules and educational goals here at the Ventura County Community College District.

Dismissal: The procedure of dismissing a student from college for poor academic achievement, for incurring excessive withdrawals, or for disciplinary reasons. Dismissal can be temporary, providing the student agrees to and meets certain conditions. See this Catalog for more information.

Drop: Withdrawing formally from a class in which a student is enrolled. It is the student's responsibility to formally withdraw from a class. A student may drop a class online or in-person, or the instructor may initiate the drop. Contact the Admissions Office for more information and for term specific deadlines.

Educational Work Load: Generally consists of 15 units of work per semester to make normal progress towards the A.A./A.S. degree and/or transfer requirements.

Elective: A course that is not specifically required for the major but which the student takes for unit credit, and which may count towards the total units required for the degree.

Eligibility Cap: The maximum allowable time a student can receive state or federal financial aid. Pell Grant eligible students have 6 years (12 full-time semesters) of total Pell Grant lifetime eligibility. Each year a student has received a federal Pell Grant will be counted toward the 6 years, regardless of when the student began receiving aid. A student becomes ineligible to receive a Pell Grant upon reaching 600% of their Pell or the equivalent of 6 full time years. A first-time Federal Subsidized Student Loan borrower is no longer eligible for the Subsidized Student Loan program if he or she exceeds 150% of the published length necessary to graduate. In addition, a borrower reaching the 150% limit becomes ineligible for the interest subsidy benefits on all Federal Subsidized Loans disbursed to the borrower on or after July 1, 2013. Congress wants to encourage students to obtain undergraduate degrees within a reasonable time frame. Students who change majors multiple times, or drop classes excessively, or retake classes excessively are most likely to be affected by Public Law 121-141.

Financial Aid: Money available from the federal or state governments or local sources to help students meet college expenses. Financial aid can include grants, loans, scholarships, and work-study programs.

Full-Time Student: A student who enrolls in and satisfactorily completes a minimum of 12 units during the term. This status is important for financial aid eligibility and other special program requirements.



General Education/Breadth Requirements (GE): Courses that all students must satisfactorily complete to obtain a degree. GE requirements vary depending on the degree the student is seeking. Current lists are available at the Counseling Office, in the College Catalog, in the Schedule of Classes, and on the College website.

Good Academic Standing: For purposes of assigning enrollment priority; describes any student who has not been on academic or progress probation or dismissal for two consecutive terms. Students who are on probation for two consecutive terms will lose enrollment priority for the next term.

Good Standing: Describes a student whose grade point average is a "C" (2.0) or better and the percentage of entries of W, I, NC, and NP has not exceeded fifty percent (50%).

Grade Point Average (G.P.A.): The average of a student's grades; calculated by dividing grade points earned by the number of units attempted. See Academic Policies.

Hour: Same as "Credit" or "Credit Unit." See Units.

Intersegmental General Education Transfer Curriculum (IGETC): A pattern of courses that can be used to satisfy general education requirements at both CSU and UC campuses. See Transfer Information.

International Baccalaureate (IB): An international educational based system which offers individual subject exams to students who complete its diploma programs. Many US colleges and universities award credit for qualifying scores on these exams. To see the list of IB exams that Oxnard College awards credit toward the Associate Degree, see page 87 of the catalog or schedule an appointment with a counselor.

Learning Community: Thematically links two courses, providing the student with an interdisciplinary context for learning.

Lower Division: The first two years of college work, i.e., freshman and sophomore years. By California law only lower division work can be offered at California Community Colleges.

Major/Area of Emphasis: An organized program of courses in a specific area of study, leading to a Certificate of Achievement, an Associate degree, or ultimately a Bachelor's degree.

Matriculation (now known as Student Support Services): A process that promotes and sustains the efforts of community college students to achieve their educational goals through a coordinated program of instructional and support services tailored to individual needs.

MyVCCCD: The student portal that provides access to a variety of services, tools and information.

Noncredit Courses: Courses that grant no college credit, no units, and no student grades. A noncredit course should not be confused with the pass/no pass grading option as defined below.

Open Entry/Open Exit: Courses that may be added throughout the semester and may be completed upon fulfillment of course requirements at any time during the semester.

Part-Time Student Status: A student who enrolls in or completes fewer than 12 units.

Pass/No Pass: A grading system allowing a course to be taken for a "grade" of pass/no pass (P/NP) rather than for a letter grade. See Academic Policies.

Pell LEU: Pell Lifetime Eligibility Used - Pell Grant eligible student has 6 years (12 full-time semesters) of total Pell Grant lifetime eligibility. All the years a student has received federal Pell grant will be counted toward the 6 years, regardless of when the student began receiving aid. A student becomes ineligible to receive a Pell grant as soon as reaching 600% of their Pell or the equivalent of 6 full time years.

Preparation for the Major: Lower division courses required by four-year universities as part of the selected major.

Prerequisite: A requirement which must be completed prior to enrollment in a course and without which a student is highly unlikely to succeed. Prerequisites are listed in the course descriptions in the College Catalog and in the Class Listings of the Schedule of Classes.

Primary Semesters: Fall and Spring.

Probation: Academic standing when a student fails to maintain progress towards their declared academic goal or if the grade point average drops below a 2.0 for any term. Students on probation are required to meet with a counselor to develop a plan to get off probation and return to good academic standing.

Proficiency Award: A document awarded to a student upon completion of a course or a series of courses as designated in the College Catalog. Awards are issued by selected instructional departments of the College. Consult the instructor for more information.

Program Changes: Adding or dropping classes after initially enrolling.



Recommended Preparation: Preparation suggested by the faculty to successfully complete a particular course. While encouraged to do so, students do not have to satisfy recommended preparation guidelines to enroll in a course.

Registration: The official process of enrolling in courses. The process of registration must be completed by the second week of the semester for Fall and Spring and by the middle of the first week for Summer in order for a student to be officially enrolled and to receive credit for his or her classes.

Repeatability: The conditions under which a course may be repeated and whether the student may earn credit for additional attempts of a course. The State of California Community Colleges Title 5 has its own set of rules for Course Repetition Policy. Those rules are adhered to at the Ventura County Community Colleges.

Federal regulations prevent the Financial Aid Office from paying for a course that has been passed and repeated more than one time. In order for a repeated course to be counted towards a student's enrollment status for financial aid purposes, they may only repeat a previously passed course once (a total of two attempts). If a student enrolls in a previously repeated and passed course for a third time, this course will not count towards the student's enrollment for financial aid purposes. The State of California Community Colleges under Title 5 also has its own set of rules for Course Repetition Policy.

Schedule of Classes: Listing of college courses offered in a particular term. The course ID, title, units, hours, time, instructor and location of classes. Other course information (e.g., prerequisites, fees, transfer credit) plus the registration and deadline calendars is included in each listing. The schedule is only available online through the MyVCCCD portal and on the college website.

Semester: Refers to the calendar year on which the Ventura County Community Colleges operate and unit count students can earn; typically one-half of the academic year; 16 to 18 weeks duration.

Short-Term Course: A class that meets for less than a full semester; course carries semester unit count.

Staff: Noted in the Schedule of Classes when a faculty member has not yet been assigned.

Student Education Plan (SEP): A program of study and services needed by the student to enable the student to reach his or her educational objective. The SEP is developed by the student and counselor.

Student Success and Support Program (SSSP): Senate Bill 1456 revised and renamed the Matriculation Act of 1986 as the Seymour-Campbell Student Success Act of 2012. Signed by Governor Brown on September 27, 2012, the program began on January 1, 2013 and will be implemented through stages over a five-year period. The Student Success and Support Program supports the transition of new students into the college by providing services that promote academic achievement and successful completion of degrees, transfer preparation, career technical education certificates, or career advancement.

SULA: Subsidized Usage Limits Apply - A first-time Federal Subsidized Student Loan borrower is no longer eligible for the Subsidized Student Loan program if he or she exceeds 150% of the published length necessary to graduate. In addition, a borrower reaching the 150% limit becomes ineligible for the interest subsidy benefits on all Federal Subsidized Loans disbursed to the borrower on or after July 1, 2013. Congress wants to encourage students to obtain undergraduate degrees within in a reasonable time frame. Students who change majors multiple times or, drop classes excessively or retake classes excessively are most likely to be affected by Public Law 121-141

TBA: "To Be Announced" is noted in the Schedule of Classes when the time of a class may be arranged independently or when the location is to be announced after the publication goes to print.

Transcript (of record): A copy of a student's college records prepared by the Record's Office.

Transfer: This term generally applies to the student who plans to continue his or her education at a four-year college or university.

Transfer Certification: Process by which a counselor at a community college evaluates a student's transcripts and verifies that they have met the CSU-GE Breadth or IGETC requirements for transfer to either a CSU or UC school. Transfer certification (also called GE certification) will be certified on the student's academic transcript by the Records Office. Student must meet with a counselor to initiate this process.

Transfer Credit: Credit from one college that is accepted and applied toward a degree, certificate or program of study by another college or university.

Transferable Course: A course that is accepted at universities at least for elective credit. Indicated after each applicable course in the Catalog and Schedule under "Transfer Credit."

Transfer Requirements: Students planning to transfer must satisfy the specific requirements for admission to the institution they are transferring to. Admission requirements include, but are not limited to: completion of a general education pattern, subject area preparation for the major, specified number of transferable units, and minimum GPA. See a Counselor in the Transfer Center for transfer policies to 4-year colleges and universities.

UC: The University of California system of 10 campuses.

UC TCA: Community college courses that are transferable to all campuses of the University of California are identified on the UC Transferable Course List, also known as the UC TCA.

Undergraduate: Courses in the freshman through senior years of college work. Courses taken up to completion of a Bachelor's Degree.

Unit Transferability: While all California community colleges have transfer agreements with various educational institutions, it is important for students to understand there are limits on the number and type of course credits a student can transfer. Each college develops courses and curriculum based on the expertise of its faculty and District standards. Each course is assigned a number of units ranging from 0.5 to 16 depending upon the course content. While the majority of our courses are articulated to transfer to the UC system and/or CSU system, there is a possibility that not all units for every course will transfer in their entirety to every transfer institution due to the receiving institution unit limitations. Students need to connect with a community college academic counselor as soon as possible, visit the Career Transfer Center, and regularly check www.Assist.org to learn whether their specific courses are transferable to an institution of choice. Taking more credits than needed to transfer to another institution can also limit an eligible student's financial aid opportunities. By working closely with academic counselors, the financial aid office, and a receiving institution's support services, eligible students can maintain maximum levels of financial aid resources and transfer of credits.

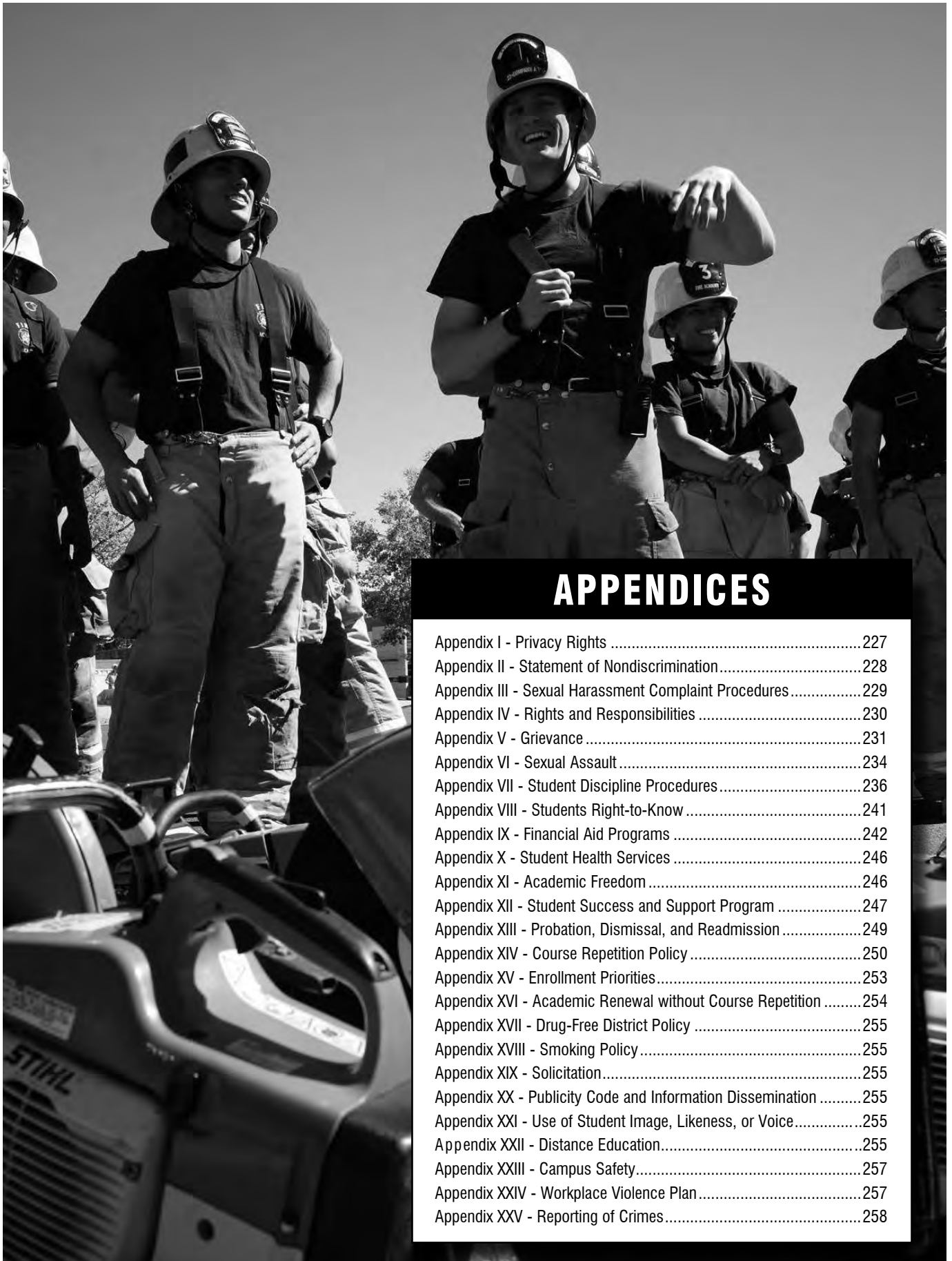
Units: The basic unit of credit is the semester unit which is equivalent to a credit hour. One credit hour of community college work is approximately three hours of recitation, study or laboratory work per week throughout a term. For practical purposes, the following terms are synonymous: Unit, semester unit, semester hours, credit, credit hour.

Units Attempted: Total number of credit units in the courses for which a student has enrolled.

Units Completed: Total number of units in the courses for which a student has received a grade of A, B, C, D, F, P, or NP.

Upper Division: Refers to courses taken at the junior and senior class level at the four-year college or university.

Withdrawal: The process by which a student officially drops one or some classes or withdraws from all classes during the semester. Check with the Admissions Office for the specific requirements and procedures.



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APPENDICES

The general terms "college" and "colleges" are used interchangeably throughout the Appendices to reference procedures that apply to all three colleges of the Ventura County Community College District (VCCCD), Moorpark College, Oxnard College, and Ventura College.

Appendix I

Privacy Rights

Privacy Rights Governing Student Records

Pursuant to the Federal Educational Rights and Privacy Act (FERPA), the California Education Code (§76240 et. seq.), and the California Administrative Code Title 5, student records are maintained in manner to ensure privacy of such records. The colleges of this district shall not, except as authorized, permit any access to or release of any information therein.

For purposes of this article and for use in the enforcement of FERPA procedures, a student is defined as an individual who is or has been in attendance at one of the colleges of the Ventura County Community College District. "In attendance" is defined as an individual whose application has been accepted and entered into the district student database.

The colleges of the Ventura County Community College District establish and maintain information on students relevant to admission, registration, academic history, career, student benefits or services, extracurricular activities, counseling and guidance, discipline or matters related to student conduct, and shall establish and maintain such information required by law. All such records are maintained under the direction of the Vice President of Student Development or designee.

The Colleges are not authorized to permit access to student records to any person outside of the college without the written consent of the student or under judicial order. Student records are available to college officials and employees with legitimate educational interest, except in cases of requests for directory information or noted exceptions to law requiring response to subpoenas and court orders.

Directory Information

The colleges of this District maintain directory information which may be released to the public without the written consent of the student. Directory information may include: student's name; address; telephone number; date of birth; major field of study; participation in officially recognized activities and sports; dates of attendance; degrees and awards received; the most recent educational institution attended by the student; and weight and height of members of athletic teams.

Directory information will be released to branches of the United States military services in compliance with the Solomon Act, the National Student Clearinghouse, and may be released to other parties in accordance with the Education Code §76240. No directory information shall be released regarding any student or former student who has notified the District or any college thereof in writing that such information shall not be released. Such requests shall be addressed to the Vice President of Student Development or designee.

The colleges will forward a student's educational records to other institutions of higher education that have requested the records and in which the student seeks or intends to enroll, providing such release of educational records complies with the requirements of FERPA.

FERPA affords students certain rights with respect to their education records. These rights include:

- (1) Each student has the right to inspect and review the record of his/her own education. Any currently enrolled or former student has the right to access any or all records relating to the student which are maintained by this District. The editing or withholding of such records is prohibited except as provided by law. Requests for access shall be in writing, addressed to the Vice President of Student Development or designee at the college of attendance, and shall clearly identify the records requested for inspection and review. Requests by students to inspect and review records shall be granted no later than 15 days following the date of request. The inspections and review shall occur during regular school hours. The Vice President of Student Development or designee shall notify the student of the location of all official records which have been requested and provide personnel to interpret records where appropriate.

Access to student records may be permitted to any person for whom the student has executed written consent specifying the records to be released and identifying the party to whom the records may be released. Information concerning a student shall be furnished in compliance with a court order. The colleges shall make a reasonable effort to notify the student in advance of such compliance if lawfully possible within the requirements of the judicial order.

Students, for a fee determined by the Board, may request copies of their records.

Students may request copies of records for review. A fee of one dollar (\$1) will be charged per page per copy.

In accordance with the Family Education Rights and Privacy Act of 1974, all other student information, excluding that designated as Directory Information, cannot be released to a third party without written permission submitted to the college by the student. This law applies to all students attending the colleges of the Ventura County Community College District, regardless of the student's age.

- (2) Each student has the right to request amendment of the education records that the student believes is inaccurate. Any student may file a written request with the President of the college or the designee to remove student records which the student alleges to be: (1) inaccurate, (2) an unsubstantiated conclusion or inference, (3) a conclusion or inference outside the observers' areas of competence, (4) not based on personal observations of the named person with the time and place of the observation noted. Allegations which are sustained shall be expunged and the record removed and destroyed.

Students filing a written request shall be provided a hearing and receive, in writing, a decision either sustaining or denying the allegations.

Allegations which have been denied by the college may be further appealed to the Chancellor of the Ventura County Community College District and his or her designee. Allegations which have been denied by the Chancellor may be further appealed to the Governing Board of the Ventura County Community College District who shall meet with the student, within 30 days of receipt of such appeal, to determine whether to sustain or deny the allegations. All decisions of the Governing Board shall be final.

- (3) Each student has the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent allows access to school officials with legitimate educational interests, including review of academic records to fulfill their professional responsibility to the College or District. A school official is a person employed by the College District in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College District has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a person serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

In compliance with California Education Code §76222, a log or record shall be maintained of persons, agencies or organizations requesting and receiving information from a student record. Also pursuant to code, such log or record will not include the following:

1. A student to whom access is granted pursuant to Education Code §76230.
2. Parties to whom directory information is released pursuant to §76240.
3. Parties for whom written consent is executed by the student pursuant to §76242.
4. Officials or employees having a legitimate educational interest pursuant to §76243(a).

Such record shall be open to inspection only by the student and the college official or his or her designee responsible for the maintenance of student records, and to the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency as defined in Public Law 93-380, and state educational authorities as a means of auditing the operation of the system.

- (4) Each student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Any concerns of this nature may be addressed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Appendix II

Statement of Nondiscrimination

The Ventura County Community College District and its three colleges -- Moorpark College, Oxnard College, and Ventura College -- are committed to providing an equal opportunity for admissions, student financing, student support facilities and activities, and employment regardless of race, color, religion, sex, national origin, disability, age, sexual orientation, marital status or Vietnam veteran status, in accordance with the requirements of Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 (as amended by the Equal Employment Opportunity Act of 1972), sections 503 and 504 of the Rehabilitation Act of 1973 and the Rehabilitation Act Amendments of 1974, Executive Order 11246 (as amended by Executive Order 11375), and the Federal Age Discrimination Employment Act of 1967 and the Age Discrimination Employment Act Amendments of 1978 and the Americans with Disabilities Act of 1992. The Vice President of Student Development is the Title IX Facilitator and the ADA/504 Coordinator can be reached at (805) 986-5937.

