

# Oxnard College Academic Calendar

## Fall Semester 2011 (August 22 – December 21, 2011)

August 20 & 21 .....	First day of semester-length Saturday/Sunday courses
August 22.....	First day of semester-length traditional courses/late registration
August 29.....	Add authorization code needed for all semester-length courses
September 2 .....	Last day to add semester-length courses (with add authorization code)
September 2 .....	Last day to drop a course and qualify for enrollment, health, and parking fee refunds. No refunds or credits after this date for semester-length courses
Sept. 3 – Sept. 5 .....	Labor Day - No Instruction
September 12 .....	Census
September 16 .....	Last day to drop semester-length courses without a "W"
September 23 .....	Last Day to declare Pass/No Pass (P/NP) grading option for semester-length courses
November 10.....	Deadline to petition for Degree (graduation) and Certificate of Achievement
November 11.....	Veteran's Day - No Instruction
November 23.....	Last day to drop semester-length courses with a "W"
November 24 – 27.....	Thanksgiving Holiday - No Instruction
December 15 – 21 .....	Final Exams

## Spring Semester 2012 (January 9 – May 15, 2012)

January 9.....	First day of semester-length traditional courses/late registration
January 16.....	Martin Luther King Day - No Instruction
January 17.....	Add authorization code needed for all semester-length courses
January 20.....	Last day to add semester-length courses
January 20.....	Last day to drop a course and qualify for enrollment, health, and parking fee refunds. No refunds or credits after this date for semester-length courses
January 30.....	Census
February 3.....	Last day to drop semester-length courses without a "W"
February 10.....	Last Day to declare Pass/No Pass (P/NP) grading option for semester-length courses
February 17 – 20 .....	Presidents' Days - No Instruction
March 12 – 18 .....	Spring Break - No Instruction
March 22.....	Deadline to petition for Degree (graduation) and Certificate of Achievement
April 20.....	Last day to drop semester-length courses with a "W"
May 9-15.....	Final Exams

**For short-term/summer class deadline dates contact the Admissions Office.**

### Accuracy of the College Catalog

Oxnard College is committed to providing students the most accurate, current information available regarding the College's programs, courses, regulations and policies. However, there may be times when course changes concerning prerequisites, content, hours, or units of credit are determined after publication of the catalog or when district policy or state regulation dictates a change in current practice. When such a circumstance arises, every effort will be made through the class schedules, MyVCCCD portal, public media, and at time of registration to notify students of any changes in the course descriptions or college policies as presented herein. Students with questions or concerns about a specific course need to talk to a counselor or to call the appropriate division office. Questions or concerns regarding standard practice and process can be directed to the Office of Student Learning at (805) 986-5814.

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# General Information

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## History of the 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 and growing. 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 student services center with student lounge, a food services facility and an off-campus Marine Education Center in the Channel Islands Harbor commercial center.

In 1999, the Ventura County Community College District and Oxnard College entered into an agreement with the County of Ventura to construct and house a Job and Career Center on campus. The Center provides local residents with career training and social services to support their career and educational goals in partnership with Oxnard College. In 2003 the Community Student Services Center was opened and the Extended Opportunity Programs and Services (EOPS) offices moved into the facility’s ground floor. The Center also houses the Oxnard College Foundation offices.

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 renovated Learning Resource Center/Library Building will open in Summer 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 will open in June 2011.

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

# Oxnard College

## Vision, Mission, Values, and Goals

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### Vision Statement

Oxnard College intends to lead its community to fulfill its highest potential.

### Mission Statement

Oxnard College promotes high quality teaching and learning that meet the needs of a diverse student population. As a multicultural, comprehensive institution of higher learning, Oxnard College empowers and inspires students to succeed in their personal and educational goals.

As a unique and accessible community resource, our mission is to provide and promote student learning through:

- Transfer, occupational, and general education, second language acquisition, and basic skills development;
- Student services and programs;
- Educational partnerships and economic development;
- Opportunities for lifelong learning.