Maintaining an Environment of Civility and Mutual Respect

Oxnard College takes all steps necessary to provide a positive educational and employment environment that encourages the full range of equal educational opportunities noted above without limiting any citizens right to free speech. The College actively seeks to educate staff members and students on the deleterious effects of expressions of hatred or contempt based on race, color, national or ethnic origin, age, gender, religion, sexual orientation or physical or mental ability. A more detailed review of expected respectful behavior is provided in the Student Conduct Code.

To better ensure appropriate, respectful behavior across campus, the College will take immediate, appropriate steps to investigate complaints of discrimination in order to eliminate current discrimination and to prevent further discrimination. The College prohibits retaliation against any individual who files a complaint or who participates in a discrimination or discriminatory harassment inquiry. If you feel you have experienced discrimination at Oxnard College, initiate the Complaint Procedure outlined in the Sexual Harassment Policy later in this section. If you have any questions on how to proceed with your concerns or complaints, contact the Office of the Vice President of Student Development at (805) 678-5937.

Appropriate Relationships

District employees should refrain from entering into intimate relationships with District colleagues if a reasonable person could conclude that an abuse of power exists or could potentially exist in that relationship. Supervisors are prohibited from romantic or physical relationships with subordinates over whom they may have influence over job performance, job assignments, promotional opportunities, or pay increases. Faculty and other District employees are prohibited from engaging in romantic or physical relationships with students for whom which they have responsibility for supervision, evaluation, instruction, counseling, or other oversight.

Equal Opportunity Act

The Ventura County Community College District subscribes to and promotes the principles and implementation of Equal Opportunity and Diversity.

Inquiries regarding related laws and regulations, and the corresponding Board policies may be directed to the:

Vice Chancellor of Human Resources
Ventura County Community College District
District Administrative Center
255 W. Stanley Avenue, Suite 150
Ventura, California 93001
Phone: (805) 652-5500

Appendix III

Sexual Harassment Complaint Procedures

A. Introduction

It is the policy of the Ventura County Community College District to provide an educational, employment and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications (including voice and e-mail telecommunications, fax machines, etc.) constituting sexual harassment as defined and otherwise prohibited by state and federal statutes.

The Ventura County Community College District prohibits sexual harassment regardless of the status or relationship of the affected individual. It shall be a violation of this policy for any person, including faculty, employees, students, and contractors, to engage in sexual harassment.

Disciplinary action, up to and including dismissal or expulsion, may be initiated for behavior described in the definition of harassment set forth in this policy.

Further, any retaliation against a student or employee for filing a harassment charge, making a harassment complaint or assisting in a harassment investigation is prohibited. Any persons found to be retaliating against another employee or student shall be subject to disciplinary action up to and including dismissal or expulsion.

Any employee who receives a harassment complaint, observes, or otherwise learns of harassing behavior in the educational/business environment or workplace, must direct the concerns to the appropriate Sexual Harassment Intake Facilitator or to the Vice Chancellor of Human Resources at the District Administrative Center. Students are encouraged to follow the same procedure.

B. Complaint Procedure

Any job applicant, student, employee, or contractor who believes he/she may have been the victim of harassment should direct his/her concerns to either of the following:

1. Office of the Vice President of Student Development: (805) 678-5847.
2. Vice Chancellor of Human Resources, Ventura County Community College District: (805) 652-5513.

Any person who receives a harassment complaint, observes, or otherwise learns of harassing behavior in the work place must direct the complaint and/or the complainant to the Sexual Harassment Intake Facilitators at Oxnard College or to the Vice Chancellor of Human Resources at the District Office.

C. Investigative Procedure

The Sexual Harassment Intake Facilitator or Vice Chancellor of Human Resources will initiate a sexual harassment investigation that shall include, but may not be limited to:

1. Interviews with the complainant, the alleged harasser, and any other persons the investigator has reason to believe may have relevant knowledge concerning the complaint;
2. Review of the factual information gathered during the investigation to determine whether the alleged conduct occurred and whether such conduct constitutes harassment under this policy, based on the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incident(s) occurred;
3. Using the District Reporting Form as a guide, the Intake Facilitator will prepare a written report setting forth the results of the investigation. The findings shall be reported to the Vice Chancellor of Human Resources;
4. Final disposition shall be reported back to the complainant and the alleged harasser in a timely manner and will also be filed with the State Chancellor's office in Sacramento.

D. Remedial Action

1. Upon determination that a violation of this policy has occurred, prompt and corrective action shall be taken.
2. Reasonable steps shall be taken to protect the complainant from further harassment and/or retaliation.

E. The Definition of Sexual Harassment

Sexual Harassment has been defined by the Equal Employment Opportunity Commission Guidelines (29 C.F.R. 1604.11) and the California Education Code (212.5), and includes unwelcome sexual advances, requests for sexual favors, or any other visual, telecommunications, verbal or physical conduct of a sexual nature made by someone from or in a work or education setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress;
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual;
3. 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;
4. 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 District.

Examples of behavior which could constitute sexual harassment include but are not limited to:

1. Verbal: repeated sexual innuendoes or sexual epithets, derogatory slurs, off-color jokes, propositions, threats, or suggestive or insulting sounds;
2. Visual/non-verbal: derogatory posters, cartoons or drawings; suggestive objects or pictures; graphic commentaries; leering; or obscene gestures;
3. Physical: unwanted physical contact including touching, interference with an individual's normal work movement, such as blocking or assault.

F. Additional State and Federal Procedures

In addition to the District's procedure for reporting sexual or other prohibited types of harassment, both the State of California and the federal government have established processes by which student and employee claims of sexual harassment may be reported.

- Department of Fair Employment and Housing
1-800-884-1684
- Equal Employment Opportunity Commission
(213) 894-1000
- Chancellor's Office of the California Community Colleges
(916) 445-8752
- California Department of Education
(916) 319-0800
- Department of Education
(800) 421-3481

If you feel you are a victim of sexual harassment, please report the incident immediately. Keep records to track dates, places, times, witnesses, and the nature of the harassment.

Appendix IV Rights and Responsibilities

A. Associated Students

The Governing Board of the Ventura County Community College District recognizes the need for and authorizes the operations of the Associated Students in accordance with Education Code sections 10701 to 10705, inclusive.

B. Privileges of Student Organizations

1. To use the name of one of the colleges or to use college facilities for regular meetings or special events, student organizations must be chartered by the Associated Students.
2. Recognized student organizations shall not use District facilities for the purpose of planning or implementing off-campus political or social events, nor use the name of the colleges in conducting such off campus events, unless authorized by the Associated Students.
3. A chartered student organization shall have a faculty or staff advisor who shall be chosen by the members of that organization and approved by the Vice President of Student Development, or designee.
4. Chartered student organizations shall be open to all students without respect to race, creed or national origin.

C. Off-Campus Affiliations

Any organization (whether official or unofficial) of students on the college campuses which, in its constitution or method of operation, vests control of its policies in an off campus organization, shall not be recognized as an official college organization and shall not be allowed to use the facilities of the District.

D. Advocacy and Free Expression

1. **Purpose** - The primary purpose of a college is the advancement and dissemination of knowledge. Free inquiry and expression are indispensable to the attainment of this purpose. The colleges of the Ventura County Community College District have the responsibility to establish and maintain general conditions conducive to an orderly and open examination of ideas and issues relevant to the primary purpose referred to above.
2. **Registered Students** - Students of the Ventura County Community College District have the right of free expression and advocacy and may exercise this right within the framework outlined below:
 - a) that the cause or issue being advocated is legal.
 - b) that the District's outside speaker policy is observed.
 - c) that the college rules regulating time, place, and manner, developed by a student/faculty/administrator committee at each college and approved by the college President or designated representative are respected.
 - d) that if, in the judgment of the President of the college or designated representative, an activity or event is disruptive or incompatible with the educational objective of the college, s/he may order individual students or chartered student organizations to discontinue the activity or event pending due process by either college and/or civil agencies. Due process is defined by a student/faculty/administrator committee at each college and approved by the college President.

3. **Non-Students** - The colleges of the Ventura County Community College District are provided for the purposes commonly ascribed to higher education. Non-students who wish to pursue these purposes at one of the colleges of the District are encouraged to enroll as registered students; however, in regard to any event or activity that takes place on one of the college campuses of the Ventura County Community College District, non-students are governed by the same rules that apply to registered students.
4. **Maintenance of Order** - It shall be the policy of the Governing Board of the Ventura County Community College District to cooperate with all established governmental agencies in the maintenance of order on and about its properties. This cooperation shall in no way infringe upon or limit the use of these properties for the purposes historically and legally reserved for them. The President of the Board, as appropriate, shall convene a special meeting for the purpose of taking proper action to support the District and college administrations in carrying out the policy referred to in this section.

E. Dress Code

The dress of persons appearing on the campuses of the Ventura County Community College District shall comply with generally accepted standards of hygiene and good taste. Clothing that is worn shall be such as to avoid interference with the educational responsibilities of the District, or with any other approved activities taking place within the District's jurisdiction.

F. Solicitation

The solicitation, selling, exposing for sale, offering to sell, or endorsing any goods, articles, wares, services or merchandise of any nature whatsoever for the purpose of influencing lease, rental or sale at a college is prohibited except by written permission of the District Chancellor, President of the college or the President's designee. This policy applies to all students, staff and community members.

Nothing in this policy shall be construed to revoke the rights and privileges of students and staff as specifically granted by Education Code sections and board policy with regard to fund raising activities (EC 76062), examination of instruction materials (EC 78904, 78905), or other activities sanctioned by federal, state and local regulations.

G. Posting and Information Distribution Notice

The Student Activities Office must approve all non-campus sponsored and campus sponsored posters, flyers, banners, and advertisements posted on the Oxnard College campus. All notices or posters must have an "approved for posting" stamp from the Student Activities Office, Room S-115. Posters should be placed in a designated area. Blue painter's tape must be used for posting. Flyers may be posted only on campus kiosks and bulletin boards for a two week period. Any postings not in compliance with these guidelines will be removed.

H. Use of College Facilities

1. The purpose of these policies is to assure the full effective use and enjoyment of the facilities of the college campus as an educational institution. Orderly procedures are necessary to promote the use of facilities by students and college personnel, to conserve and protect facilities for educational use and to prevent interference with college functions.
2. Available college facilities may be used and shall be reserved in advance for meetings and other events related to their purpose by:
 - a) chartered student organizations;
 - b) certificated personnel;
 - c) organizations of college employees;
 - d) the associated students;
 - e) community organizations and groups under the Civic Center Act. (Education Code, 16551-16556).
3. Reservation of college facilities shall be made through the College Business Services office in advance of the event. Reservations will be granted in the order of application, unless considerations of format, room size or equitable distribution of special facilities will require adjustments. Student groups should also seek approval from the Student Activities Specialist.
4. The college may make reasonable charges for the use of college facilities by community groups in accordance with the civic center charges as published by the Ventura County Community College District.
5. Outdoor meetings and events.
 - a) Students and college personnel may gather at reasonable places and times on the campus consistent with the orderly conduct of college affairs and the free flow of traffic. Interference with entrances to buildings and college functions or activities, disturbance of offices, classes and study facilities and harm to property are prohibited.
 - b) The Vice President of Student Development or designee may approve other areas if unusual circumstances require.

6. Tables

- a) Student organizations and groups cited may maintain a table in the quad areas.
- b) Tables shall be staffed at all times. The name of the sponsoring organization shall be displayed at each table.
- c) Tables shall be furnished by the Maintenance & Operations department. Posters shall be attached to the tables.
- d) Tables may be used to distribute and exhibit, free of charge, non-commercial announcements, statements and materials and for fund raising. Distributing or soliciting by means of shouting or accosting individuals is prohibited.

Appendix V Grievance

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes the college decision or action has adversely affected his or her status, rights, or privileges as a student.

A grievance is an allegation of a violation of any of the following:

1. Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972.
2. Financial aid determinations made at the college or District level.
3. Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "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 incompetency, shall be final." "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade and clerical errors.
4. The exercise of rights of free expression protected by the state and federal constitutions, Education Code Sections 66301 and 76120, and District Board Policy and Administrative Procedures concerning the right of free expression.
5. Violation of published District rules, Board Policies, and Administrative Procedures, except as set forth below.

This procedure does not apply to:

1. Challenges to the process for determining satisfaction of prerequisites, corequisites, advisories, and limitations on enrollment. Information on challenges to prerequisites is available from the Office of Academic Affairs and Student Learning.
2. Allegations of harassment or discrimination on the basis of any protected characteristic as set forth in Board Policies 3410 and 3430 and 5 California Code of Regulations Section 53900 et seq. Such complaints may be initiated under the procedures described in the college catalogs.
3. Appeals for residency determination. Residency appeals should be filed with the Admissions and Records Office.
4. Student disciplinary actions, which are covered under separate Board Policies and Administrative Procedures.
5. Evaluation of the professional competence, qualifications, or job performance of a District employee.
6. Claims for money or damages against the District.

Information about other procedures is listed in the college catalogs or may be obtained from the Office of Academic Affairs and Student Learning.

The alleged wrong must involve an unjust action or denial of a student's rights as defined above. A grievance exists only when such an error or offense has resulted in an injury or harm that may be corrected through this grievance procedure. As noted above there may be other procedures applicable to various other alleged injuries or harms, and this grievance procedure may not be the sole or exclusive remedy, and it may not be necessary to exhaust this process before presenting allegations to other government agencies or the courts. The outcome of a grievance must be susceptible to producing a tangible remedy to the student complaining or an actual redress of the wrong rather than a punishment for the person or persons found in error. For example, a grievance seeking only the dismissal of a District employee is not viable.

Definitions

College Grievance Officer – The administrator in charge of student discipline and/or grievances, appointed by the College President, who shall assist students in seeking resolution by informal means; if informal means are not successful, the College Grievance Officer shall assist students by guiding them through the formal grievance process.

Day – Days during which the District is in session and primary term classes are in session, excluding Saturdays and Sundays.

Grievant – Any student currently enrolled in the college, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

Respondent – Any person claimed by a Grievant to be responsible for the alleged grievance.

Informal Resolution

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute. A student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to filing a formal grievance, and shall attempt to solve the problem with the person with whom the student has the grievance or dispute. If a student cannot resolve a grievance informally with the Respondent, then the student will request a meeting with the Respondent's administrator, manager, or division chairperson, who shall meet with the student in an attempt to resolve the issue and may meet with the student and Respondent either jointly or separately. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult.

At any time, the student may request the assistance of the College Grievance Officer in understanding or arranging the informal resolution process.

At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

Formal Resolution

In the event an informal resolution is not reached, the grievant shall submit a preliminary written statement of the grievance to the College Grievance Officer within 20 days of the incident on which the grievance is based, or 20 days after the student knew or with reasonable diligence should have known of the basis for the grievance, whichever is later.

Within 10 days following receipt of the preliminary written statement of the grievance, the College Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the formal written statement of the grievance.

The submission of this formal signed and dated written description of the complaint signals the beginning of the formal resolution, serves as the request for a hearing, and shall serve as the dated start of the hearing timeline.

The College Grievance Officer will submit a copy of the formal written grievance to the Respondent. The Respondent will be given an opportunity to submit a written response to the allegations to the College Grievance Officer. This response must be received within 10 days, and shall be shared with the Grievant.

Hearing Procedures

Grievance Hearing Committee – The hearing panel for any grievance shall be composed of one administrator, one faculty member and one student. At the beginning of the academic year, and no later than October 1st, the College President, the President of the Academic Senate, and the Associated Students President shall each establish a list of at least two persons who will serve on student Grievance Hearing Committees. The College President will identify two administrators; the President of the Academic Senate will identify two faculty; and the Associated Students President will identify two students. The College President, or designee, shall appoint the Grievance Hearing Committee from the names in this pool; however, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, who is a relative of any party or witness, or who could not otherwise act in a neutral manner shall serve on the Grievance Hearing Committee.

Upon notification of the Grievance Hearing Committee composition, the Respondent and Grievant shall each be allowed one peremptory challenge. The College President, or designee, shall substitute the challenged member or members from the panel pool to achieve the appropriate Grievance Hearing Committee composition. In the event that the pool names are exhausted in any one category, further designees shall be submitted by the College President (for administrators), the President of the Academic Senate (for faculty), or the Associated Student President (for students).

The Grievance Officer shall sit with the Grievance Hearing Committee but shall not serve as a member or vote. The Grievance Officer shall coordinate all scheduling of hearings, and shall serve to assist all parties and the Grievance Hearing Committee to facilitate a full, fair and efficient resolution of the grievance.

A quorum shall consist of all three members of the Committee.

Grievance Hearing Committee Chair – The College President, or designee, shall appoint one member of the Grievance Hearing Committee to serve as the chair. The decision of the Grievance Hearing Committee Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the Grievance Hearing Committee to the contrary.

Time Limits – Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties in writing.

Hearing Process – Within 10 days following receipt of the formal written statement of the grievance and request for hearing, the College President or designee shall appoint a Grievance Hearing Committee as described above. The names of the Grievance Hearing Committee shall be forwarded to the Grievant and the Respondent. They will each have 5 days to exercise the right to a preemptory challenge of a single committee member. After 5 days the right to challenge the committee composition will be deemed waived. Within 10 days of confirmation, the Grievance Hearing Committee and the Grievance Officer shall meet in private and without the parties present to determine whether the written statement of the grievance presents sufficient grounds for a hearing.

The determination of whether the Statement of Grievance presents sufficient grounds for a hearing shall be based on the following considerations:

- The statement satisfies the definition of a grievance as set forth above;
- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student, which under certain circumstances includes applicants and former students, and meets the definition of “grievant” as set forth in these procedures;
- The grievant is personally and directly affected by the alleged grievance;
- The grievance seeks a remedy which is within the authority of the hearing panel to recommend or the college president to grant;
- The grievance was filed in a timely manner;
- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet all of the above requirements, the Grievance Hearing Committee Chair shall notify the student in writing of the rejection of the request for a grievance hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within 5 days of the date the decision is made by the Grievance Hearing Committee.

The student may appeal the Grievance Hearing Committee’s determination that the statement of grievance does not present a grievance as defined in these procedures by presenting his/her appeal in writing to the College President within 5 days of the date the student received that decision. The College President shall review the statement of grievance in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters, including any facts alleged in the appeal that were not alleged in the original grievance. The College President’s decision whether or not to grant a grievance hearing shall be made within 10 days and shall be final and not subject to further appeal.

If the statement of the grievance satisfies each of the requirements, the College Grievance Officer shall schedule a grievance hearing to begin within 30 days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given at least 10 days’ notice of the date, time and place of the hearing.

Before the hearing commences, the members of the Grievance Hearing Committee shall be provided with a copy of the grievance, the written response provided by the Respondent, and all applicable policies and administrative procedures. The Grievance Hearing Committee may request other documents as needed.

A time limit on the amount of time provided for each party to present its case, or any rebuttal, may be set by the Grievance Hearing Committee. Formal rules of evidence shall not apply. All witnesses shall be bound by the Student Code of Conduct and Professional Codes of Ethics to present truthful evidence. Any witnesses not so bound will testify under oath, subject to the penalty of perjury. Any relevant evidence may be admitted at the discretion of the Grievance Hearing Committee Chair, in consultation with the College Grievance Officer and Grievance Hearing Committee. Hearsay evidence and written statements will be admissible, but will be insufficient, alone, to establish the allegations.

The Grievance Hearing Committee Chair, in consultation with the Grievance Hearing Officer and Grievance Hearing Committee, shall be responsible for determining the relevancy of presented evidence and testimony, the number of witnesses permitted to testify, and the time allocated for testimony and questioning. The Grievance Hearing Committee Chair, in consultation with the Grievance Hearing Committee, shall further be responsible for instructing and questioning witnesses on behalf of the Grievance Hearing Committee, and for dismissing any persons who are disruptive or who fail to follow instructions. The Grievance Hearing Committee Chair, in consultation with the College Grievance Officer, shall have the final decision on all procedural questions concerning the hearing.

The Grievance Hearing Committee shall conduct the hearing in accordance with established standards of administrative procedure. Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant shall make the first presentation, followed by the respondent. The grievant may present rebuttal evidence after the respondent completes presentation of his or her evidence. The burden shall be on the grievant to prove by a preponderance of the evidence that the facts alleged are true and that a grievance has been established as presented in the written statement of the complaint.

Both parties shall have the right to present statements, testimony, evidence, and witnesses. Each party shall have the right to be represented by a single advisor but not a licensed attorney. The Grievance Hearing Committee may request legal assistance for the Committee itself through the College President. Any legal advisor provided to the Grievance Hearing Committee may be present during all testimony and deliberations in an advisory capacity to provide legal counsel but shall not be a member of the panel or vote with it.

The grievant shall, in consultation with the College Grievance Officer, have the right to be served by a translator or qualified interpreter to ensure his/her full participation in the proceedings.

Hearings shall be closed and confidential. No other persons except the Grievant and his/her representative and/or translator/interpreter, the Respondent and his/her representative, scheduled single witnesses, the College Grievance Officer, the Grievance Hearing Committee members, and the Committee’s legal advisor, if any, shall be present. Witnesses shall not be present at the hearing when not testifying, unless all parties and the Grievance Hearing Committee agree to the contrary. The rule of confidentiality shall prevail at all stages of the hearing. Moreover, the Grievance Hearing Committee members shall ensure that all hearings, deliberation, and records remain confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), California Education Code Section 76200 et seq., and District Board Policies and Administrative Procedures related to the privacy of student and employee records.

The hearing shall be recorded by the District by electronic means such as audiotape, videotape, or by court reporting service and shall be the only recording made. No other recording devices shall be permitted to be used at the hearing. Any witness who refuses to be recorded shall not be permitted to give testimony. A witness who refuses to be recorded shall not be considered to be unavailable within the meaning of the rules of evidence, and therefore an exception to the hearsay rule for unavailability shall not apply to such witness.

At the beginning of the hearing, on the record, the Grievance Hearing Officer shall ask all persons present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The recording shall remain the property of the District and shall remain in the custody of the District at all times, unless released to a professional transcribing service. Any party to the grievance may request a copy of the recording. Any transcript of the hearing requested by a party shall be produced at the requesting party's expense.

Following the close of the hearing, the Grievance Hearing Committee shall deliberate in closed session with the Grievance Officer. The Grievance Officer shall assist with procedure but shall not be a voting member of the committee. These deliberations shall not be electronically recorded and the proceedings shall be confidential for all purposes. Within 30 days following the close of the hearing, the Grievance Hearing Committee shall prepare and send a written decision to the College Grievance Officer to be forwarded to College President. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined in these procedures. The decision shall also include a specific recommendation regarding the relief to be afforded the Grievant, if any. The decision shall be based only on the record of the hearing, and not on any matters outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing, and additional information or documentation related to the hearing that is requested by the Grievance Hearing Committee. The District shall maintain records of all Grievance Hearings in a secure location on District premises for a period of 7 years.

College President's Decision

The College President, at his/her discretion, may accept, reject, or modify the findings, decision, and recommendations of the Grievance Hearing Committee. The factual findings of the Grievance Hearing Committee shall be accorded great weight. The College President may additionally remand the matter back to the Grievance Hearing Committee for further consideration of issues specified by the College President. Within 20 days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the College President shall send to all parties his or her written decision, together with the Grievance Hearing Committee's decision and recommendations. If the College President elects to reject or modify the Grievance Hearing Committee's decision or a finding or recommendation contained therein, the College President shall review the record of the hearing, and shall prepare a new written decision that contains specific factual findings and conclusions. The decision of the College President shall be final, subject only to appeal as described below.

Any party to the grievance may appeal the decision of the College President after a hearing before a Grievance Hearing Committee by filing an appeal with the Chancellor. The Chancellor may designate a District administrator to review the appeal and make a recommendation.

Any such appeal shall be submitted in writing within 5 days following receipt of the College President's decision and shall state specifically the grounds for appeal.

The written appeal shall be sent to all concerned parties by the Chancellor or designee. All parties may submit written statements, within 5 days of receipt, in response to the appeal.

The Chancellor or designee may review the record of the hearing and the documents submitted in connection with the appeal, but shall not consider any matters outside of the record and the appeal.

If the Chancellor chooses a designee to review the record and appeal statements, that designee shall make a written recommendation to the Chancellor regarding the outcome of the appeal. The Chancellor may decide to sustain, reverse or modify the decision of his/her designee.

The decision on appeal shall be reached within 21 days after receipt of the appeal documents. The Chancellor's decision shall be in writing and shall include a statement of reasons for the decision. Copies of the Chancellor's appeal decision shall be sent to all parties.

The Chancellor's decision shall be final.

Appendix VI Sexual Assault

California Education Code Section 67385 requires that community college districts adopt and implement procedures to ensure prompt response to victims of sexual assault which occur on campus or during official campus events, as well as providing the victims with information regarding treatment options and services.

Ventura County Community College District exercises care to keep its campuses free from conditions which increase the risk of crime. Crimes of rape and other forms of sexual assault are violations of VCCCD standards and will not be tolerated on campus. California statutes and the VCCCD Standards of Student Conduct prohibit sexual assaults. Where there is cause to believe the District's regulations prohibiting sexual assault have been violated, the District will pursue strong disciplinary actions including suspension or dismissal from the college.

Ventura County Community College District is committed to providing prompt, compassionate services to those individuals who are sexually assaulted, as well as follow-up services, if needed.

Administrative Regulations and Procedures Concerning Incidents of Sexual Assault on Campus

1. Introduction

Education Code Section 67385 requires that the governing board of each community college district adopt and implement clear, consistent, and written procedures to ensure that specific victims of sexual assault which occurred on campus property or during college sponsored events shall receive information regarding available treatment options and services, both on and off campus, as well as to ensure that the colleges will promptly respond to the option selected by the victim.

2. Definitions

For the purpose of the legislation, the following definitions are offered.

- "Specific population" and "specific victim" include students, faculty and staff.
- "Sexual assault" is any kind of sexual activity which is forced upon a person against his or her will. The definition includes, but is not limited to: rape (including "date" or "acquaintance rape"), forced sodomy, forced oral copulation, rape by a foreign object, or sexual battery or threat of sexual assault.

- “On campus” is defined quite broadly to include: 1) any building or property owned or controlled by the District within the same reasonable contiguous geographic area and used by the District in direct support of, or related to, its educational purposes; or 2) any building or property owned or controlled by student organizations recognized by the institution.
- “Official college sponsored events” include, but are not limited to, all classes off campus, field trips, or any event on the college calendar.
- “Victim” of sexual assault is generally referred to here as being female, but could also include a male.

3. College Policy

Oxnard College exercises care to keep the campus free from conditions which increase the risk of crime. Crimes of rape and other forms of sexual assault will not be tolerated on campus.

The Ventura County Community College District Student Code of Conduct prohibits sexual assaults, as do California criminal statutes.

The Board of Trustees commits the college to taking prudent action to prevent sexual assaults from occurring and to ensure that students, faculty and staff are not adversely affected for having brought forward a charge of rape or other forms of sexual assault. Where there is cause to believe the college’s regulations prohibiting sexual assault have been violated, Oxnard College will pursue strong disciplinary actions which include the possibility of suspension or dismissal from the college.

In addition, a student, faculty, or staff member charged with sexual assault can be prosecuted under California criminal statutes in addition to being disciplined under the Student Code of Conduct or Education Code, as applicable. Even if prosecution does not take place, the campus may pursue disciplinary action.

The Board of Trustees is also committed to provide prompt, compassionate services to those individuals who are sexually assaulted and to provide follow-up services as needed.

4. Sexual Assault Response and Information

If you have been sexually assaulted, it is important that you seek help immediately. If you are the victim of a sexual assault, please take the following steps:

- Go to a safe place as soon as possible.
- Contact the Campus Police as soon as possible.
- Call someone you trust to be with you, such as a relative, close friend, or rape crisis counselor.
 - Try to preserve all evidence. Do not wash, use the toilet, or change clothing. If you do change clothes, place all clothing – outer clothing as well as inner – into a paper (not plastic) bag.
 - Do not bathe, shower or douche.

The Campus Police will assist with obtaining medical attention, either at the hospital or the Student Health Center. A Rape Crisis Counselor will be available at the hospital.

Following are the phone numbers for the Campus Student Health Centers:

Moorpark College – (805) 378-1413

Oxnard College – (805) 678-5832

Ventura College – (805) 289-6346

Further resources are available at each Student Health Center.

5. Legal Reporting Requirements and Procedures

The reporting of rape and other forms of sexual assault follows the same procedures as the reporting of any crime. No special information is required, but the report needs to include certain standard information such as where the incident occurred, to whom (identified by name and age) and exactly what happened.

Once a victim of sexual assault has chosen to notify authorities about the assault and chooses to pursue prosecution, a medical legal examination should be performed as soon after the assault as possible and within hours for evidence.

6. List of Campus Services and Personnel Available to Assist with Incidents of Sexual Assault.

- Campus Police, (805) 678-5805
- Health Services (805) 678-5832
- Office of the Vice President of Student Development, (805) 678-5847

7. Procedures for Ongoing Case Management

With the victim’s consent, follow-up intervention may be provided, as needed, by the College Psychologist for psychological counseling. The Vice President of Student Development will track the victim’s academic progress and will assist, when requested, by arranging academic counseling, tutoring, and other services deemed appropriate.

The Vice President of Student Development or the Associate Vice Chancellor Of Human Resources will initiate disciplinary procedures and inform the victim of the status of any disciplinary actions and the Vice President of Student Development will keep the College President informed.

The following individuals may also be contacted, as appropriate, on a need-to-know basis by the aforementioned administrators: EAC Coordinator, Division Deans, Instructors, Chancellor, Vice Chancellor, Personnel Services or Public Information Officer.

8. Procedures to Guarantee Confidentiality

In all associations with the public, the media, family and friends of the victim, and in accordance with the Family Rights and Privacy Act and the Buckley Amendment, the name of the victim and/or specific details of the assault will be released only when essential to the health and safety of the individual assaulted or that of other members of the campus community. The Public Information Officer will be kept informed and will interface with the media, general public, students and staff. Other campus personnel dealing with the incident should refer any inquiries to the Public Information Office.

In addition, and in full accordance with Chapter 593 of the Education Code, no person, persons, agency or organization permitted access to student records (including security records about incidents involving the college’s students) shall permit access to any information obtained from those records by any other person, persons, agency or organization without the written consent of the students involved.

The victim of any sexual assault which is the basis of any disciplinary action taken by the community college shall be permitted access to that information in compliance with the Buckley Amendment. Access to this information shall consist of a notice of the results of any disciplinary action taken by the college and the results of any appeal. This information shall be provided to the victim within three days following the said disciplinary action or appeal.

9. Information Regarding Other Options

Criminal Actions – Once an incident of sexual assault has been reported to the appropriate police department by college personnel, it is up to the police department to collect information, including the legal/medical exam, and to investigate the matter. The information is then turned over to the District Attorney’s office to determine if criminal prosecution is appropriate. The District Attorney’s office has the ultimate responsibility to determine whether the incident is a criminal offense and to bring it before the courts for punitive action against the assailant. Punitive consequences can include fines, probation and incarceration. If there is not sufficient evidence for the case to be passed on to the District Attorney, the police may decide to initiate an investigation to gather the necessary information which could lead to a prosecution.

Civil Actions – If the victim of the sexual assault decides that she/he wants to pursue a civil action for damages against the perpetrator, then the victim should consult with an attorney for the civil legal action. The District Attorney’s office is reluctant to refer to any particular civil attorney, but the Ventura County Coalition Against Domestic and Sexual Violence has a complete referral list of local attorneys with whom they have had experience. In addition, the names of attorneys may be obtained through the Ventura County Bar Association.

Disciplinary Process through the College – Various forms of discipline may be imposed on a student who is guilty of misconduct ranging from reprimand, probation, and suspension to expulsion. The student disciplinary procedures of the college are described in this catalog. They are initiated by the Vice President of Student Development. Faculty and staff are subject to the college’s disciplinary action policies.

Mediation Services – Mediation between any of the “specific population” involved in a sexual assault incident at the college is available and may be arranged through the Vice President of Student Development.

Academic Assistance Alternatives – Academic assistance for victims of sexual assault includes tutoring, switching to different sections or classes, academic counseling, receiving a grade of “Incomplete” or “Withdrawal,” or assistance in transferring.

Harassment Restraining Order – Under California law (section 527.6 of the Code of Civil Procedure), courts can make orders to protect people from being harassed by others. These orders are enforced by law enforcement agencies. A victim who desires to obtain such an order must file an action in the Superior Court. Simplified procedures for obtaining such orders have been established by the courts. An instructional booklet that tells what court orders a victim of harassment can obtain and how to get them is available from the Clerk of the Ventura County Superior Court, Hall of Justice, 800 South Victoria Avenue, Ventura, CA 93009.

Appendix VII

Student Discipline Procedures

Reference: Education Code Section 66300, 66301, 72122, 76030, 76033, 76232

A student enrolling in Oxnard College assumes an obligation to conduct him/herself in a manner compatible with the college’s function as an educational institution.

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Student Code of Conduct which provides to the student or students involved appropriate due process rights. This procedure will be applied in a fair and equitable manner and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These Administrative Procedures are not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Sections 66301 and 76120, and will not be used to punish expression that is protected.

Student conduct must conform to the Student Code of Conduct established by the Governing Board of the Ventura County Community College District in collaboration with college administrators and students. Violations of such rules are subject to disciplinary actions which are to be administered by appropriate college authorities. The Ventura County Community College District has established procedures for the administration of the penalties enumerated here. College authorities will determine the appropriate penalty(ies).

Definitions of Key Terms:

Chief Student Services Officer (CSSO) – A college’s Vice President of Student Development or designee.

Day – Days during which the District is in session and primary term classes are in session, excluding Saturdays and Sundays.

District – The Ventura County Community College District.

Good Cause for Disciplinary Action – As used in this procedure, “good cause” for disciplinary action includes any violation of the VCCCD Student Code of Conduct as set forth in Board Policy 5500 and Education Code section 76033, when the conduct is related to college activity or college attendance.

Student Code of Conduct

The purpose of these standards is to ensure a safe, respectful and productive learning environment for VCCCD students, staff, faculty and administrators. In order for the colleges and the district to fulfill their mission of student learning achievement, all employees must feel secure in their work setting. Student conduct that negatively impacts the ability of students to meet their educational goals or employees to carry out their professional job responsibilities will be subject to the terms of this procedure.

Definitions: The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

The procedures shall be made widely available to students through the college catalog and other means. Students who violate any of the following standards for student conduct while at the district office, on the college campus or during off-campus college-sponsored activities are subject to the procedures outlined in Administrative Procedures 5520: Student Discipline Procedures:

1. Causing, attempting to cause, or threatening to cause physical injury to another person or to one’s self.
2. Possession, sale or otherwise furnishing a weapon, including but not limited to, any actual or facsimile of a firearm, knife, explosive or other dangerous object, or any item used to threaten bodily harm without written permission from a district employee, with concurrence of the College President or designee.
3. Use, possession, distribution, or offer to sell alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs while on campus or while participating in any college-sponsored event.

4. Presence on campus while under the influence of alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs except as expressly permitted by law. (Use or possession of medical marijuana is not allowed on any college property.)
5. Committing or attempting to commit robbery or extortion.
6. Causing or attempting to cause damage to District property or to private property on campus.
7. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
8. Willful or persistent smoking (including e-cigarettes or use of similar mechanisms) in any area where smoking has been prohibited by law or by regulation of the college or the District.
9. Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact, verbal assaults, such as teasing or name-calling, social isolation or manipulation, and cyber-bullying.
10. Engaging in harassing or discriminatory behavior. The District's response to instances of sexual harassment will follow the processes identified in Board Policy and Administrative Procedures 3430.
11. Obstruction or disruption of classes, administrative or disciplinary procedures, or authorized college activities.
12. Disruptive behavior, willful disobedience, profanity, vulgarity, lewd, or other offensive conduct, on campus or during campus sponsored activities.
13. The persistent defiance of authority or abuse of District/college personnel.
14. Academic dishonesty, cheating, or plagiarism.
15. Dishonesty, forgery, alteration or misuse of District/college documents, records or identification, or knowingly furnishing false information to the District/college or any related off-site agency or organization.
16. Unauthorized entry to or use of District/college facilities.
17. Engaging in expression which is obscene, libelous, or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on college/District premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
18. Violation of District/college rules and regulations including those concerning student organizations, the use of District/college facilities, or the time, place, and manner (see AP 3900) of public expression or distribution of materials.
19. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
20. Unauthorized preparation, giving, selling, transfer, distribution, or publication of any recording or photography of an academic presentation in a classroom or equivalent site of instruction, including but not limited to written class materials, except as permitted by District policy, or administrative procedure.
21. Violation of professional ethical code of conduct in classroom or clinical settings as identified by state licensing agencies (Board of Registered Nursing, Emergency Medical Services Authority, Title 22, Peace Officers Standards & Training, California Department of Public Health).

Students who engage in any of the above are subject to the procedures outlined in AP 5520.

Faculty – Any academic employee of the District who has responsibility for the student's educational program.

Student – Any person currently enrolled as a student at any college or in any program offered by the District.

Time Limit – Any times specified in these procedures may be shortened or lengthened if there is mutual written concurrence by all parties.

Definitions of Types of Discipline (listed in order of severity)

The following sanctions may be imposed upon any student found to have violated the Student Code of Conduct. The selection of the degree of severity of sanction to be imposed shall be commensurate with the severity of offense. The availability of a less severe sanction does not preclude imposition of a more severe sanction in any circumstance where the more severe sanction is deemed appropriate.

Warning – Documented written or verbal notice to the student by the CSSO, or designee, that continuation or repetition of specific conduct may be cause for other disciplinary action. A warning is retained in the college discipline files for two complete academic years.

Reprimand – Written notice to the student by the CSSO, or designee, that the student has violated the Student Code of Conduct. A reprimand serves as documentation that a student's conduct in a specific instance does not meet the standards expected at the college and that further violations may result in more severe disciplinary sanctions. A reprimand is permanently retained in the college discipline files.

Temporary Removal from Class – Exclusion of the student by Faculty for good cause for the day of the removal and the next class meeting or activity. [Education Code Section 76032.]

Short-Term Suspension – Exclusion of the student by the CSSO, or designee, for good cause from one or more classes or activities for a period of up to ten (10) consecutive school days. [Education Code Sections 76030 and 76031.]

Immediate Interim Suspension – The College President or designee may order immediate suspension of a student for good cause from one or more classes and/or activities/programs, or from all classes and/or activities/programs of the college where he or she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days. A suspended student shall be prohibited from being enrolled in any community college within the District for the period of the suspension. [Education Code Sections 66017 and 76031; cf. Penal Code Section 626.2.]

Long-Term Suspension – Exclusion of the student by the College President for good cause from one or more classes and/or activities/programs, or from all classes and/or activities/programs of the college for up to the remainder of the semester and the following semester. A student suspended from all classes, activities and/or programs shall be prohibited from being enrolled in any community college within the District for the period of the suspension. [Education Code Sections 76030 and 76031.]

Expulsion – Exclusion of the student by the Board of Trustees from all colleges in the District for one or more terms when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of the student or others. [Education Code Section 76030.]

Procedures for Disciplinary Actions (listed in order of severity)

Any times specified in these procedures may be shortened or lengthened if there is mutual written concurrence by all parties.

Warning – The CSSO or designee, upon recommendation from Faculty or other District or college employee, shall review the report of alleged misconduct. If it is determined that there has been a violation of the Student Code of Conduct or the Education Code, the CSSO or designee will notify the student that the continuation and/or repetition of misconduct may result in more serious disciplinary action. This notification may be delivered orally or in writing. Documentation of the misconduct and/or the notice given to the student shall be retained in the district discipline files for two complete academic years. Warnings may be appealed directly to the College President. Students may not request a student conduct hearing to appeal a warning. [Cf. Education Code Section 76232 - challenging content of student records.]

Reprimand – The CSSO or designee, upon recommendation from Faculty or other District or college employee, shall review the report of alleged misconduct. If it is determined that there has been a serious violation of the Student Code of Conduct or the Education Code, the CSSO or designee will notify the student that the continuation and/or repetition of misconduct may result in even more serious disciplinary action. This notification will be delivered in writing. Documentation of the misconduct and the written notice given to the student shall be permanently retained in the district discipline files. Reprimands may be appealed directly to the College President. Students may not request a hearing to appeal a reprimand.

Temporary Removal from Class – Any Faculty may remove a student from his or her class for good cause for the day of the removal and the next class meeting or activity. The Faculty shall immediately report the removal to his/her supervising administrator and the CSSO or designee. A meeting shall be arranged between the student and the Faculty regarding the removal prior to the day that the student is eligible to return to class. If the Faculty or the student makes the request, the CSSO or designee shall attend the meeting. The student is not allowed to return to the class for the day of removal and the next class meeting or activity without the concurrence of the Faculty. Nothing herein will prevent the CSSO or designee from recommending further disciplinary action in accordance with these procedures based on the facts that led to the removal. [Education Code Section 76032.]