### 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.

#### Strategic Goals

1. To develop and strengthen a positive college image in our community.
2. To obtain additional financial and human resources to strengthen the institution.
3. To provide facilities, technology, and other learning resources necessary to meet the educational and cultural needs of our growing community.
4. To enhance the economic, cultural, and social well-being of individuals and families in our community.
5. To use research and program review to assess program quality and guide institutional development.
6. To maximize student success.



# Ventura County Community College District

## Vision, Mission, and Values

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### 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.

### Mission Statement

The Ventura County Community College District (VCCCD) is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges.

The primary mission of the District is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission based on need and available resources.

Ventura County Community College District works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. Additionally, workforce and economic development activities and services are offered based on need and available resources.

English as a Second Language instruction, remedial, adult education, and supplemental learning services that contribute to student success are offered and operated based on need and available resources.

Ventura County Community College District improves the quality of community life by offering not-for-credit, recreational, vocational, cultural, and civic programming based on community demand and available resources.

All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

### 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.

### California Community Colleges' Mission

Note that our mission, while unique to Oxnard College, also enables us to accomplish the State-mandated mission for all California community colleges, which requires us to offer a variety of programs and services in the following areas:

#### Transfer Education

Standard collegiate courses at the lower division level for those students who plan to earn an associate degree and/or transfer to four-year colleges and universities

#### Vocational Education

Specialized vocational and technical education and training in selected occupational fields leading to job entry, advancement, retraining, certification, and associate degrees

#### General Education

Courses designed to contribute to associate degree programs; broaden knowledge and perspectives; develop critical thinking and communication skills; enhance cultural literacy; encourage a positive attitude toward learning; and equip students to participate in a complex, interdependent world

#### Basic Skills Education

Courses in mathematics, reading, writing, and speaking for under prepared students, as well as other programs designed to enable those with special learning needs to reach their educational goals

#### Support Services

Comprehensive services that help students achieve their educational goals through assessment of skills and abilities, counseling and advisement, tutoring, financial aid, job placement, health services, student activities, student government, child care and personal development programs

#### Community Education

Conveniently scheduled, state-supported non-credit classes and fee-supported educational, cultural, recreational, and occupational programs that enrich the lives of area residents and provide opportunities for lifelong learning

#### Economic Development

Programs and services, including contract training, designed to meet the specific needs of business and industry in developing a trained workforce that can enhance the economic vitality of the community

## Philosophy of the College

*Wise I may not call them; for that is a great name that belongs to God alone—lovers of wisdom or philosophers is their modest and befitting title—Socrates*

Oxnard College is dedicated to the philosophy of providing educational programs that develop individual abilities, strengthen human relationships, enhance community life, and heighten global consciousness. We recognize that the process of education is a process of exploration that depends on mutual responsibility.

The College schedules programs that reflect changing local, national, and international needs. Dedicated professionals create an environment that stimulates intellectual curiosity, nurtures learning, and develops an understanding of society and how individuals can influence its workings. The students develop self-understanding, pursue educational objectives, and ultimately stand accountable for their own progress.

Oxnard College celebrates diversity and cultural understanding at all levels throughout the campus. Cultural and aesthetic activities are also relevant in today's society and are to be fostered.

The College strives to provide open-access to educational opportunities so that every adult, regardless of age, sex, race, disability, or ethnic, socioeconomic, cultural or educational background shall have the opportunity for appropriate education to fulfill his or her potential.

Oxnard College looks to the past to understand the present in order to produce a more successful future. It strives to be innovative and responsive to the educational needs and demands of society in an atmosphere of shared governance, mutual respect, and trust. Oxnard College is responsive not only to community needs but also to the needs of our larger society.

## Nature of the College

Oxnard College is a locally-controlled, public comprehensive two-year college, part of the California state system of higher education. As such, and in keeping with the policies of both the Ventura County Community College District Board of Trustees and the State Legislature, the college exists to serve members of the community who are high school graduates or who are over the age of 18 and capable of profiting from instruction.