Suspensions and Expulsions – Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

NOTICE: The CSSO or designee will provide the student with written notice of the conduct warranting the discipline, stating the facts on which the proposed discipline is based, and providing any evidence on which the college may rely in the imposition of discipline. If the student is a minor, the college may contact the student's parent or guardian regarding any disciplinary referral. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. The notice will include the following:

- the specific section of the Student Code of Conduct or Education Code that the student is accused of violating;
- a specific statement of the facts supporting the proposed discipline and;
- any evidence on which the college may rely in the imposition of discipline. Evidence that may identify other students or which would result in the revelation of test questions or answers need not be provided in advance. Testimony relating to students not subject to discipline may be presented in a manner that protects the anonymity or safety of the third party student. If such testimony is needed, it may be presented under circumstances that protect the safety of such students or maintains the anonymity of other students, as the hearing officer may determine to be in the interests of justice. Similarly, evidence relating to test questions or answers may be presented, if possible, only in a manner that maintains the security of test questions or answers.
- the right of the student to meet with the CSSO or designee to discuss the accusation, and/or to respond in writing;
- the level of the discipline that is being proposed.

Time Limits – The notice described above must be provided to the student as soon as possible and no later than 15 days from the date on which the conduct took place or became known to the CSSO or designee;

Meeting – If the student chooses to meet with the CSSO or designee, the meeting must be requested within 5 days of receiving notice and must occur within 10 days after the request is made. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond orally and/or in writing to the accusation to state why the proposed disciplinary action should not be taken.

Short-Term Suspension – Within 10 days after the delivery of the notice, or, if requested, 10 days after the meeting as to why the proposed disciplinary action should not be implemented, the CSSO shall decide whether to impose a short-term suspension, to impose some lesser disciplinary action, or to end the matter. Written notice of the CSSO's decision shall be provided to the student. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action, as well as any conditions or limitations placed on the student during the short-term suspension. The CSSO's decision regarding a short term suspension shall be final.

Long-Term Suspension – Within 10 days after the delivery of the notice, or, if requested, within 10 days of a meeting with the CSSO, or designee, the College President shall, based on the recommendation from the CSSO, or designee, decide whether to impose a long-term suspension. Written notice of the College President's decision shall be provided to the student. The notice will include the length of time of the proposed suspension, as well as a statement that the student will be prohibited from being enrolled in any college within the District for the period of the suspension. The notice will include the factual allegations on which the proposed suspension is based, any evidence in the possession of the District on which it will rely in support of the recommended suspension, the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of the procedures for the hearing.

Expulsion – Within 10 days after the delivery of the notice, or, if requested, within 10 days of a meeting with the CSSO, or designee, the College President shall, pursuant to a recommendation from the CSSO, decide whether to recommend expulsion to the Chancellor and Board of Trustees. Written notice of the College President's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, the factual allegations on which the proposed expulsion is based, any evidence in the possession of the District on which it will rely in support of the recommended suspension, and a copy of the procedures for the hearing.

In addition to the above sanctions, the sanction of restitution may be imposed upon a student, where appropriate, to compensate for loss, damage, or injury. Furthermore, the sanction of administrative hold, to prevent a student from enrolling, may be placed on a student's records by the District if a long-term suspension from all classes and/or activities, or expulsion has been imposed following the formal hearing described below, or the student has failed to meet with the CSSO, or designee, regarding a pending disciplinary matter.

Hearing Procedures for Long-term Suspension and Expulsion

Request for Hearing – Within 5 days after receipt of the College President's decision regarding a long-term suspension or expulsion, the student may request a formal hearing before a hearing panel. The request must be made in writing to the College President and must include a date and the signature of the student or, if the student is a minor, the student's parent or guardian. If the request for hearing is not received within 5 days after the student's receipt of the College President's decision or recommendation in the case of expulsion, the student's right to a hearing shall be deemed waived.

Schedule of Hearing – The formal hearing shall be held within 20 days after a formal request for hearing is received. The parties involved will be asked to attend the hearing and will be given sufficient notice in writing as to the time and place at least 10 days prior to the hearing date.

Hearing Panel – The hearing panel for any disciplinary action shall be composed of one administrator, one faculty member, and one student. At the beginning of the academic year, and no later than October 1st, the College President, the Academic Senate President, and the Associated Students President shall each provide the names of at least two persons willing to serve on Student Disciplinary Hearing Panels. The College President, or designee, shall appoint the Hearing Panel from the names in this pool; however, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, who is a relative of any party or witness, or who could not otherwise act in a neutral manner shall serve on a Hearing Panel. Upon notification of the Hearing Panel's composition, the student and the District shall each be allowed one peremptory challenge. The College President, or designee, shall substitute the challenged member or members and replace them with another member of the panel pool to achieve the appropriate Hearing Panel composition. In the event the pool names are exhausted in any one category, further designees shall be submitted by the College President the Academic Senate President, and/or the Associated Students President. The chairperson may, by giving written notice to both parties, reschedule the hearing as necessary pending the submission of alternate designees.

A quorum shall consist of all three members of the committee.

Hearing Panel Chair – The College President, or designee, shall appoint one member of the Hearing Panel to serve as the chair. The decision of the Hearing Panel Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the Hearing Panel to the contrary.

Hearing Process – Prior to commencement of the hearing, the members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student, and all applicable student due process policies and administrative procedures. The facts supporting the accusation shall be presented by a college representative who shall be the CSSO or designee.

After consultations with the parties, in the interests of justice, a time limit on the amount of time provided for each party to present its case, or any rebuttal, may be set by the hearing panel. Formal rules of evidence shall not apply. All members of the campus community shall be bound by the Student Code of Conduct or Code of Professional Ethics to provide only true testimony. Witnesses who are not members of the campus community will testify under oath subject to the penalty of perjury. Any relevant evidence may be admitted at the discretion of the Hearing Panel Chair, in consultation with the Hearing Panel. Hearsay evidence will be admissible, but will be insufficient, alone, to establish a charge against the student. The Hearing Panel Chair, in consultation with the Hearing Panel, shall be responsible for determining the relevancy of presented evidence and testimony, the number of witnesses permitted to testify, and the time allocated for testimony and questioning. The Hearing Panel Chair, in consultation with the Hearing Panel, shall further be responsible for instructing and questioning witnesses on behalf of the Hearing Panel, and for dismissing any persons who are disruptive or who fail to follow instructions. If either party refuses to adhere to the instructions of the Hearing Panel Chair the right to the hearing will be deemed waived. The Hearing Panel Chair shall have the final decision on all procedural questions concerning the hearing.

Unless the Hearing Panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to establish by a preponderance of the evidence that the facts alleged are true. The Hearing Panel may request legal assistance for the Panel itself through the College President. Any legal advisor provided to the Hearing Panel may be present during the hearing and in any deliberations in an advisory capacity to provide legal counsel but shall not be a member of the panel or vote with it.

Both parties shall have the right to present statements, testimony, evidence, and witnesses. Each party shall have the right to be represented by a single advisor but not a licensed attorney. The student shall, in consultation with the Hearing Panel, have the right to be served by a translator or qualified interpreter to ensure the student's full participation in the proceedings.

Hearings shall be closed and confidential. No other persons except the student and, the college representative and their non-attorney representatives and/or translators/interpreters, if any, a college appointed court reporter, if any, individual witnesses, the Hearing Panel members, and the Hearing Panel's legal counsel, if any, shall be present. Witnesses shall not be present at the hearing when not testifying, unless all parties and the Hearing Panel agree to the contrary. The rule of confidentiality shall prevail at all stages of the hearing. Moreover, the Hearing Panel members shall ensure that all hearings, deliberations, and records remain confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), California Education Code Section 76200 et seq., and District Board Policies and Administrative Procedures related to the privacy of student and employee records.

The hearing shall be recorded by the District by electronic means such as audiotape, videotape, or by court reporting service and shall be the only recording made. No other recording devices shall be permitted to be used at the hearing. Any witness who refuses to be recorded shall not be permitted to give testimony. A witness who refuses to be recorded shall not be considered to be unavailable. The Hearing Panel Chair shall, on the record, at the beginning of the hearing, ask all persons present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The recording shall remain the property of the District and shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the recording; however, any transcript of the recording requested by the student shall be provided at the student's own expense.

Following the close of the hearing, the Hearing Panel shall deliberate in closed session. These deliberations shall not be electronically recorded and the proceedings shall be confidential. Within 5 days following the close of the hearing, the hearing panel shall prepare and send to the College President a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Student Code of Conduct was violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on any matters outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing. The District shall maintain records of all Disciplinary Hearings in a secure location on District premises for a period of 7 years.

College President's Decision

Long-Term Suspension - Within 15 days following receipt of the hearing panel's recommended decision, the College President shall render a final written decision. The College President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the College President modifies or rejects the hearing panel's decision, the College President shall review the record of the hearing, and shall prepare a new written decision that contains specific factual findings and conclusions. The decision of the College President shall be final, and shall be reported to the District Chancellor.

Expulsion - Within 15 days following receipt of the hearing panel's recommended decision, the College President shall render a written recommended decision to the Chancellor. The College President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the College President modifies or rejects the hearing panel's decision, he or she shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The College President's decision shall be forwarded to the Chancellor as a recommendation to the Board of Trustees.

Board of Trustees Decision

The Board of Trustees shall consider any recommendation from the Chancellor for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. [Education Code Section 72122.]

The student (and the parent or guardian if the student is a minor) shall be notified in writing, by certified mail, by personal service, or by such method of delivery as will establish receipt, at least 72 hours prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within 48 hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold in closed session any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting.

The Board may accept, modify or reject the findings, decisions and recommendations of the Chancellor. If the Board modifies or rejects the Chancellor's recommendation, the Board shall review the record of the hearing, and shall, within 30 days or by the next regular meeting of the Board, whichever is later, prepare a new written decision which contains its specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.



Appendix VIII Students Right-to-Know

In compliance with the federal Student Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of the Ventura County Community College District to make available to all current and prospective students its student profiles of completion and transfer rates and crime awareness statistics.

Student Right-to-Know Completion and Transfer Rates for Fall 2011 Cohort

In compliance with the Student Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of our college district to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2011, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period. Their completion and transfer rates are listed above. These rates do not represent the success rates of the entire student population at the College nor do they account for student outcomes occurring after this three-year tracking period.

Based upon the cohort defined above, a Completer is a student who attained a certificate or degree or became 'transfer prepared' during a three-year period, from Fall 2011 to Spring 2014. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer-prepared.' Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer-prepared' during a five semester period, from Spring 2012 to Spring 2014, are transfer students.

This information can be accessed through the following website:
srk.cccco.edu/index.asp.

	MC	OC	VC
Completion Rate	36.19%	23.10%	27.69%
Transfer Rate	13.07%	6.39%	8.64%

Crime Awareness Statistics

The security of all members of the campus community is of vital concern to Oxnard College. We ask anyone who witnesses or is a victim of a crime to immediately report it to Campus Police at (805) 678-5805. Also, we ask everyone to support crime prevention by reporting possible unsafe conditions, such as darkened areas or poor lighting where criminal activity can take place. In compliance with the Campus Safety Act, the Campus Police Services department compiles annual crime statistics and prepares an Annual Safety Report. This report is available online by going to <http://www.vccd.edu/departments/police/> and clicking on the link in the left-hand column; or in hard copy format at the Campus Police station on each campus. The Ventura County Community College District's Police Office reported the crimes to the right on the Oxnard College campus in 2015:

Crimes Committed on VCCCD Campuses During 2014			
TYPE OF CRIME:	MC	OC	VC
Homicide	0	0	1
Rape	0	0	0
Robbery	0	0	1
Aggravated Assault	0	0	1
Burglary	0	1	0
Vehicle Burglary	0	0	8
Grand Theft	3	0	2
Petty Theft	4	19	17
Motor Vehicle Theft	1	0	2
Arson	0	0	0
Misdemeanor Assault	0	0	0
Alcohol Violations	0	0	0
Drug Violations	8	0	7
Vandalism	15	23	12
Bomb Threats	0	0	0
Fraud/Embezzlement	0	0	0
Weapons Violation	0	0	1
Battery	2	1	2
Sexual Battery	0	0	0
Indecent Exposure	0	0	2
Felony Arrest	1	0	1
Misdemeanor Arrest	1	15	44
Restraining Order	0	0	0
Hate Crimes	0	0	2
Stalking	0	1	2
Mental Illness Detention	0	1	2
DUI Arrest	0	0	1
Annoying Phone Calls	0	0	1
Sex Offender Registrants	0	0	2
Computer Crime	0	0	1
Traffic Hit and Run	22	1	4
Traffic Accidents	24	11	17
Criminal Threats	0	2	1
Alcohol Law Disciplinary Referrals	0	0	1
Warrant Arrests	0	1	16
Domestic Violence (added 2015)	-	-	1
TOTAL CRIMES ON THE CAMPUSES (3-YEAR COMPARISONS:)			
2013	104	68	153
2014	86	109	170
2015	84	78	152

Appendix IX Financial Aid Programs

Purpose

The purpose of the Ventura County Community College District Financial Aid Office is to facilitate and foster successful academic participation of students who need help funding their education. In accordance with the Higher Education Act of 1965, as amended, the colleges have established the following Standards of Progress. While maintaining our responsibility as custodians of public funds, VCCCD's objective is to establish a Satisfactory Academic Progress (SAP) standard that is consistent with institutional goals and philosophies and at the same time sensitive to the needs of students. These standards apply to all students receiving financial aid from the following programs:

- **Board of Governors Fee Waiver (BOGW):** BOGW is a form of financial aid that waives enrollment fees for eligible California residents and AB 540 students. See below and page 35 for additional BOGW information.
- **Federal Pell Grant:** Pell Grant program is an entitlement program that is based on financial eligibility and enrollment.
- **Federal Supplemental Educational Opportunity Grant:** FSEOG is a grant available to students who qualify for a Pell Grant. FSEOG is a campus-based program (limited funds). Awards are contingent on availability of funds and awarded to students with the greatest financial need.
- **Federal Direct Loans for Undergraduate Students**

Federal Direct Loan Program: Information about the William D. Ford Federal Direct Loan Program can be found on the financial aid website of the student's assigned primary college. The U.S. Department of Education is the lender for the Direct Loan Program and offers loans at a low interest rate with repayment terms designed with students in mind. In most cases, you will not have to start repaying your loans until six months after you graduate and/or enroll less than half time. Direct Loans include Subsidized and Unsubsidized Student Loans and Parent Loans for Undergraduate Students (PLUS). Loans must be repaid with interest so it is important to understand your rights and responsibilities as a borrower. Students are advised to visit their campus website for specific loan procedures. At this time, Oxnard College does not participate in the direct loan program.

- **SULA:** Subsidized Usage Limits Apply for First-time Borrowers - As of July 1, 2013, a first-time Federal Direct Subsidized Student Loan borrower (which is defined as someone who has no outstanding balance on a FFELP or Direct Loan when receiving a Direct Loan on or after July 1, 2013) is no longer eligible for the Direct Subsidized Loan if he or she exceeds 150% of the published length necessary to graduate. They may, however, be eligible for the Direct Unsubsidized Loan (where interest begins accruing upon disbursement). For example, if you are enrolled in a 2-year associate degree program, the maximum period for which you can receive Direct Subsidized Loans is 3 years (150% of 2 years = 3 years). Certificate programs' lengths vary. See the college catalog for program lengths. Additionally, the Direct Subsidized Loans that had been borrowed up to the 150% point will lose further government subsidy and interest will begin to become the student's responsibility if they do not graduate by the 150% point (and continue to be enrolled in the same or a shorter undergraduate program). Additional information is available on the financial aid website of the student's assigned primary college.
- **Federal Work Study:** FWS is a campus based program that provides part-time employment (generally on campus) to undergraduate students. Awards are based on need and contingent on availability of funds.

- **Full-Time Student Success Grant (FTSSG):** The Full-Time Student Success Grant is a grant that is awarded to eligible Cal Grant B students who are enrolled full-time (12 or more units). The FTSSG is an incentive designed to encourage students to maintain full-time enrollment status and graduate or transfer sooner.

- **Cal Grant B and Cal Grant C:** Cal Grant recipients are selected by the California Student Aid Commission. To apply for the Cal Grant Program, you must submit the FAFSA or California Dream Application if AB 540 and a Cal Grant GPA Verification form by March 2nd. If you do not meet the March 2nd priority filing deadline, you may have a second chance to compete for a Cal Grant by filing the FAFSA or California Dream Application and GPA Verification form by September 2nd.

There are two types of Cal Grant B awards: Entitlement and Competitive.

Cal Grant B: for students who are from disadvantaged and low income families. These awards can be used for tuition, fees, and access costs at qualifying California schools whose programs are at least one year in length.

Cal Grant C: helps pay for tuition and training costs in vocational/technical programs not to exceed two years.

EFFECTIVE FALL 2016: PLEASE NOTE NEW BOARD OF GOVERNORS FEE WAIVER (BOGW) CHANGES

Minimum requirements for maximum success

Whether the goal is to move into a career or move on to a four-year university, California Community Colleges want to help students achieve their educational goals. The Board of Governors Fee Waiver (BOGW) is available for eligible students at California community colleges, and will waive the per-unit enrollment fee at any community college throughout the state.

Once a student qualifies for the BOGW, it is important that they meet the academic and progress standards in order to avoid losing the fee waiver.

Academic — Sustain a GPA of 2.0 or higher

If a student's cumulative GPA falls below 2.0 for two consecutive primary terms (fall/spring semesters) they may lose their fee waiver eligibility.

Progress — Complete more than 50% of coursework each semester

If the cumulative number of units a student completes is not more than 50% in two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters), the student may lose their fee waiver 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 fee waiver eligibility.

How will students know?

Students will be notified within 30 days of the end of each term if they are being placed on either Academic (GPA) and/or Progress (Course Completion) probation. The notification will include the information that a second term of probation will result in loss of fee waiver eligibility. After the second consecutive term of probation, the student may lose eligibility for the fee waiver at their next registration opportunity.

How to regain eligibility

If a student loses eligibility for the BOGW, there are a few ways that it can be reinstated:

- Improve GPA or Course Completion measures to meet the academic and progress standards
- Successful appeal regarding extenuating circumstances

- Not attending their school district for two consecutive primary terms (fall/spring semesters)

The appeals process for extenuating circumstances includes:

- Verified accidents, illness or other circumstances beyond your control
- Changes in economic situation
- Evidence of inability to obtain essential support services
- Special consideration factors for CalWORKs, EOPS, DSPS and veteran students
- Disability accommodations not received in a timely manner

Please note that foster youth and former foster youth (age 24 years and younger) are not subject to loss of the BOGW under these regulations.

I. Student and Program Eligibility

Students must maintain satisfactory academic progress (34 Code of Federal Regulations Section 668.34). Students receiving financial aid must be enrolled in an eligible program of study, at their primary college, leading to an associate degree, an eligible vocational certificate, or a transfer program to a four-year college or university. A list of eligible programs can be found on the financial aid website of the student's assigned primary college.

II. Application Verification

VCCCD is required to verify certain information provided by a student/parent on the Free Application for Federal Student Aid (FAFSA) or California Dream Application. Applications requiring review are flagged by the US Department of Education. In addition, VCCCD is required to select and verify any FAFSA that contains incorrect or discrepant information. [34 CFR 668.54(a)(3)]; [34 CFR 668.16(f)]

III. Default or Overpayment on Title IV Funds

Students who are in default on a student loan or owe a Title IV program overpayment are not eligible for federal aid. If a student owes an overpayment, the debt must be cleared before any federal aid will be disbursed. In the case of a student loan default, financial aid may be reinstated once the student makes satisfactory repayment arrangements with the holder of the loan and proof of such arrangements are submitted to the Financial Aid Office.

IV. Return to Title IV (R2T4)

Federal financial aid is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

If a recipient of Title IV grants or loan funds withdraws from VCCCD after beginning attendance, the amount of Title IV grants or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the student receives less Federal Student Aid than the amount earned, VCCCD offers a disbursement of the earned aid that was not received. This is called a Post-withdrawal disbursement.

• Withdrawal Date

The withdrawal date established by VCCCD is the date used by the Financial Aid Office to determine the point in time that the student is considered to have withdrawn so the percentage of the payment period or period of enrollment completed by the student can be determined. The percentage of Title IV aid earned is equal to the percentage of the payment period or period of enrollment completed.

• Process for Calculation of Amount of Title IV Aid Earned by Student

The amount of Title IV aid earned by the student is determined by multiplying the percentage of Title IV aid earned by the total of Title IV program aid disbursed plus the Title IV aid that could have been disbursed to the student or on the student's behalf. If the day the student withdrew occurs when or before the student completed 60% of the payment period or period of enrollment, the percentage earned is equal to the percentage of the payment period or period of enrollment that was completed. If the day the student withdrew occurs after the student has completed more than 60% of the payment period or period of enrollment, the percentage earned is 100%. When a student fails to earn a passing grade in any of the classes, VCCCD must assume, for Title IV purposes that the student has unofficially withdrawn, unless VCCCD can document that the student completed the period.

• Title IV Aid to be Returned: VCCCD and Student

If the student receives more Federal Student Aid than the amount earned, VCCCD, the student, or both must return the unearned funds in a specified order as follows:

1. Unsubsidized Direct Stafford loans (other than PLUS loans).
2. Subsidized Direct Stafford loans.
3. Direct PLUS loans.
4. Federal Pell Grants for which a return of funds is required.
5. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required.