## Institutional Student Learning Outcomes/ Core Competencies for Oxnard College

Accepted by the Academic Senate  
November 2010

Throughout your education at Oxnard College, you will hear about Student Learning Outcomes, or what the faculty of Oxnard College believes you should have achieved 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.

- I. Subject Knowledge:** Understands the discipline's basic content, principles, methodologies, and perspectives.
- II. Communication:** Exhibits the ability to communicate clearly and effectively.
- III. Critical Thinking and Analytic Reasoning:** Applies critical thinking skills and reasoning to demonstrate continuous inquiry, problem solving, and learning.
- IV. Quantitative Reasoning:** Applies quantitative and symbolic reasoning to obtain objective solutions to problems and equations.
- V. Creative Expression:** Expresses originality, imagination and innovation.
- VI. Information Retrieval and Technological Competency:** Demonstrates the ability to find, organize, understand, critically examine and use information from various sources using a variety of technologies.
- VII. Global Perspectives and/or Multicultural Awareness:** Demonstrates global awareness to look at issues from multiple perspectives and uses skills for participating in global and local societies.
- VIII. Community Involvement, Leadership and Social Responsibility:** Understands the complexities of ethical judgment, leadership, social and/or civil responsibility as applied to social and ethical issues.
- IX. Lifelong Learning and Life Skills:** Demonstrates effective self-management and interpersonal skills and the skills for a career, transfer, lifelong learning, health and/or self-improvement.
- X. Interdisciplinary Studies:** Applies more than one discipline's approach to a topic, problem or method.



## Accreditation

Oxnard College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

## Community Services

The Community Services department is a self-supporting outreach function which provides non-credit education classes to the community. Oxnard College provides a licensed DMV approved Traffic School which offers classes in English and Spanish on a regular basis.

In addition, as authorized by the Civic Center Act, the Community Services department coordinates the rental of college facilities to off-campus organizations and individuals for conferences, seminars, and athletic events.

For information regarding Traffic School or facilities rentals, please call (805) 986-5822.

## Critical Thinking Goal

Oxnard College provides an environment which encourages open-minded, independent, and critical thinking. Classes are structured to emphasize in-depth learning of fundamentals. Students are expected to take responsibility for their own learning. This means that students are expected to learn the art of independent study and to develop sound intellectual habits such as clarity, precision, and accuracy of thought; fair-mindedness; and conclusions drawn from facts and principles rather than prejudice, distortion, or half-truths.

Courses help students to develop and apply critical thinking skills to the various areas of college study and to transfer such competencies both to problems that cross disciplines and to complex problems in life. Analytical and inferential thinking are encouraged so that students practice, as Robert Ennis said, "reasonable reflective thinking that is focused on deciding what to believe or do."

## Memberships

Oxnard College is a member of the American Association of Community and Junior Colleges, the Community College League of California, the Service Member Opportunity Colleges, and the Western State Conference.

## Student Right-to-Know Rates

In compliance with the federal Student Right-to-Know (SRTK) and Campus Security Act (Public Law 101-542), it is the policy of the Ventura County Community College District and Oxnard College to make available its completion and transfer rates to all current and prospective students.

Beginning in Fall 2006, a cohort (group) of all certificate-, degree-, and transfer-seeking first-time, full-time students was tracked over a three-year period. The completion and transfer rates do not represent the success rates of the entire student population at Oxnard College, nor do they account for student outcomes occurring after this three-year tracking period.

The *completion rate* is the percentage of students in the group who earned a certificate or degree or became "transfer prepared" (completed 60 or more transferable units with a GPA of 2.0 or better). Based on the cohort defined above, 22.4% attained a certificate or degree or became transfer prepared during the three-year period starting from Fall 2006.