When a Return of Title IV funds is due, VCCCD and the student may both have a responsibility for returning funds. Funds that are not the responsibility of VCCCD to return must be returned by the student. VCCCD exercises its option to collect from the student any funds VCCCD is obligated to return, and such funds required will become an obligation on the student's account for which the student will be responsible. This obligation is not reported to the Department of Education and simply remains as an obligation on the student's VCCCD account. Services such as registration and transcripts will be prohibited until this obligation is satisfied. Unpaid balance will be reported to COTOP and state return refunds or lottery winnings may be used to offset this obligation.

If a recipient of Title IV grant or loan funds withdraws from a school after beginning attendance, the amount of Title IV grant or loan assistance earned by the student will be determined within 30 days after the student withdraws. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned to the Department of Education within 45 days following the date of notification sent to the student. If the obligation is not resolved within the 45 days of the notification, the unearned funds, will be reported to the National Student Loan Data System (NSLDS) as an overpayment and the student will be ineligible for Title IV funds (such as Pell, FSEOG, Direct Loans and other federal aid) at any institution until this overpayment is resolved. Although a student may be eligible for a refund of fees from VCCCD the student may still be required to repay all or part of their Title IV aid.

V. High School Diploma or Equivalent

In order to receive Federal/State financial aid, a student MUST have a high school diploma or its recognized equivalent. The Department of Education considers the following to be equivalent to a high school diploma:

- A General Education Development (GED) certificate
- Passing of the California High School Proficiency Examination (CHSPE)

- Homeschool Completion- Students must contact Admissions and Records for guidance in obtaining verification of high school completion.
- Ability to Benefit- Students must have been enrolled in an eligible Program of Study prior to July 1, 2012. Please contact the Financial Aid Office if you do not meet any of the above criteria.

VI. Attending Hours

VCCCD will disburse financial aid based on attending hours. Therefore, the start date of your classes will dictate how much you will receive in each of your disbursement(s).

If you are registered and meet all financial aid eligibility requirements for your disbursement AND:

- You are registered and ALL of your classes begin on the first day of the semester, your first disbursement is scheduled and the specific date that disbursement begins is available on your portal after all charges are paid.
- Your enrollment includes a combination of classes that start on the first day of the semester AND classes that start later in the semester, you may receive a partial first disbursement* of financial aid, if eligible, the first week of the semester. The remainder of the first disbursement will disburse approximately 7-10 days after your next class(es) begins.
- You are ONLY enrolled in late start classes (meaning those that start after the first day of the semester), your financial aid disbursement(s) will occur approximately 7-10 days after each late start class begins.

VII. Freeze Date

The Freeze Date, in financial aid terms, is the date that the Financial Aid Office will freeze enrollment for all financial aid applicants. On the freeze date, the financial aid system will lock a student's enrollment (units). A student's award will increase or decrease according to their enrollment status on this date. In some cases where a student has decreased units an overpayment may occur. In these cases the student will have 30 days to repay the overpayment. If the student does not repay the Institution within the 30 days, the overpayment will be submitted to the Department of Education's Collection Department. Students that are in an overpayment status will no longer be eligible for Title IV funding until they resolve their overpayment obligation.

VIII. Student Educational Plan (SEP)

It is the student's responsibility to enroll in courses that count toward his or her program of study. Students are strongly encouraged to make an appointment with an academic counselor to create a personalized Student Educational Plan (SEP). The Financial Aid Office may, at any time, require a student to meet with an academic counselor and create a SEP.

Satisfactory Academic Progress (SAP)

The VCCCD Financial Aid Offices establish Standards of Academic Progress (SAP), (34 Code of Federal Regulations Section 668.34), in accordance with federal regulations. To be eligible for financial aid, student must meet or exceed these standards. The standards apply to all financial aid recipients and to all college coursework taken including coursework taken from outside colleges if that coursework has been submitted and appears on your VCCCD transcript. Failure to maintain these standards may result in loss of financial aid eligibility.

STANDARD	MINIMUM REQUIREMENT
Qualitative Standard	A 2.00 minimum cumulative grade point average (GPA) in all coursework attempted.
Quantitative Standard	A 70% minimum course completion of all coursework attempted.
Maximum Time Frame	Attempted units may not exceed 150% of the number of units required to complete your educational objective.

• Grades

In determining SAP, grades of A, B, C, D, P, CR (Credit), or CRE (Credit by Exam) are considered completed coursework. Grades of F, I (Incomplete), IP (In Progress), W (Withdrawal), MW (Military Withdrawal), NC (No Credit), NP (No Pass), and RD (Record Delayed) are not considered completed coursework. All grades are considered attempted units.

Educational Goal	Units Required to Complete Goal*	Maximum Attempted Units (150%)*
AA/AS	60 units	90 units
Transfer	60 units	90 units
Certificate of Achievement	*	*

*Program lengths vary. See college catalog for program length.

• Enrollment

A student's enrollment will be verified prior to each financial aid payment to determine eligibility for financial aid.

ENROLLMENT STATUS	UNITS
Full-time	12 or more units
Three-quarter time	9 to 11.5 units
Half-time	6 to 8.5 units
Less than Half-time	.5 to 5.5 units

Maximum Time Frame

A student must complete his/her educational goal within 150% of the program length. All coursework appearing on his/her VCCCD academic transcript will count toward Maximum Time Frame. A student who has exceeded this time frame and/or cannot mathematically finish their program within this time frame, and/or has attained a BA/BS (for student loans only), MA/MS (for student loans only), or beyond (for student loans only), will be placed on Suspension and may be required to submit a Satisfactory Academic Progress Appeal Form for evaluation.

• Evaluation

SAP will be evaluated at the conclusion of each payment period (semester). Calculation includes cumulative number of units complete/transferred to VCCCD divided by the cumulative number of units attempted/transferred to VCCCD.

SAP is met if a student is achieving a 2.00 cumulative GPA or better and the pace is equal to 70% or higher and the student has not reached 150% of the units required for certificate, degree, or transfer program.

- **Warning**

When a student fails to achieve a minimum 2.00 cumulative GPA or better and his/her pace is not equal or higher than 70% he/she will be placed on Warning. Financial aid is available to a student while they are on Financial Aid Warning. At the end of the Warning period, a student must have a cumulative grade point average (GPA) of 2.00 and must also complete a minimum of 70% of all attempted units.

- **Suspension of Eligibility**

When a student fails to achieve a minimum 2.00 cumulative GPA or better and his/her pace is not equal to or higher than 70% will be placed on Suspension. When a student is placed on Suspension, he/she will no longer be eligible to receive federal financial aid until he/she Reinstates or successfully appeals. Board of Governor's Fee Waivers are not affected. A student who is Suspended has two options: Appeal by completing a Satisfactory Academic Progress Appeal form or attend at his/her own expense until the student raises his/her cumulative grade-point average (GPA) to 2.00 and attains a 70% minimum course completion rate. Reinstatement is not an option for students who have exceeded Maximum Time Frame.

- **Reinstatement**

A student Suspended for failing to meet SAP may regain eligibility by successfully appealing to the Financial Aid Office. A student may also regain eligibility by attending without receiving financial aid and attain the minimum cumulative grade point average (GPA) of 2.00 and minimum cumulative course completion rate of 70% of all attempted coursework. It is a student's responsibility to notify the Financial Aid Office in writing when he/she has reinstated him/herself.

Reinstatement is not an option for students who have exceeded Maximum Time Frame.

- **Probation**

A student who successfully appeals will be placed on Financial Aid Probation. Financial aid is available during this Probation period. However, SAP will be evaluated at the end of the Probation term. During the Probation term, a student must complete 100% of all attempted units with a term GPA of 2.00 or better and must be following his/her approved Education Plan. Failure to follow the terms of the probation will result in Suspension of financial aid.

- **Student Educational Plan (SEP)**

An Educational Plan is required for a student on Probation. The Educational Plan must be developed by a counselor to ensure that a student will meet SAP standards by a specified point in time.

- **Program of Study**

A student must declare an eligible program of study from their Primary College, which is the school granting their degree. Only one major change can be applied to an appeal once an Educational Plan has been approved with the Financial Aid Office.

- **ESL Courses**

ESL coursework does not count against remedial units; however, the units do count toward Maximum Time Frame. Academic progress in ESL courses will be counted when assessing both a student's overall GPA and completion rate.

- **Remedial Courses**

Funding for remedial coursework is limited to 30 attempted units.

- **Repeated Coursework**

Federal regulations prevent the Financial Aid Office from paying for a course that has been passed and repeated more than one time. In order for a repeated course to be counted towards a student's enrollment status for financial aid purposes, a student may only repeat a previously passed course once (a total of two attempts). If a student enrolls in a previously repeated and passed course for a third time, this course will not count towards your enrollment for financial aid purposes.

Repeated courses may be included if the student received a withdrawal (W) or failing grade. Courses may be repeated consistent with district academic standards, as identified in the college catalog. All repeated courses do affect Satisfactory Academic Progress calculations. Grades of A, B, C, D, P, CR (Credit), or CRE (Credit by exam) are considered passing grades.

Suspension and Extension Appeals cannot override the federal regulation. If a student is in a class that is not eligible for payment, but the class is part of his/her approved Academic Plan, he/she will not be penalized for repeating the class, but he/she cannot receive financial aid for that class.

- **Satisfactory Academic Progress Appeals**

Students who have been placed on Financial Aid Suspension may appeal their suspension by submitting a Satisfactory Academic Progress (SAP) Appeal Form to the Financial Aid Office. Complete appeals must be submitted within the semester the student is requesting aid by the deadlines listed on the college website. More information regarding the appeal process is available on the financial aid website of the student's assigned primary college.

IX. Fraud

A student who attempts to obtain financial aid fraudulently may be suspended or expelled from VCCCD, and from all financial aid program eligibility, as a result of formal student disciplinary action taken by the college. VCCCD is required to report such instances to local law enforcement agencies and the U. S. Department of Education Office of Inspector General. Restitution will be required of any financial aid received under fraud. Applications that are unusual or vary from normal activity may be flagged for further review. VCCCD is required to resolve any discrepancies or conflicting information with a student's application. Any combination of the following circumstances may be considered a flag for potential fraud. These circumstances do not indicate guilt or innocence but merely provide warning signs of potential financial aid fraud.

- Out-of-district address
- Distance Education courses only
- Random course patterns/enrollment not consistent with declared educational objective
- Failure to complete orientation and assessment
- Failure to provide accurate information on admissions application regarding prior colleges attended

Appendix X

Student Health Services

The Student Health Center on each campus is funded by the Student Health Fee (per Education Code Section 76355), and shall be available upon request to students who are currently registered and have paid the health fee. Incoming students, accepted to academic programs with health requirements as entry prerequisites, may have their health requirements met through the Student Health Centers.

Written practices and protocols for Student Health Center staff and procedures specific to registered nursing and licensed clinical social work activity in student health services are maintained in the offices of the Student Health Services Coordinator.

Student health services are not comprehensive and are not structured to address all the health care needs of District students.

Services may include:

- Preventative
- Clinical Care Services
- Health Education
- Mental Health Services

Special Services

The primary focus of Clinical Care services is assessment, treatment and referral. Services may include: first aid and basic emergency care, immunizations, TB screenings, lab work, and medication associated with acute illness, communicable disease control, and fee-based health appraisals for academic programs requiring medical clearance.

As a secondary function, and to maintain the health of the campus community, the Student Health Centers may offer lab work or immunization for a fee.

Clinical Care Services are not a substitute for a student's primary medical care. Ongoing treatment will be referred to a student's own physician. Medical management should be supplemental to the primary treatment plan established by the student's own physician. If the student does not have a primary care provider, effort is made to connect them with community resources and transfer care.

Health education occurs during both Clinical Care and as outreach activities, and supports the goal of prevention.

The primary focus of Mental Services is crisis management and short term psychological counseling. Mental Health services center on prevention, stabilization, initiation of case management and referral.

No health fee supported services are conducted expressly for student athletes or athletic teams beyond the scope of services provided to the general student population.

No health fee supported services may be used for providing care/services to employees. Services rendered to VCCCD employees for first aid, TB clearance, and required immunizations will be financially supported by the employee or VCCCD.

Special Services include Student Insurance Program, and participation on Campus Behavior Intervention, and Emergency Preparedness.

Contact the Student Health Center for lactation accommodations.

Moorpark College (805) 378-1413

Oxnard College (805) 678-5832

Ventura College (805) 289-6346

Appendix XI

Academic Freedom

The primary purpose of a college is to promote the exploration of ideas and the discovery and dissemination of knowledge and understanding. The College is to be an open forum for ideas and issues to be raised, challenged, and tested.

Academic freedom is the cornerstone of a college. Intellectual ferment is absolutely dependent upon academic and intellectual freedom. Freedom in teaching is fundamental for the protection of both faculty and students in teaching and learning. Freedom in research is fundamental to the advancement of knowledge.

The 1940 American Association of University Professors (A.A.U.P.) Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative notes from the A.A.U.P. provide a nationally recognized definition of academic freedom, its protections and its responsibilities.

(a) Academic employees are entitled to freedom in the classroom in discussing their subject, but they should be conscientious regarding teaching subject matter which has no relation to their subject.

(b) Academic employees are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(c) Academic employees 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 institution by their utterances. Hence, they should at all times be accurate, should show respect for the opinions of others, and indicate that they are not speaking for the institution.

It is the policy of Ventura County Community College District (VCCCD) that all academic employees, regardless of their employment status, should enjoy the privileges and exercise the responsibilities inherent in academic freedom as defined by the AAUP statement. In addition, all VCCCD employees enjoy the same protection and responsibilities within the context of their obligations. Furthermore, faculty tenure constitutes the strongest procedural safeguard of academic freedom and individual responsibility, and as such, is essential for the maintenance of intellectual liberty and high standards in teaching and scholarship.

Reference: BP 4030 Academic Freedom, Title 5, § 51023; Accreditation Standard II.A.7. The intent of this statement is not to discourage what is controversial. Controversy is at the heart of free academic inquiry which the entire statement is designed to focus. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to the subject.

Appendix XII

Student Success and Support Program Rights and Responsibilities

The Student Success and Support Program (3SP) in the Ventura County Community College District recognizes that student success is the responsibility of the District's three colleges and its students. The program creates a framework for the provision of core matriculation services, including orientation, assessment and placement, and counseling/advising/educational planning services that are intended to increase student access and academic success. 3SP services also include the provision of intervention and follow-up services to academically at-risk students such as those that are on academic or progress probation, or are otherwise identified as at-risk students.

College and District Responsibilities

The District and its colleges shall develop processes to ensure that information regarding its matriculation policies under the Student Success and Support Program are accessible and available to all students during or prior to enrollment, and are included in class schedules, catalogs or other appropriate communications describing student rights and responsibilities under the 3SP. The colleges shall make reasonable effort to avoid duplication of services that are funded through the 3SP or funded through other programs.

Each of the District's colleges shall develop internal processes for the delivery of 3SP services to students. Appropriate college and District staff shall collaborate in the development of such processes to ensure accurate data collection and MIS reporting. No 3SP process will subject a person to unlawful discrimination as prohibited by subchapter 5 (commencing with section 59300) of chapter 10. Failure of a nonexempt student to meet the requirements of the 3SP may result in a hold placed on registration or loss of registration priority.

At a minimum the colleges and district shall provide students, as mandated and except as exempted, with one of the following 3SP services:

- A. Orientation (via online or in-person delivery modes or a combination thereof);
- B. Assessment through placement tests, evaluation of external course work, evaluation of other colleges' assessment test scores, evaluation of other types of test instruments and scores, and other multiple measures;
- C. Counseling, advising and/or other educational planning service culminating in the development of an abbreviated and/or comprehensive student educational plan, identification of the student's educational goal, and course of study;
- D. Follow-up services to at-risk students;
- E. Referral of students to appropriate support services including but not limited to financial aid, support services for foster youth and military veterans, tutorial or other instructional support services, campus child care services, EOPS and/or DSPS programs and services; and to appropriate curriculum offerings that may be available including but not limited to basic skills, ESL and noncredit instructional programs.

ORIENTATION (Title 5, § 55521)

Each college shall provide students with information on a timely basis, as determined by the college, regarding policies, procedures and information including, but not limited to:

1. Academic expectations and progress and probation standards pursuant to Section 55031;

2. Maintaining registration priority pursuant to Section 58108;
3. Prerequisite or corequisite challenge process pursuant to Section 55003;
4. Maintaining Board of Governors Fee Waiver eligibility pursuant to Section 58612;
5. Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
6. Academic calendar and important timelines;
7. Registration and college fees;
8. Available education planning services;
9. Other issues, policies, and procedures the college determines as necessary to provide a comprehensive orientation to students.

ASSESSMENT (Title 5, § 55522)

Each college will provide assessment and placement services using multiple measures that include, but are not limited to:

1. Assessment test instruments for use in placing students in English, mathematics or English as a Second Language (ESL) courses that are approved by the California Community Colleges Chancellor's Office and appropriately validated for the college;
2. Self-assessment instruments;
3. Evaluation of college coursework, assessment scores and placement recommendations from other colleges and universities;
4. Evaluation of other test scores including but not limited to AP, SAT, IB tests and EAP results.

No assessment test process shall be used in a manner or for a purpose other than that for which it was developed or has been otherwise validated; assessment tests including the TOEFL, in conjunction with multiple measures may be used to determine the admission of minors as special part-time or full-time students, and of international students. No assessment test, method, or procedure shall be used to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to Sections 55002 and 55003.

The colleges may use an assessment test to select students for its nursing program, provided that:

1. they comply with all other provisions of this Subchapter;
2. the assessment test or other measures are used in conjunction with other assessment test, methods, or procedures to select students for enrollment in the nursing program; and
3. the Chancellor has determined that the assessment test predicts likelihood of success in nursing programs, has approved use of the assessment test for that purpose and has established statewide proficiency cut-off scores for that test pursuant to Education Code Section 78261.

COUNSELING, ADVISING AND OTHER EDUCATIONAL PLANNING SERVICES

Each college shall provide counseling, advising and educational planning services which include, but are not limited to:

1. Assistance to students in the identification of an education and career goal and course of study, including, but not limited to, preparation for transfer, associate degrees, and career technical education certificates and licenses;

2. The provision of information, guided by sound counseling principles and practices, using a broad array of delivery, including technology-based strategies, to serve a continuum of student needs and abilities to enable students to make informed choices;
3. Guidance and assistance in the development of an education plan to accomplish a course of study related to a student's education and career goals;
4. Assistance to students in the exploration of education and career interests and aptitudes.

Each college shall make a reasonable effort to do all of the following:

1. ensure that all nonexempt students who are on academic or progress probation or facing dismissal participate in counseling as provided in Section 55023;
2. ensure that all nonexempt students who do not have a course of study participate in counseling, advising, or other education planning services to assist them in the process of selecting an educational goal and course of study pursuant to Section 55530;
3. ensure that all nonexempt students who are enrolled in non-degree-applicable basic skills courses participate in counseling, advising, or other education planning services.

NOTIFICATIONS: REQUIREMENTS OF THE STUDENT SUCCESS AND SUPPORT PROGRAM AND LOSS OF ELIGIBILITY FOR THE BOARD OF GOVERNORS' FEE WAIVER

The District and its colleges notify students who are at risk of losing their enrollment priority due to their academic standing or due to exceeding the maximum unit limit as established under BP and AP 5055. The District and its colleges will, beginning Spring 2015, notify students about the requirements of the Student Success and Support Program including notifying students who are at risk of losing Board of Governors Fee Waiver eligibility due to their being placed on academic or progress probation for two consecutive terms.

The colleges will ensure that, within a reasonable time of receiving such notice, students shall have the opportunity to receive appropriate counseling, advising, or other educational planning services in order to provide students with an opportunity to maintain enrollment priority and fee waiver eligibility.

STUDENT EDUCATION PLAN

Each college shall provide students with an opportunity to develop student education plans that are either:

1. Abbreviated. Abbreviated student education plans are one to two terms in length, designed to meet the immediate needs of entering students and those for whom a comprehensive plan is not appropriate; or
2. Comprehensive. The comprehensive student education plan is tailored to meet the individual needs and interests of the student and may include other elements to satisfy participation requirements for programs such as EOPS, DSPS, CalWORKS, veterans' education benefits, athletics. It will address a student's education goal and program of study requirements, applicable course prerequisites or co-requisites, assessment for placement results, potential transfer institutions, the need for basic skills, and the need for referral to other support and instructional services as appropriate; and will include the steps the student needs to take on their educational path to complete their identified course of study. The planning process will take into account a student's interests, skills and career goals.

Each college shall develop processes to ensure that all continuing, nonexempt students have selected an educational goal, program of study and have developed a comprehensive student educational plan once they have completed 15 units of degree-applicable college coursework.