The *transfer rate* is the percentage of students in the group who have been identified as having transferred to another post-secondary institution prior to attaining a certificate, degree, or becoming "transfer-prepared." Based on the cohort defined above, 11.3% transferred to another postsecondary institution during this three-year period.

A student cannot be counted in more than one category. Therefore, those students who are "completers" and have transferred to a four-year institution are counted only once as "completers" and not as "transfers."

## Student Profile

### Fall 2010 Enrollment:

Full-time .....	71.3%
Part-time .....	28.7%
TOTAL .....	7,918

### Gender:

Female .....	55.5%
Male .....	43.9%

### Age:

19 or Less .....	22.7%
20-24 .....	37.1%
25-29 .....	14.0%
30-34 .....	7.7%
35-39 .....	5.4%
40-49 .....	8.1%
50 or more .....	5.1%

### Ethnicity:

African American/Black .....	3.8%
Asian/Filipino/Pacific Islander .....	8.3%
Hispanic .....	63.3%
Native American .....	0.7%
White .....	19.0%
Other & Unknown .....	5.0%

### 2009/2010 Financial Aid:

Total financial aid awarded .....	\$12,211,168
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# General Education

## Statement of Philosophy & Rationale

(Adopted 3/17/99)

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### Opening Statement

General Education is an essential part of the curriculum at Oxnard College. A rich variety of general education courses is arranged under the headings of Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Physical Education and Health, and Ethnic/Women's studies. Each of these areas of study represents a distinctive process of learning developed by scholars using their discipline's accepted methods of research. Completion of the general education requirements listed under the Approved General Education Course List for A.A. and A.S. Designated Degrees is required for graduation from Oxnard College.

The framework of general education is based upon Title 5 requirements in the California Education Code and corresponds to the general education patterns of the University of California, California State University, and other four year colleges and universities throughout the nation. Several general education patterns including the IGETC format are listed in this Catalog. Students seeking to transfer to any four year school are advised to complete their general education before they transfer. Counseling assistance in planning general education choices is available.

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 culturally-diverse heritage of humanity. The academies of Greece and Rome and the early universities of Europe (Bologna, Paris, Salamanca, Oxford) and the universities established in the Americas (Mexico, San Marcos, Harvard) 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 all the cultures evident in world history and human experience are included in the curriculum.

To simply regard general education as a set of burdensome requirements and limit one's own exploration of the general education curriculum is to short-change one's educational opportunities at Oxnard College. Students are advised to choose their general education courses with an imaginative sense of their own authentic interests and well-being.

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.

### Specific Aims

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 offer universal access to a broad range of interesting and academically sound college-level courses to all members of the community, including those with specialized education needs.

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.

#### Transfer Education

To enable students to complete, in an accessible, affordable and achievable way, the general education courses needed or transfer to a four-year institution.

To prepare students for the academic rigors of higher levels of education including professional schools.

To provide a diverse and well-rounded education for all transfer students as a foundation and supplement to their technical or specialized course work.

#### Individual Growth & Career Development

To develop in students an awareness of their potential for learning and intellectual understanding based upon the skills and insights they can develop within themselves.

To awaken creativity, sensitivity, and communication skills in each student. This includes a capacity for confident access to all modes of information technology .

To enable students to make an informed judgment about the purpose and requirements for continuing their college education.

To encourage students to actively pursue life-long learning above and beyond the requirements of career education.

To develop in students the learning skills and the broad base of knowledge that will promote success in their chosen career or profession.

To enable students to participate both competitively and cooperatively in the work place and global economy of the 21st century.



To help students see the interdependence between their individual efforts to earn a living and the macro-dynamics of the global economy.

### **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 in scientific, social, and moral discourse more effectively.

To develop the critical thinking and problem solving skills which enhance the influence of students in work 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 practice.

To encourage understanding and tolerance of the variety of viewpoints arising from both individual and cultural diversity.

To invite appreciation of the ideas and values implicit in the multi-cultural heritage of humanity.