The District and its colleges will ensure that comprehensive educational plans are accessible and recorded in electronic form, and will make a reasonable effort to not duplicate educational planning processes for students participating in special programs.

If a student believes the District or college has failed to make good faith efforts to develop a plan, has failed to provide programs and services specified in the student education plan, or has otherwise violated the requirements of this section, the student may file a complaint pursuant to Section 55534(a). See the section on Violations and Appeals further down in this document for complaint procedures.

ACCOMODATIONS

- A. Student Success and Support Program services for students with disabilities shall be appropriate to their needs, and colleges shall, where necessary, make modifications to the services provided or use alternative tests, methods, or procedures to accommodate the needs of such students. Colleges may require students requesting such accommodations to provide proof of need. Disabled Students Programs and Services (DSPS) is authorized, consistent with the provisions of Subchapter 1 (commencing with Section 56000) to provide specialized services and modified or alternative services as identified in 55520. Notwithstanding this authorization, participation in the DSPS program is voluntary and no student may be denied necessary accommodations in the assessment process because he or she chooses not to use specialized matriculation services provided by these programs.
- B. Student Success and Support Program services for students served by the Extended Opportunity Programs and Services (EOPS) who are disadvantaged by economic, social, and educational status shall be appropriate to their needs, and colleges shall, where necessary, make modification to the services provided or use alternative supports to meet the needs of such students. EOPS is authorized, consistent with the provisions of Subchapter 2.5 (commencing with Section 56200) of Chapter 7 to provide services that are over, above, and in addition to services otherwise provided to all credit-enrolled students. Notwithstanding this authorization, participation in the EOPS program is voluntary and no student may be denied necessary supports because he or she chooses to not use specialized services provided by this program.
- C. Colleges shall ensure that Student Success and Support Program services are accessible for English language learners and are appropriate to their needs. Colleges shall, where necessary, make modifications to the services provided to accommodate the needs of such students. Modified or alternative services for limited or non-English-speaking students may be provided in English as a Second Language programs.

Student Responsibilities, Exemptions and Appeals

STUDENT RESPONSIBILITIES

A. All students shall be required to:

1. identify an education and career goal;
2. diligently engage in course activities and complete assigned coursework; and
3. complete courses and maintain progress toward an education goal and completing a course of study.

B. Nonexempt first time students shall, within a reasonable period of time, be required to:

1. identify a course of study;
2. be assessed to determine appropriate course placement;
3. complete an orientation activity provided by the college;
4. participate in counseling, advising, or another education planning service pursuant to Section 55523 to develop, at a minimum, an abbreviated student education plan.

C. For the purposes of this section, a first time student is a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education. For purposes of this section, first time enrollment does not include concurrent enrollment during high school. To the extent that a college has the capacity to require and provide the services identified in (B)1. through 4. to other students, nothing in this section would preclude a college from doing so.

D. Nonexempt students who have completed the services identified in (B)1. through 4. shall be required to complete a comprehensive education plan after completing 15 semester units of degree applicable credit course work or prior to the end of the 3rd semester

E. Failure to fulfill the required services listed in (B) may result in a hold on a student's registration or loss of registration priority pursuant to Section 58108 until the services have been completed.

F. Information obtained from the matriculation process shall be considered student records and shall be subject to the requirements of Subchapter 6 (commencing with Section 54600) of chapter 5.

EXEMPTIONS

Students may opt to exempt themselves from orientation, assessment, counseling, advising, or education plan development services if they meet one or more of the following criteria:

1. has completed an associate degree or higher;
2. has enrolled at the college solely to take a course that is legally mandated for employment as defined in Section 55000 or necessary in response to a significant change in industry or licensure standards.
3. has enrolled at the college as a special part-time or full-time admit student pursuant to Education Code section 76001.

Exempt students shall be notified that they may participate in those services.

Students who opt to exempt themselves from one or more of the services shall be advised that they will not receive priority registration that is granted to students who complete all of the services.

VIOLATIONS AND APPEALS

The District and its colleges shall notify students of their right to challenge any alleged violation of the provisions of this administrative procedure, and the steps required to do so.

1. Challenges and complaints relative to this administrative procedure shall be submitted pursuant to the requirements of the District Student Grievance Process.
2. If a challenge contains an allegation that a college or the District has violated the provisions of Title 5, § 55522(2), the District shall, upon completion of the challenge procedure established herein, advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to Subchapter 5 (commencing with Section 59300) of Chapter 10. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint under Section 59327.

Appendix XIII

Probation, Dismissal, and Readmission

Probation, dismissal, and readmission policies and procedures are designed to assist students in making progress toward realistic academic, career, and personal goals.

NOTICE: Students who are on two consecutive semesters of academic or progress probation, or any combination of the two, will lose registration priority. Two consecutive semesters means two primary semesters, Fall and Spring, with no more than a one-semester stop-out between them. Effective Fall 2016, students who are on two consecutive semesters of academic or progress probation, or any combination of the two, will also lose their eligibility for a BOGW Fee Waiver. Two consecutive semesters means two primary semesters, Fall and Spring, with no more than a one-semester stop-out between them.

Students who lose registration priority and/or BOGW eligibility may appeal the loss. See Appendix IX-Financial Aid Programs and XV-Enrollment Priorities for more information.

STANDARDS FOR PROBATION: If a student has attempted at least twelve (12) semester units and has earned a grade point average below 2.0 in all units graded in accordance with the grading scale established by the Ventura County Community College District, the student shall be placed on academic probation.

A student who has enrolled in a total of at least twelve (12) semester units shall be placed on progress probation when the course grade entries of W, I, NC, and NP reach or exceed fifty percent (50%) of the units attempted.

NOTE: Probationary status is computed using courses taken since Fall 1981. Courses taken prior to Fall 1981 are not in the computer data file and may not be included in the calculation of probation. This may alter a student's probationary status.

Special Note to Students Claiming Veterans' Benefits – UNSATISFACTORY PROGRESS: For the purpose of certification for educational benefits, academic probation is defined as the failure to complete a minimum of 50% of the total units attempted, and/or to maintain a minimum 2.0 cumulative grade point average. Unsatisfactory progress occurs when a veteran has been placed on academic probation for two consecutive semesters. Unsatisfactory progress must be reported to the Veteran's Administration, and the veteran may not be certified for future educational benefits. Any veteran placed on unsatisfactory progress must consult the campus Veteran's Office and receive academic counseling before educational benefits can be reinstated.

A student transferring to a college of the Ventura County Community College District is subject to the same probation and dismissal policies as students of this college district.

NOTIFICATION OF PROBATION: Each college in this district shall notify a student who is placed on probation at or near the beginning of the semester in which it will take effect but, in any case, no later than the start of the Fall semester. The student grade report, available at my.vcccd.edu, specifies the student status for both academic and progress categories as either “good standing” or “probation.”

A student placed on probation is, as a condition of continuing enrollment, to receive individual counseling, including the regulation of his or her academic program. Each student shall also receive any other support services available to help the student overcome any academic difficulties.

REMOVAL FROM PROBATION: A student on academic probation for a grade point deficiency shall be removed from probation when the student’s cumulative grade point average is 2.0 or higher.

A student on progress probation because of an excess of units for which entries of W, I, NC, and NP are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent (50%).

STANDARDS FOR DISMISSAL: A student who is on academic probation shall be dismissed if the student earned a cumulative grade point average of less than 1.75 in all units attempted in each of three consecutive semesters.

A student who has been placed on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled and for which entries of W, I, NC, and are recorded in at least three consecutive semesters reaches or exceeds fifty percent (50%).

NOTIFICATION OF DISMISSAL: Each college in the Ventura County Community College District shall notify a student who is dismissed at or near the beginning of the semester in which it will take effect but, in any case, no later than the start of the Fall semester. A student who is dismissed has the right of appeal. An exception to academic dismissal may be made only in the event of extreme and unusual medical and/or legal circumstances that can be supported by evidence provided by the student, or in the event of improved scholarship. The petition for this purpose, Petition for Continued Enrollment or Readmission, is available in the Counseling Office.

CONTINUED ENROLLMENT OR READMISSION: A student applying for continued enrollment or readmission must submit a petition to explain what circumstances or conditions would justify continued enrollment or readmission. A student applying for readmission shall not be reinstated until a minimum of one semester has elapsed after academic dismissal. A student who is petitioning shall receive counseling to assess his or her academic and career goals and must have counselor approval of his or her educational program prior to registration. The petition for this purpose, Petition for Continued Enrollment or Readmission, is available in the Counseling Office.

Appendix XIV

Course Repetition Policy

A combination of withdrawals and graded attempts may not exceed three (3) times in the same course.

General Guidelines for Repetition of Credit Courses

Pursuant to Title 5, students are permitted three enrollment attempts to achieve a standard (passing) grade. Students may be permitted, under special circumstances, to repeat non-repeatable credit courses in which standard (passing) grades have been awarded. Students may also repeat credit courses that are designated as repeatable in the colleges’ catalogs providing the maximum number of allowed enrollments per course or set of courses is not exceeded.

All enrollment attempts that result in an evaluative or non-evaluative grade on a student’s permanent record are counted for purposes of this administrative procedure and pursuant to Title 5, § 55023.

- Evaluative symbols are defined as standard passing grades of A, B, C or P/CR; and substandard grades of D, F and NP/NC.
- Non-evaluative symbols are defined as W.
- Military withdrawals are not counted as an enrollment attempt for purposes of this administrative procedure.

Courses that are repeated shall be recorded on the student’s permanent academic record using an appropriate symbol. Annotating the permanent academic record shall be done in a manner that all work remains legible, insuring a true and complete academic history.

Students who have attempted the same course with any combination of withdrawals and graded attempts the maximum number of times may be eligible to petition a fourth enrollment attempt. The fourth attempt, if authorized, must reflect a grade other than W if the student has already received three W grades in the same class. The petition for this purpose, Petition for 4th Enrollment due to Extenuating Circumstances, is available in the Counseling Office and must be completed with a counselor.

Nothing herein can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or district procedures relating to retention and destruction of records.

The district may not permit enrollment in credit courses beyond the limits set forth in BP 4225, AP 4225 and AP 4227 except as provided for under specific provisions of this section; see “Course Repetition to Alleviate a Substandard Grade”.

The district will develop and implement a mechanism for the proper monitoring of course repetitions.

Course Repetition to Alleviate a Substandard Grade

A non-repeatable course in which a grade of C/P/CR or better is earned may not be repeated except as allowed under special circumstances (see AP 4227). Students are permitted a total of three enrollment attempts to achieve a standard (passing) grade. This rule applies to courses taken at any regionally accredited college, in which the student received a substandard grade as defined above. Once a passing grade of C/P/CR or better is received, he or she may not repeat the course again under this section. However, repetition may be allowable under special circumstances as defined below and in AP 4227.

In order to identify acceptable equivalencies in course and grading scale, course comparability shall be determined chiefly by content, as defined in the catalog course description, and not by course title or units.

The first two substandard grades will be excluded from the student's grade point average calculations if the student enrolls in and completes the class two or more times. The student's permanent record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

If a student repeats a repeatable course in which a substandard grade has been recorded, the substandard grade and credit may be disregarded provided that no additional repetitions are permitted beyond those limits specified in 55041(c)(6). No more than two substandard grades may be alleviated pursuant to this section.

A student who receives a substandard grade in a course that was approved for repetition due to a significant lapse of time will be permitted to utilize the grade alleviation process described in this section when the course in question is not designated as repeatable.

In determining the transfer of a student's credits, similar prior course repetition actions by other accredited colleges and universities shall be honored.

Petitioning a Fourth Attempt: a student who has taken a class three times and received a substandard grade each time may petition to take the class again. The petition must state verifiable extenuating circumstances that affected the student's past performance in the class and/or additional steps the student has taken to prepare to succeed in the petitioned course, and must be accompanied by verifiable documentation of circumstances. For purposes of this section, extenuating circumstances are verifiable cases of illness, accident or other circumstances beyond the control of the student.

Course Repetition Due to Significant Lapse of Time

Students may petition only one time to repeat a course in which a standard (passing) grade has already been awarded providing that the following conditions have been met:

The course was successfully completed more than three years prior, and:

- a) the district has established a recency prerequisite for the course, or
- b) another institution of higher education to which the student seeks to transfer has established a recency requirement which the student will not be able to satisfy without repeating the course in question. A student may petition to repeat a course where less than 3 years has elapsed if documents show that repetition is necessary for the student's transfer to the institution of higher education.

If it is determined that a student needs to repeat a repeatable active participatory course in physical education/kinesiology or visual or performing arts, or an active participatory experience course that is related in content (defined as a "family" of courses") due to a significant lapse of time, that repetition shall count toward the maximum number of enrollments that are allowed, except that if the student has already exhausted the allowable course limitation, one additional repetition can be permitted due to lapse of time.

When a course is repeated pursuant to this section, both grades and credits will be included in the calculations of the grade point average. All coursework will remain legible on the student's permanent academic record.

Course Repetition Due to Extenuating Circumstances

Students may petition to repeat a course on the basis that the previous grade (whether substandard or passing) was, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student.

When a course is repeated pursuant to this section, the previous grade and credit will be excluded from the calculations of the grade point average provided that no more than two substandard grades are excluded by course repetition. All coursework will remain legible on the student's permanent academic record.

Repetition of Variable Unit, Open Entry/Open Exit Courses

Students may enroll in a variable unit, open entry/open exit course as many times as necessary to complete the entire curriculum of the course as described in the course outline of record one time, but may not repeat any portion of the curriculum for the course unless:

1. the course is required for legally mandated training;
2. the course is a special class for students with disabilities which the student needs to repeat as a verified disability-related accommodation;
3. repetition of the course to retake a portion of the curriculum is justified by verified extenuating circumstances; or
4. the student wishes to repeat the course to alleviate substandard work recorded for a portion of the curriculum.

Students repeating a portion of a course pursuant to this section are subject to the repetition limitations applicable to repeatable courses.

When a course is repeated pursuant to this section, the previous grade and credit will be excluded from the calculations of grade point average. All coursework will remain legible on the student's permanent academic record.

Course Repetition Allowed Absent Substandard Academic Work

Under special circumstances, students may repeat courses in which a C/P or better grade was earned, or regardless of whether substandard academic work has been recorded, as noted below:

Legally Mandated Training Requirement

Students are allowed to repeat a course when repetition is necessary to enable that student to meet a legally mandated training requirement as a condition of continued volunteer or paid employment. Proof of legal necessity to repeat the course must be submitted with the petition to repeat the course. Students may repeat such courses any number of times, even if they received a grade of C/P or better; however, the grade received by the student each time will be included in calculations of the student's grade point average.

The term "legally mandated" is interpreted to mean "required by statute or regulation", and excludes administrative policy or practice.

Legally mandated training courses will conform to all attendance accounting, course approval and other requirements imposed by applicable provisions of law.

Significant Change in Industry or Licensure Standards

Students may petition to repeat a course needed for employment or licensure because of a significant change in industry or licensure standards. Students may take these courses any number of times. The petition for this purpose is available in the Admissions and Records Office; petition will require substantiating verifiable documentation or independent verification.

Courses Designated as Repeatable

Courses designated as repeatable shall be identified in the course descriptions in the college catalog. The district will devise and implement a mechanism for the proper monitoring of such repetitions, including the determination and certification that each identified course meets the criteria specified in Title 5 § 55041, 58161.

The three types of courses that may be designated as repeatable include:

1. Repetition of a course is necessary to meet the major requirements of a California State University (CSU) or University of California (UC) for completion of a bachelor's degree (supporting documentation required)
2. Intercollegiate Athletics course
3. Intercollegiate academic or vocational competition course

Students may enroll in courses that have been designated as repeatable for not more than four semesters. For purposes of this administrative procedure, summer or other intersessions count toward the maximum number of repetitions allowed. For purposes of this administrative procedure, withdrawals count toward the maximum number of repetitions allowed. When a course is repeated pursuant to this section, the grade received each time will be included in the calculations of grade point average.

Where the colleges establish levels of courses that are related in content (e.g. families of courses that consist of similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation) enrollment is limited to a maximum of four times inclusive of "W" grades.

The attendance of students in credit activity courses may be claimed for apportionment for a maximum of four semester enrollments inclusive of summer and other intersessions. This limitation applies even if the student receives a substandard grade, or a "W" grade, for one or more of the enrollments in such a course or petitions for repetition due to special circumstances as defined herein and by Title 5 § 55045.

Repetition of Special Classes for Students with Disabilities

Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability-related accommodation. Such determination will generally be provided by a qualified instructor or academic counselor. The individualized determination must verify one of the following conditions:

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

Repetition of Cooperative Work Experience Education Courses

Students are allowed to repeat a cooperative work experience course if a college only offers one course in cooperative work experience. Where only one work experience course is offered, students may be permitted to repeat this course any number of times as long as they do not exceed the limits on the number of units of cooperative work experience set forth in Title 5 § 55253(a) and 55252.

Occupational work experience and general work experience are types of cooperative work experience. (§ 55252.) Occupational work experience "is supervised employment extending classroom occupational learning at an on-the-job learning station relating to the students' educational or occupational goal." (§ 55252(b).) General work experience, on the other hand, is supervised employment that helps the student acquire "desirable work habits, attitudes and career awareness" that does not have to be related to the students' education goals. (§ 55252(a).)



Appendix XV

Enrollment Priorities

The Ventura County Community College District assigns enrollment priority to all new, continuing, and returning students in accordance with the California Education Code and Title 5 Administrative Code. Enrollment priority is also known as registration priority.

NEW STUDENTS receive enrollment priority after completing orientation, assessment and a student educational plan. These may be accomplished in different ways including but not limited to completing the online orientation or attending an in-person session; taking the assessment tests, submitting transcripts of other college work completed and/or other test scores for evaluation; completing a one- or two-semester "abbreviated" educational plan, or developing a comprehensive educational plan that is approved by an academic counselor.

- Exemption from a service: New students have the right to request an exemption from orientation, assessment and educational planning activities based on criteria identified below; students who claim exemption will not be eligible for enrollment priority. The exemption criteria are as follows:
 - Student has earned an Associate or higher degree
 - Student is a Special Admission student (concurrently enrolled minor)
 - Student is enrolling solely to take a course that is legally mandated for employment or necessary in response to a significant change in industry or licensure standards.

CONTINUING STUDENTS: have been enrolled in one or more of the two previous primary semesters. Only continuing students are eligible to apply for a high-unit waiver.

Continuing students receive enrollment priority based on the number of completed and in-progress degree-applicable units taken at any of the colleges in this district providing they have not been placed on academic or progress probation or more serious academic sanction for two consecutive terms. Transfer units are not used to calculate enrollment priority. Continuing students that started in Fall 2014 and did not complete the Student Success activities including the orientation, assessment, and an initial or comprehensive educational plan will not be eligible for priority registration as other continuing students.

Limitations

- Continuing students who have earned more than 90 units will lose enrollment priority and will register during open registration unless they successfully petition for a waiver that reinstates them to the previous enrollment priority. The petition for reinstatement of enrollment priority is initiated through a counseling appointment.
- Students may petition for reinstatement of registration priority if they are enrolled in a high-unit major or program of study, high-unit transfer major; or are registering for their last semester at the college.
- Continuing students who are placed on academic or progress probation or other serious academic sanction for two consecutive terms will lose enrollment priority and will register during open registration. Students who lose their priority may appeal if they have verifiable extenuating circumstances. Extenuating circumstances are defined as verifiable cases of accident, illness or other circumstances beyond the student's control. The petition to appeal loss of enrollment priority is initiated through meeting with a Counselor. An approved appeal will result in the reinstatement of enrollment priority.

RETURNING STUDENTS: have been previously enrolled, but not enrolled at the college for either of the previous two primary semesters.

Returning students who have not attended in at least one year, who have completed fewer than 90 units and have completed orientation, assessment and an educational plan will have registration priority over returning students who do not meet these criteria.

SPECIAL ADMISSION STUDENTS: are minors attending public, private or home school, who are concurrently enrolled and taking classes at a college in the district. As designated by state mandate, Special Admissions students' registration priority is after other student groups.

Students from those high schools where the district has an MOU that designates the high school as partners in a "middle college high school" agreement, will be afforded priority over other special admission students.

Assignment of Enrollment Priorities in the VCCCD

Pursuant to Title 5 § 58106, 58108; Education Code Section 66025.8 et. seq. within the Ventura County Community College District, priority registration appointments are assigned based on the following criteria and in the following order:

1. Priority as defined by statute for:
 - foster youth and former foster youth; all new students must have a completed orientation, assessment, and an educational plan.
 - active military and military veterans, DSPS students, EOPS students, and CalWORKS students - all continuing and returning students in these groups must be in good academic standing; all new students in these groups must have completed orientation, assessment, and an educational plan (with the sole exception that a DSPS student may have enrollment priority expressly listed as an accommodation.)
2. Student athletes beyond their first semester as verified by a designated athletics counselor – all continuing students must be in good academic; students new to the college must have completed orientation, assessment and an educational plan.;
3. Continuing students with 76-90 units who are in good academic standing
4. Continuing students with 45-75 units who are in good academic standing
5. Continuing students with 30-44 units who are in good academic standing
6. Continuing students with 15-29 units who are in good academic standing
7. Continuing students with 1-14 units who are in good academic standing
8. a) New students who have completed orientation, assessment, and an educational plan;
b) Returning students who have not attended in at least one year, who have completed fewer than 90.5 units, and have completed orientation, assessment and an educational plan.

9. Open registration for all students (excluding Special Admission students), including:
 - Continuing students who have been placed on academic or progress probation or more serious academic sanction for two consecutive terms unless they successfully appeal for reinstatement of enrollment priority based on verifiable extenuating circumstances.
 - Continuing and returning students with more than 90 units unless they successfully petition for reinstatement of enrollment priority.
 - New and returning students who choose not to participate in orientation, assessment and/or the development of a student educational plan but do not qualify for an exemption (see Exemption information above).
10. Special admission high school students and other concurrently enrolled minors.

Definitions

Abbreviated Educational Plan: A plan that identifies the courses a new student will take in their first one or two semesters. An abbreviated educational plan may be developed by a student with or without the help of an academic counselor, and is not approved by a counselor. Abbreviated educational plans are required for all new non-exempt students; however, a comprehensive educational plan will also satisfy this requirement.

Comprehensive (Active) Educational Plan: A plan that identifies the courses a student must take to complete their informed program of study and reach their educational goals. The comprehensive educational plan is generally at least two semesters long, and ideally will be long enough to identify everything a student must do to achieve their educational goal.

Good Academic Standing: Defined solely for purposes of assigning enrollment priority as a student who has not been placed on academic or progress probation or more serious academic sanction for two consecutive terms. Students who are on probation for two consecutive terms will lose enrollment priority for the next term.

Informed Program of Study: The degree, certificate, or transfer program of study that a student declares upon completing 15 units of college coursework. The "informed program of study" is the basis for a student's comprehensive educational plan.

Primary Semesters: fall and spring

Appendix XVI

Academic Renewal without Course Repetition

Students may petition to have a portion of previous college work disregarded in meeting academic requirements in the colleges of the Ventura County Community College District (VCCCD) when that work is not considered to be reflective of the student's present demonstrated ability and level of performance. Academic Renewal is intended to facilitate the completion of requirements necessary for an academic degree, certificate, or transfer.

Academic Renewal Options

A student may petition to disregard a maximum of 24 semester units of any courses with less than a "C" or equivalent grade. Academic renewal may not be applied to any course that has been used to satisfy associate degrees, certificate of achievement, IGETC or CSU-GE transfer general education breadth requirements. A student may disregard a maximum of 24 or fewer semester units of any courses with less than a "C" or equivalent grade taken during any five terms maximum (summer is considered one term), not necessarily consecutively.

Eligibility

To qualify for academic renewal, students must do all of the following:

- Submit official transcripts of all college work;
- Wait for twelve (12) months after the course work to be disregarded is completed;
- Students must demonstrate recent academic success based on the coursework they have completed at any regionally accredited college after the coursework that is being petitioned for exclusion through academic renewal. Recent academic success may be demonstrated by one of the following:
 - Completing at least 12 semester units with a minimum of 3.0 cumulative GPA, or
 - Completing at least 15 semester units with a minimum 2.5 cumulative GPA, or
 - Completing at least 24 semester units with a minimum 2.0 cumulative GPA
- The colleges of the VCCCD will honor similar actions by other accredited colleges and universities in determining grade point averages and credits.

Petition Process

The petition form for this purpose, "Petition for Academic Renewal," is initiated by the student through a counseling appointment.

Recording of Academic Renewal

Once Petition for Academic Renewal is granted, the student's permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history. Academic renewal actions are permanent and irreversible.

The student should be aware that other colleges or universities may have different policies concerning Academic Renewal and may not honor this policy.

Appendix XVII

Drug-Free District Policy

The District shall be free from all illegal drugs and from the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in all facilities under the control and use of the District.

Any student or employee who violates this policy will be subject to disciplinary action, (consistent with local, state, or federal law), which may include referral to an appropriate rehabilitation program, suspension, demotion, expulsion or dismissal.

The Chancellor shall assure that the District distributes annually to each student the information required by the Drug-Free Schools and Communities Act Amendments of 1989 and complies with other requirements of the Act.

See Administrative Procedure 3550.

Appendix XVIII

Smoking Policy

VCCCD Smoking Policy

In the interest of the health and welfare of students, employees, and the public, smoking is prohibited in all college buildings, college owned vehicles, indoor and outdoor facilities, interior bus stops, designated campus entrances and all open areas. All smoking materials including cigarettes, electronic cigarettes, cigars, pipes, and other apparatus used to smoke organic and non-organic materials must be extinguished and/or properly disposed of in the designated receptacles located in the parking lots before entering the campus.

Oxnard College Smoking Policy

In the interest of the health and welfare of students, employees, and the public, smoking is not permitted anywhere on the Oxnard College campus, except in parking lots only. All smoking in and on Oxnard College facilities is expressly prohibited. Violators shall be subject to appropriate disciplinary action - see the Student Code of Conduct.

Smoking shall be allowed only in the specific areas described as follows:

- ALL PARKING LOT AREAS. (Must be in compliance with AB846, CA State Law - 20' Rule).

Questions regarding this policy shall be directed to the President or his/her designee.

Appendix XIX

Solicitation

The solicitation, selling, exposing for sale, offering to sell, or endorsing of any goods, articles, wares, services or merchandise of any nature whatsoever for the purpose of influencing lease, rental, or sale at a college is prohibited except by written permission of the District Chancellor, President of the College or the President's designee. This policy applies to all students, staff, and all others.

Nothing in this policy shall be construed to revoke the rights and privileges of students as specifically granted by education code sections and board policy with regard to fundraising activities, examinations of instructional materials, or other activities sanctioned by federal, state, and local regulations.

Appendix XX

Publicity Code and Information Dissemination

Students wishing to post, display, distribute, or otherwise make known an activity, event, or other piece of information should seek advance approval from Student Activities Office. This policy applies to all printed material distributed by students and all others on the Oxnard College campus including, but not limited to, all petitions, circulars, leaflets, newspapers, and all materials displayed on bulletin boards, kiosks, signboards, or other such display areas. In no case should printed materials be placed on lamp poles, buildings, windows, doors, retaining walls, painted surfaces, sidewalks, plants, and other such places.

All printed materials should be clearly designed to meet the needs of students, staff, and faculty; and the event, activity, or program should be of obvious benefit to members of the campus community. All posted materials must display the VCCCD college campuses approval stamp. Requests by off-campus individuals or agencies to disseminate materials on the VCCCD college campuses should be referred to the Student Activities Office. Such material must be of a high campus value and pre-approval is required.

Posting of materials on bulletin boards and dissemination of information or petitions will be governed by time, place, situation, and manner requirements.

Coercion is not to be used to induce students to accept any printed material or to sign petitions. Individuals or groups are expected to use good taste in their manner of expressing ideas according to current law or civic policy.

Please see Appendix I for information regarding Privacy Rights Governing Student Records and campus policy regarding the dissemination of information from student educational records. Questions regarding this policy should be addressed to the Registrar's Office.

Appendix XXI

Use of Student Image, Likeness, or Voice

The VCCCD college campuses often hosts events that are open to the public such as, but not limited to, graduation, athletic competitions, job fairs, speakers, and various activities held at the theatre. Those events are considered news events. Such an event may be photographed, videotaped or Webcast for purposes of archiving the event, educational use, or publicity. Students, staff and faculty who attend those events may have their image or voice captured on video, Webcast or photograph. Due to the nature of the events, the VCCCD college campuses has no means by which to prevent such photographs, videotaping or web castings from including a specific student's image or voice. By attending the event, a person is granting the VCCCD college campuses the right to use any such still or motion images or voice recordings in future publicity or publications as needed and without compensation. No release shall be required by the VCCCD college campuses to utilize in an appropriate manner any images captured during a public event, even if the subject is a minor.

Appendix XXII

Distance Education

Definition

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. This definition includes both hybrid and fully online courses.

Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of instruction in a course replaces face-to-face time, or if an entire section of a course, is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification

When approving distance education courses, the Curriculum Committee (CC) will certify the following:

A. Course quality standards: The same standards of course quality are applied to distance education courses as are applied to traditional classroom courses.

B. Course quality determinations: Determinations and judgments about the quality of distance education courses are made in accordance with all CC course approval criteria and procedures.

C. Instructor contact: Each section of a course that is offered through distance education will include regular effective contact between instructor and students. Distance Education includes the following specifications of instructor/student contact:

1. Instructor-initiated interaction: In hybrid or fully online courses, ensuring regular effective instructor/student contact guarantees the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning.

In a face-to-face instructional format, instructors are present at each class meeting and interact via class announcements, lectures, activities, and discussions, which take a variety of forms. In hybrid and online instructional formats, instructors will regularly initiate interaction with students to assess if they are doing all of the following:

- a. Accessing and comprehending course material.
- b. Participating regularly in course activities.

Faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.

Instructor-initiated interaction will create an environment of academic integrity that discourages fraud in the form of student misrepresentation and constitutes a means for the following:

- a. Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of a "C" or "Pass"
- b. Tracking student attendance
- c. Determining the last day of attendance for students who drop the course via the following methods:
 - Prior to the first census date, the instructor will initiate an activity that requires student participation
 - The instructor will include various robust assessments and assignments on a frequent basis throughout the semester

2. Frequency of interaction: Distance education courses are considered the virtual equivalent of traditional classroom courses; thus, the frequency of instructor/student interaction in a distance education course will be at least the same as would be established in its face-to-face counterpart. At the very least, the number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format (based on the Carnegie unit). Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that ensures regular instructor/student contact is maintained over the course of a week and the duration of the term and should occur as often as is appropriate for the course.

3. Establishing expectations and managing unexpected instructor absence: An instructor or department established policy describing the frequency and timeliness of instructor-initiated contact and instructor feedback will be posted in the syllabus and other course documents made available to students when the course officially opens each semester. This information will also refer students to the section in the college catalog on student rights and responsibilities.

During the course, instructors will notify students and the Department Chair when they must be out of contact beyond what is described in the course documents as mentioned above. This notification will include when students can expect regular effective contact to resume.

4. Quality of contact: Regarding the type of contact that will exist in all Ventura County Community College District (VCCCD) distance education courses, instructors will use a variety of means to initiate contact with students, such as the following:

- a. Threaded discussion forums (with appropriate instructor participation)
- b. "Questions for the instructor" forums
- c. General email
- d. Weekly announcements
- e. Timely and frequent feedback for student work
- f. Instructor prepared electronic lectures or introductions in the form of electronic lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, create the virtual equivalent of the face-to-face class.

In addition, instructors shall enable effective instructor/student interaction in distance education course by doing all of the following:

- a. Allocating sufficient hours per week for contact. This may include informing students of the option to meet on a face-to-face basis or via web conferencing or via telephone.
- b. Conducting student/instructor interaction with similar care and attention to students as that which occurs during face-to-face office hours and meetings.
- c. Responding to student emails, postings, phone calls, etc., in a timely manner.
- d. Duration of approval: All distance education courses approved under this procedure will continue to be in effect unless substantive changes are made to their official course outlines of record.

Verification of Student Identity

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instruction Officer shall ensure the institution utilizes one or more of these methods to authenticate or verify student identity:

- A. Secure login and password to enable authenticated access to student information and course management system.
- B. Proctored examinations.
- C. New or other technologies and practices that are effective in verifying student identification.

Student Support Services

The Colleges will assure that distance learners have reasonable access to student support services that are comparable to those services provided to on-campus learners.

See Administrative Procedure 4105.

Appendix XXIII Campus Safety

A campus safety plan shall be developed and provided to students in written format and/or on campus websites.

Additionally, the office of the VCCCD Police prepares and annually updates a report of all occurrences reported to campus police and/or Campus Security Authorities (CSA) of, and arrests for, crimes that are committed on campus and that involve violence, hate violence, theft or destruction of property, illegal drugs, or alcohol intoxication, and of all occurrences of noncriminal acts of hate violence reported to campus authorities. A written report will be submitted to the Board of Trustees.

Written records of noncriminal acts of hate violence shall include at least a description of the act of hate violence, the victim characteristics, and offender characteristics, if known.

Note: Education Code Section 67380 defines "hate violence" as: "any act of intimidation or physical harassment, physical force or physical violence, or the threat of physical force or physical violence, that is directed against any person or group of persons of the property of any person or group of persons because of the ethnicity, race, national origin, sex, sexual orientation, gender identity, gender expression, disability, or political or religious beliefs of that person or group." Section 67380 requires reporting of both occurrences reported to campus police or safety authorities of and arrests for crimes that involve hate violence (Section 67380(a)(1)(A)) and of "non-criminal acts of hate violence" (Education Code Section 67380(a)(1)(B)).

For purposes of reporting under the Clery Act, "hate crimes" includes domestic violence, dating violence, and stalking.

See Administrative Procedure (AP) 3500.

Appendix XXIV

Workplace Violence Plan

The Ventura County Community College District is committed to providing a safe work environment that is free of violence and the threat of violence.

Responding to Threats of Violence

The top priority in this process is effectively handling critical workplace incidents, especially those dealing with actual or potential violence.

Violence or the threat of violence against of by any employee of the District or any other person is unacceptable. Should a non-employee on District property demonstrate or threaten violence behavior, he/she may be subject to disciplinary action.

The following actions are considered violent acts:

- Striking, punching, slapping or assaulting another person
- Fighting or challenging another person to fight
- Grabbing, pinching or touching another person in an unwanted way whether sexually or otherwise
- Engaging in dangerous, threatening or unwanted horseplay
- Possession, use, or threat of use of a firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, on District property, including parking lots, other exterior premises, District vehicles, or while engaged in activities for the District in other locations, unless such possession or use is a requirement of the job
- Threatening harm or harming another person, or any other action or conduct that implies the threat of bodily harm
- Bringing or possessing any dirk, dagger, ice pick, or knife having a fixed blade longer than 2 1/2 inches upon the grounds, unless the person is authorized to possess such a weapon in the course of his/her employment, has been authorized by a District employee to have the knife, or is a duly appointed peace officer who is engaged in the performance of his/her duties

Any employee who is the victim of any violent threatening or harassing conduct, any witness to such conduct, or anyone receiving a report of such conduct, whether the perpetrator is a District employee or a non-employee, shall immediately report the incident to his/her supervisor or other appropriate person, such as:

- Title IX Coordinator
- Campus Police or Other Law Enforcement (911)
- Human Resources Officer
- Sexual Harassment Facilitator

No one, acting in good faith, who initiates a complaint or reports an incident under the policy will be subject to retaliation or harassment.

Any employee reported to be a perpetrator will be provided both due process and representation before disciplinary action is taken.

In the event the District fears for the safety of the perpetrator or the safety of others at the scene of the violent act, Campus Police or 911 will be called.

See Administrative Procedure (AP) 3510.

Appendix XXV

Reporting of Crimes

Members of the Ventura County Community College District (VCCCD) who are witnesses or victims of a crime should immediately report the crime to Campus Police.

In the event an employee is assaulted, attacked, or menaced by a student, the employee shall notify his/her supervisor as soon as practical after the incident. The supervisor of any employee who is attacked, assaulted, or menaced shall assist the employee to promptly report the attack or assault to the Campus Police. The supervisor himself/herself shall make the report if the employee is unable or unwilling to do so. Reporting a complaint to local law enforcement will not relieve the District of its obligation to investigate all complaints of harassment.

The District will instruct members of the District Police Department to notify students and employees complaining of sexual violence of their right to file a sex discrimination complaint with the District in addition to filing a criminal complaint, and to report incidents of sexual violence to a Title IX Coordinator and/or the Vice Chancellor for Educational Services if the complaint consents.

The District shall publish warnings to the campus community about the following crimes:

- Criminal homicide – murder and non-negligent manslaughter;
- Criminal homicide – negligent manslaughter;
- Sex offenses – forcible and non-forcible sex offenses;
- Domestic violence, dating violence, and stalking;
- Robbery;
- Aggravated assault;
- Burglary;
- Motor vehicle theft;
- Arson;
- Arrests for liquor law violations, drug law violations, and illegal weapons possession;
- Persons who were not arrested for liquor law violations, drug law violations, and illegal weapons possession, but who were referred for campus disciplinary action for same;
- Crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability and involve larceny-theft, simple assault, intimidation, destruction/damage/vandalism of property, or any other crime involving bodily injury;
- Those reported to Campus Police; and
- Those that are considered to represent a continuing threat to other students and employees.

In the event that a situation arises, either on or off campus, that, in the judgement of the CEO or Designee or Chief of Police, constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued. The warning will be issued through the college e-mail system to students, faculty, staff, and the campus' student newspaper. The information shall be disseminated by the CEO or Designee in a manner that aids the prevention of similar crimes.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the CEO or Designee may also post a notice via campus-wide communication system and/or an appropriate VCCCD website, providing the community with more immediate notification. The electronic bulletin board is immediately accessible via computer by all faculty, staff, and students. Anyone with information warranting a timely warning should report the circumstances to the Campus

Police, by phone or in person at the campus police station. Contact, website, and location information can be found through the District website and office at www.vcccd.edu.

The District shall not be required to provide a timely warning with respect to crimes reported to a professional counselor. If there is an immediate threat to the health or safety of students or employees occurring on campus, the District shall follow its emergency notification procedures.

The District shall annually collect and distribute statistics concerning crimes on campus. All college staff with significant responsibility for student and campus activities shall report crimes about which they receive information.

The District shall publish an Annual Security Report every year by October 1 that contains statistics regarding crimes committed on campus and at affiliated locations for the previous three years. The Annual Security Report shall also include policies pertaining to campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, victims' assistance program, student discipline, campus resources and other matters. The District shall make the report available to all current students and employees. The District will also provide perspective students and employees with a copy of the Annual Security Report upon request. A copy of the Annual Security Report can be obtained by contacting a Campus Police station or at the following website address: www.vcccd.edu/departments/police.

To report a crime:

Contact Campus Police and 911 (911 for emergencies only). Any suspicious activity or person seen in the parking lots or loitering around vehicles or inside buildings should be reported to the police department.

If you are the victim of a crime and do not want to pursue action within the District's system or the criminal justice system, you may still want to consider making a confidential report. With your permission, a Campus Security Authority (CSA) can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the District can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the institution.

The Campus Police encourage anyone who is the victim or witness to any crime to promptly report the incident to the police. Because police reports are public records under state law, the Campus Police Department cannot hold reports of crime in confidence. Confidential reports for purposes of inclusion in the annual disclosure of crime statistics can be generally made to other campus security authorities as identified below. Confidential reports of crime may also be made to a Campus Security Authority (CSA).

Required reports to local law enforcement agency:

Any report of willful homicide, forcible rape, robbery, aggravated assault, sexual assault, or hate crime, committed on or off campus, that is received by a campus security authority and made by the victim for the purposes of notifying the institution or law enforcement agency must be immediately, or as soon as practicably possible, disclosed to the local law enforcement agency. The report shall not identify the victim, unless the victim consents to being identified after the victim has been informed of his/her right to have his/her personally identifying information withheld. If the victim does not consent to being identified, the alleged assailant shall not be identified in the information disclosed to the local law enforcement agency.

See Administrative Procedure (AP) 3515.

FACULTY AND ADMINISTRATION

Administration of the College

President

Cynthia E. Azari, Ed.D.

Vice President

Academic Affairs and Student Learning

Ken Sherwood

Vice President

Business Services

Michael Bush, Ed.D.

Vice President

Student Development

Oscar Cobian, Ed.D.

Director of Facilities, Maintenance, & Operations

Bob Sube

Instructional Divisions and Services

Dean, Career & Technical Education

Christina Tafoya, D.D.S.

Dean, Liberal Studies

Art Sandford, Ph.D.

Dean, Mathematics/Science/Health/

Physical Education/Athletics

Carolyn Inouye, Ph.D.

Dean, Institutional Effectiveness and HSI Grant Initiatives

Cynthia Herrera, Ph.D.

Assistant Dean, Fire Academy/Fire Technology

Gail Warner

Assistant Dean, Student Success

Leah Alarcon

*Assistant Dean, Transitional Studies,
Academic Support, and Library Services*

Luis Gonzalez, Ed.D.

FACULTY - Year indicates date of full-time hire at Oxnard College

A

Abram, Michael W., Professor (2004)

Biology

B.A., University of California, Santa Barbara

D.C., Cleveland Chiropractic College

Ainsworth, Alan, Associate Professor (2008)

Environmental Control Technology

A.A., Moorpark College

A.S., Moorpark College

Alarcon, Leah, Assistant Dean (2016)

Student Success

B.A., M.S., California Lutheran University

Azari, Cynthia E., President (2016)

B.A., Huston-Tillotson University, Austin, TX

M.A., M.S., West Virginia University

Ed.D., Seattle University

B

Bassey, Ed-Rissa K., Professor (1988)

Business

B.S., Morgan State University

M.B.A., University of Baltimore

J.D., University of San Francisco

Bates, Mark, Professor (2000)

Mathematics

B.A., M.A., University of California, Santa Barbara

Black, Bret S., Professor (2001)

Mathematics

B.A., University of California, Santa Barbara

M.S., California State University, Fullerton

Bonham, Teresa, Professor (2006)

English

B.A., M.F.A., St. Mary's College of California

M.A., California State University, East Bay

Bouma, Hank, Professor (1999)

Computer Applications/Office Technologies

A.A., Phoenix College

B.S., California State University, Long Beach

M.A., Webster University, Missouri

Bush, Michael, Vice President (2012)

Business Services

B.A., Occidental College

M.S., Ed.D., Pepperdine University

Butler, Marie, Professor (1990)

Sociology

B.A., University of Illinois, Champaign-Urbana

M.Ed., Georgia State University, Atlanta

M.A., Ph.D., University of California, Davis

C

Cabral, Marcelo, Assistant Professor (2016)

Counseling

B.A., California State University, San Bernardino

M.A., San Diego State University

Cabral, Robert, Professor (2004)

Business

B.A., University of California, Santa Barbara

M.A.O.M., Antioch University

M.S., Walden University

C.P.M., Stanford University

Caruth, Elissa S., Professor (2000)

English

B.A., M.A., California State University, Northridge

M.A., University of Birmingham

Casillas-Tortorelli, Graciela, Professor (2001)

Counseling

B.A., University of California, Santa Barbara

M.S., California Lutheran University

M.S., Azusa Pacific University

Chaparro, Linda, Professor (1987)

Psychology

B.A., California State University, Northridge

M.S.W., University of California, Berkeley

Ph.D., University of Michigan

Cobian, Oscar, Vice President (2015)

Student Development

A.A., Ventura College

B.A., California State University, Northridge

M.A., California Lutheran University

Ed.D., University of Southern California

Crawford, Jonas, Professor (2009)

Athletics/Health Education/Physical Education

B.A., San Diego State University

M.S., Azusa Pacific University

Crudo, Tamara, Associate Professor (2012)

Fire Academy

D

Danza, James, Assistant Professor (2016)

Geography

B.A., M.S., California State University, Fullerton

Davis, Shannon, Professor (2007)

Articulation Officer

B.A., M.S., California Lutheran University

Dean, Marlene, Professor (2005)

Math

B.S., Albertson College of Idaho

M.S., California State University, Northridge

Derdiarian, Arminé, Professor (2008)

Dental Assisting

B.S., D.D.S., University of California, Los Angeles

E

Eberhardy, Diane, Professor (2000)

Computer Applications/Office Technologies

B.A., University of California, Santa Barbara

M.B.A., California Lutheran University

Ed.D., California Lutheran University

Edwards, Amy F., Professor (2004)

Communication Studies

B.A., M.A., Ed.D., California State University, Northridge

Edwards, Ishita M., Professor (1991)

Economics/Interdisciplinary Studies

B.A., Delhi University

M.A., University of Jammu & Kashmir

M.A., American Public University

Ph.D., University of Poona, India

Enriquez, Richard P., Professor (2000)

Dental Hygiene

D.D.S., University of Southern California

Espinoza-Lopez, Gloria, Professor (1999)

EOPS/Outreach

B.A., California State University, Northridge

M.S., California Lutheran University

F

Fahs, Hussein G., Professor (2004)

Mathematics

B.S., M.S., California State University, Northridge

Flores, Cesar, Assistant Professor (2013)

EOPS

B.A., University of California, Santa Barbara

M.S., California Lutheran University

Flores, Maria de la luz, Assistant Professor (2008)

CaWORKS

B.A., M.S., California State University, Northridge

Fontes, Ross, Professor (2002)

EOPS

A.A., Ventura College

B.A., University of California, Santa Barbara

M.A., California State University, Northridge

Frehlich, Dianne, Assistant Professor (2016)

Health Education/Physical Education

B.S., California Lutheran University

M.S., California State University, Northridge

G

Goicoechea, Daniel, Professor (2005)

Counseling

B.S., Southwest Missouri State

M.A., Drake University

D.C., Cleveland College of Chiropractic

Gonzalez, Eliseo, Director (2016)

Title V Project Adelante

B.A., University of California, Davis

M.A., National University

Ed.D., California Lutheran University

Gonzalez, Luis, Assistant Dean (2015)

Transitional Studies, Academic Support, & Library Services

B.A., M.A., Ed.D., University of California, Santa Barbara

Guevara, Gloria Y., Professor (2001)

Political Science

B.A., University of California, San Diego

M.A., California State University, Northridge

M.A., Ph.D., University of Southern California

H

Hall, Steven C., Professor (1996)

Mathematics

B.A., M.S., San Diego State University

Ed.D., Pepperdine University

Harber, James, Professor (2007)

Biology

B.S., University of California, Davis

M.A., Humboldt State University

Ph.D., State University of New York at Stony Brook

Hayashi, Alan, Professor (1991)

Mathematics

B.S.C., B.A., University of California, Riverside

Herrera, Cynthia, Dean (2015)

Institutional Effectiveness

B.S., M.A., Western Michigan University

Ph.D., University of La Verne

Horrock, Christopher, Professor (1992)

Philosophy

B.A., Connecticut College

M.A., University of Washington



Hughes, Kevin, Associate Professor (2012)

History

A.A., Ventura College

B.A., University of California, Santa Barbara

M.A., California State University, Northridge

Hurtado, Milena M., Assistant Professor (2016)

Spanish

B.A., M.A., Ph.D., University of California, Santa Barbara

I

Inouye, Carolyn, Dean (2007)

Mathematics, Science, Health, Physical Education, & Athletics

B.A., M.A., Ph.D., University of California, Los Angeles

K

Kamaila, Linda L., Professor (1990)

Anthropology

B.A., M.A., Ph.D., Stanford University

Ketaily, Michael, Assistant Professor (2014)

Fire Technology

B.A., University of Redlands

Kuang, Jessica, Associate Professor (2012)

Mathematics

B.S., Ph.D., University of California, Davis

L

Lieser, Joshua, Assistant Professor (2015)

History

B.A., California Polytechnic State University, San Luis Obispo

M.A., California Polytechnic State University, San Luis Obispo

Ph.D., University of California, Riverside

Lopez, David, Professor (2000)

Counseling

B.A., M.A., Loyola Marymount University

M.S. San Diego State University

Lulejian, Jerry, Associate Professor (2012)

Paralegal Studies

B.A., California State University, Long Beach

J.D., Southwestern University School of Law

Lynch, Alex E., Professor (2004)

Engineering Technology

B.A., Washington State University

M.A., Azusa Pacific University

M

Ma, Yong Chun, Professor (1996)

Chemistry

B.S., Fudan University, China

M.S., University of Mississippi

Mack, Rainer, Assistant Professor (2016)

Art History

B.A., University of Chicago

Ph.D., University of California, Berkeley

Maldonado, José Antonio, Assistant Professor (2016)

English

B.A., University of California, Santa Barbara

M.F.A., California State University, Long Beach

McArthur, Judy, Professor (2005)

Educational Assistance Center (EAC)

B.A., California Lutheran University

M.A., California State University, Northridge

McClurkin, Lawrence Ronald, Professor (1996)

Athletics/Health Education/Physical Education

A.A., El Camino College

B.A., California State University, Dominguez Hills

M.A., Azusa Pacific University

McFadden, Deanna, Associate Professor (2012)

Student Health Services

A.S., Modesto Junior College

B.S., California State University, Dominguez Hills

M.S., University of California, Los Angeles

D.N.P., Western University of Health Sciences, Pomona

McPherson, Gaylene, Professor (1992)

English

B.S., Kansas State University

M.A., California State University, Sacramento

Melidonis, Arion, Associate Professor (2012)

Anthropology

B.A., Rutgers University

Ph.D., Princeton University

Mendez, Patricia, Professor (2001)

Early Childhood Education

B.A., M.A., California State University, Northridge

Merrill, James A., Professor (1985)

English

B.A., M.A., University of California, Los Angeles

A.A., Oxnard College

Milán, Cecilia, Professor (2004)

Spanish

B.A., Universidad de Cuyo, Argentina

M.A., University of Oregon

Miller, Justin, Associate Professor (2012)

Physics

B.S., University of California, Santa Barbara

M.S., California State University, Northridge

Mojica, Leticia, Assistant Professor (2006)

Counseling

B.A., California State University, Northridge

M.S., California Lutheran University

Morla, Christine J., Professor (2004)

Art

B.A., Loyola Marymount University

M.F.A., Claremont Graduate University

Morris, Robert, Assistant Professor (2013)

Emergency Medical Technology

A.A., Santa Ana College

Munyantwali, Julius, Assistant Professor (2016)

Counseling

B.S., Drexel University

M.S., M.B.A., California Lutheran University

N

Newby, Shannon, Professor (2005)

Biology

B.S., University of Washington

Ph.D., State University of New Jersey, Rutgers

Newlow, Della, Professor (2008)

Educational Assistance Center (EAC)

B.S., University of Southern California

M.S., California Lutheran University

Newville, Margaret, Professor (2007)

Dental Hygiene

B.S., University of South Dakota

M.Ed., Azusa Pacific University

Nicholson, Michael, Assistant Professor (2016)

Biology

A.S., Harper College

B.S., M.S., Eastern Illinois University

M.S., Capella University

Ph.D., The Pennsylvania State University

O

O'Neil, Thomas J., Professor (1976)

Geology/Oceanography

B.S., Roanoke College

M.S., Louisiana State University

Orange, Leo, Professor (2001)

Educational Assistance Center (EAC)

B.S., M.S., California State University, Los Angeles

Ortega, José, Professor (1991)

Auto Body Repair/Painting

P

Pinto-Casillas, Mary, Professor (1995)

Office Technologies

A.A., Oxnard College

B.S., M.S., University of La Verne

Pitones, Juan M., Assistant Professor (2016)

Sociology

B.A., M.A., University of California, Riverside

R

Ramirez, Charles, Assistant Professor (2014)

Counseling

B.A., California State University, Northridge

M.A., Azusa Pacific University

Redding, Jeannette E., Professor (2001)

English

B.A., M.A., University of California, Los Angeles

Rivera, Everardo, Professor (2005)

EOPS/CARE

A.A., Oxnard College

B.A., University of California, Los Angeles

M.S., California Lutheran University

Rivero, Elvia, Professor (2000)

Early Childhood Education

B.A., California State University, Northridge

M.A., Ph.D., University of California, Santa Barbara

Rodriguez, Anthony, Professor (1998)

English

B.A., M.A., Pepperdine University

Ruvalcaba, Lilia, V.R., Professor (2004)

Mathematics

A.A., Oxnard College

B.A., M.Ed., University of California, Santa Barbara

S

Salinas, Tomás, Professor (1990)

History

B.A., M.A., Ph.D., University of California, Santa Barbara

Sanchez, Matilde, Professor (1989)

English/ESL

B.A., M.A., University of California, Santa Barbara

Sandford, Art, Dean (2016)

Liberal Studies

B.A., California Polytechnic State University, San Luis Obispo

M.A., California State University, Northridge

Ph.D., University of California, Santa Barbara

Scariano Willers, Renee, Assistant Professor (2016)

English

B.A., Pepperdine University

M.A., Ph.D., Claremont Graduate University

Sherwood, Ken, Vice President (2015)

Academic Affairs and Student Learning

B.S., California State Poly University, Pomona

M.A., Miami University, Ohio

Stough, Thomas, Professor (2000)

Librarian

B.A., Wichita State University

M.L.I.S., University of Oklahoma

Sube, Bob, Director (2015)

Facilities, Maintenance & Operations

Sutton, Karen, Professor (2001)

English

A.A., Oxnard College

B.A., California Lutheran University

M.S., California State University, Los Angeles

T

Ta, Jacquelyne, Assistant Professor (2016)

Mathematics

B.S., California State University, Northridge

M.S., California State University, Channel Islands

Tafoya, Christina, Dean (2015)

Career & Technical Education

A.A., Oxnard College; A.S., Ventura College

B.A., Mt. St. Mary's College

D.D.S., University of Southern California

Toy-Palmer, Anna, Assistant Professor (2016)

Chemistry

B.S., California State University, Dominguez Hills

M.S., Ph.D., University of California, San Diego

Tudman, Kari, Assistant Professor (2014)

English

B.A., University of California, Los Angeles

M.S., University of Southern California

V

Vega, Jose, Professor (1997)

Transfer Center

A.A., Oxnard College

B.A., California State University, Northridge

M.S. California Lutheran University

W

Warner, T. Gail, Assistant Dean (2010)

Fire Technology/Fire Academy

B.S., Tusculum College

M.S., University of Tennessee

Webb, Linda, Assistant Professor (2016)

Counseling

B.A., University of California, Riverside

M.A., California State University, Dominguez Hills

Webb, Michael, Professor (2008)

Addictive Disorder Studies

B.S., M.P.A., California Lutheran University

D.P.A., University of La Verne

Williams, Richard, Associate Professor (2008)

Automotive Technology

A.A., Los Angeles Community College

Wolf, Scott, Assistant Professor (2015)

Music

B.A., University of California, San Diego

M.M., New England Conservatory

D.M.A., University of Southern California

Y

Yang, Catalina, Professor (2006)

Mathematics

B.S., M.S., California State University, Long Beach

Z

Zsarnay, Lois, Assistant Professor (2016)

Addictive Disorders Studies

B.S., State University College, Buffalo, NY

M.S., M.S., California Lutheran University

Zuniga Olea, Juan, Assistant Professor (2016)

Mathematics

A.A., Oxnard College

B.S., M.S., California State University, Channel Islands

Zwaal, Emily, Assistant Professor (2014)

American Sign Language

B.S., Radford University

M.A., Gallaudet University

CLASSIFIED STAFF

Year indicates date of hire at Oxnard College

Acosta, Reinaldo (2001)

Library Technician

Akers, Brian K. (2012)

Information Technology Support Specialist II

Alexander, Michael (2001)

Systems Administrator

Almazan, Jorge (2008)

Custodian

Anderson, Jay (2005)

Fire Academy Equipment Technician

Anderson, Laura (2013)

Instructional Data Specialist

Arias, Tonia (2006)

Admissions and Records Technician

Arias, Marisa C. (2001)

Office Assistant / Bilingual

Banales, Patricia (2006)

Office Assistant

Banks, Karla (2006)

Executive Assistant to the President

Barrios, Blanca (2008)

Instructional Data Specialist

Barroso, America (2014)

Counselor Assistant

Beaman, Edythe (2006)

Instructional Lab Technician II / Sciences

Burnett, Elizabeth (2011)

Instructional Lab Technician I / CRM

Callaway, Linda C. (1998)

EOPS / CARE Technician

Campos, Consuelo (2001)

Administrative Assistant

Carabajal, Joe B. (1998)

Instructional Lab Technician I / CRM

Carnahan, Rick (2002)

Technology Media Access Specialist

Castelo, Michelle (2015)

Senior Administrative Assistant

Cervantes, Maria Ruth (1995)

Financial Aid Specialist / Bilingual

Chavez, Celestina (2015)

Administrative Assistant

Chelonis, Ashley (2015)

Instructional Technologist

Clark, Jennifer (2013)

Fiscal Services Supervisor

Cobos, Alicia (2013)

Business Office Assistant I (Seasonal)

Coupart, Noel (2007)

Business Office Assistant I (Seasonal)

Dagum, Jesus V. (1997)

Custodian

Dawald, Janet (2015)

Technical Data Specialist

De La O, Rudy (2000)

Custodian

De la Torre, Teresa (1998)

Child Development Associate / Bilingual

Diaz, Joel (2003)

Registrar

Diaz-Brown, Anthony (2015)

Instructional Lab Technician

Downes, Kathleen (2012)

Admissions and Records Technician

Dueñes, Roland (2015)

Custodian

Fa'asua, Linda (1999, 2005)

Financial Aid Officer

Fernandez, Jesus (2006)

Police Officer

Flowers, Debra (2012)

Foster Care Project Specialist

Garcia, Ivan (2015)
Police Officer

Garcia, Stella (2006)
Child Development Associate

Gardner, David A. (1996)
Maintenance and Operations Supervisor

Geisler, Brian D. (2012)
Warehouse Operator II

Gratner, Shirley (2004)
Accounting Technician

Gullekson, Cynthia (2008)
Bursar

Hernandez-Munoz, Gabriel (2016)
Custodian

Habal, John (2016)
Matriculation Specialist I

Hiben, Jeffrey J. (1999)
Instructional Assistant / Technology

Hill, Carl (2008)
Maintenance Assistant I

Hopper, Lisa (2008)
Research Analyst

Inda, Darlene (2010)
Senior Administrative Assistant

Isais, Veronica (2012)
Office Assistant / Bilingual

Jafroodi, Vahid (2005)
Police Officer

Jay, Lori (2013)
Administrative Assistant

Kromka, David (2006)
Fire Academy Equipment Technician

Lashkari, Masoomah (2001)
Accounting Specialist

Ledesma, Denise (2009)
Grant Accounting / Administrative Assistant

Lewis, Frances (1999)
Administrative Assistant

Lopez, Ralph (1989)
Police Officer

Lupian, Marcos (2012)
Counselor Assistant

Marcum, Cassy (2015)
Admissions and Records Technician

Matzenger, George T. (2000)
Custodian

McFarland, Carl (2013)
Information Technology Support Specialist I

Medina, Amparo (2015)
Administrative Assistant

Mendelsohn, Krista (2012)
Curriculum Technician

Mendoza, Bertha (1999)
Child Development Associate

Morales, Violet J. (1998)
Admission and Records Assistant II (Seasonal)

Moran-Romero, Robert (2015)
Custodian

Nava, Liz (1977)
Administrative Assistant / Bilingual

Navarro, Yolanda (2016)
Administrative Assistant

Nelson-Nusser, Laurie (2015)
Senior Administrative Assistant

Nicoll, Susan (2016)
Administrative Assistant

Orense, Julian Dimaano (1996)
Custodial Supervisor

Owens, Connie L. (1999)
Community Development and
Institutional Advancement Specialist

Padilla, Denise (2001, 2007)
Financial Aid Specialist

Parreira, Matthew (2016)
Electrician

Pena, John (2015)
Carpenter

Pena, Zenaida A. (2000)
EOPS / CARE Technician

Perez, Michael (2014)
Sprinkler Repair Technician

Perez, Nelly (2012)
Student Health Center Assistant I

Perreira, Matt (2015)
Electrician

Raguini, Hilario A. (2000)
Custodian

Ramos Navarro, Angelica (2012)
Office Assistant

Renbarger, Christopher (2013)
College Bookstore Manager

Reyna, Daniel E. (1993)
Instructional Lab Technician II / Sciences

Rivera, Jim A. (1989)
Custodian

Rodriguez, Berenice (2014)
Office Assistant

Rodriguez, Gabriela (2015)
Student Activities Specialist

Rodriguez, Jesus (2014)
Mechanic

Romero, Cesar (2004)
Police Lieutenant

Ryerson, Virginia (2016)
Job Developer

Sanchez, David (2016)
Custodian

Sanchez, Gema (2014)
Counselor Assistant

Sanchez, Graciela (2006)
Financial Aid Specialist

Schmidt, Christopher (2006)
PE / Athletics Equipment Manager

Shiratori, Yoshiyuki (2010)
College Trainer

Silvey, Aaron (2012)
Performing Arts Building Technician

Sindher, Harleen (2010)
Job Developer - Disabled Students

Sotelo, Manuel M. (1997)
Custodian

Soto, Melvin (1997)
HVAC-R Technician

Staugaard, John (2004)
Police Officer

Straka, Janice M. (1997)
Instructional Lab Technician II / Sciences

Sullivan, Janalyn (2014)
Administrative Assistant

Tlaxcuapan-Casillas, Jose Juan (2012)
Bookstore Stock Assistant (Seasonal)

Tryk, Peter (2016)
Plumber

Tyson, Deborah (2005)
Assistant Registrar

Valenzuela, Rosalina (2012)
Business Office Assistant I

Wiley, Danielle J. (1999)
Dental Hygiene Administrative Assistant

Williams, Suzette R. (1994)
Matriculation Specialist I

Wittkins, Candice (2011)
Counselor Assistant / DSPS / Interpreter

Wyckoff, Nathan (2016)
Tutorial Services Specialist II

Yzaguirre-Shea, David (2013)
Grounds Maintenance Supervisor

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**OXNARD COLLEGE
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Pictured – Dolores Huerta, Labor Leader & Civil Rights Activist, Co-Founder of United Farm Workers, speaking at Oxnard College