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 consider ways of transposing their cultural heritage into contemporary expressions of value.

To provide students with continuous opportunities to develop themselves through involvement in art, music, dance, drama, debate, and creative writing.

### **Community Life**

To promote students' awareness of the educational and cultural activities in their community and to encourage them to become life-long supporters of public access to the arts.

To enhance general education at Oxnard College by inviting on campus a variety of speakers and groups to provide cultural and civic vitality to campus life.

### **Civic Responsibility**

To develop informed and responsible citizens who understand and value the need for active participation in the public and political life of the community, the nation, and the world.

To help students understand that there are a great variety of ways to participate in civic life ranging from creative imagination and expression to direct action.

To teach students the fundamental concepts of authority, law, and justice that support constitutional and representative institutions of government.

To educate students about universal declarations of human rights and the world-wide aspirations for human freedom and opportunity expressed in such declarations.

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.

To generate in students a desire to give something back to the society that has offered them the opportunity to educate themselves, choose a livelihood and settle into a life of family, religious and community interests.



# 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: section 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.

## **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.

### **Health Education/Physical 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 general 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.

Upon successful completion of the Physical Education general 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

Students who participated in Intercollegiate Athletics 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.

# Admissions Information

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## General Eligibility

Admission to Oxnard College is open to any high school graduate, anyone possessing a high school proficiency certificate, or any adult eighteen years of age or older and capable of profiting from instruction.

A student is eligible to attend Oxnard College if his/her legal residence is within California. Students entering any of the public community colleges of California are subject to the residency requirements as determined by the State of California.

Students whose legal residence is in another state or in a foreign country may be admitted under conditions stipulated by the Governing Board and on payment of specified tuition fees. Additional information regarding residence requirements and fees may be found below or by contacting Admissions & Records at (805) 986-5810.

## Eligibility for Admission, & Residency Requirements

### Admission Procedures

Students new to Oxnard College must complete an application for admission. An application for admission is available online at [www.oxnardcollege.edu/apply](http://www.oxnardcollege.edu/apply). Hard copies can be obtained by contacting the Office of Admissions & Records at (805) 986-5810.

Returning students may update any changes to their address, or phone number online at [My.VCCCD.edu](http://My.VCCCD.edu).

Returning students who have not attended Oxnard College in the last 5 years must reapply for admission at [www.oxnardcollege.edu/apply](http://www.oxnardcollege.edu/apply).

Applications may be submitted beginning March 1st for the Summer and Fall semesters, and October 1st for the Spring semester and must be on file before students can register for classes. There is no cost to apply.

Applications for admission to the colleges of the Ventura County Community College District 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.

## Eligibility for Admission

Admission to Oxnard College 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 person who is an apprentice as defined in Section 3077 of the Labor Code. Exceptions are considered by petition for special admissions programs noted elsewhere in this catalog. High school graduates under 18 years of age shall provide an official transcript verifying their graduation or its equivalent. Students entering any of the public community colleges of California are subject to the residency requirements as determined by the state of California.

A student who is a resident of another state may be admitted under conditions stipulated by the Governing Board and on payment of non-resident tuition, enrollment, health and other applicable fees. A student who is a citizen and resident of another country (International student) may be admitted under conditions stipulated by the Governing Board and on payment of an application processing fee, non-resident tuition and foreign student surcharge, enrollment, health, and other applicable fees. Consult the "Fees" section and "Appendix V" of this Catalog for more information on non-resident tuition, fees and refunds.

The right of a student to attend any community college in this District is conditioned by certain admission and residency qualifications as provided by law. A student disqualified from another institution must petition to be admitted by the Office of the Registrar.

Further information is listed under residency requirements.

## 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 determination. All questions as to legal residence and the exceptions allowed under California law shall be directed to the Admissions & 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 proofs will result in a non-resident classification for admission and tuition purposes. A list of acceptable proof documents is available from the Admissions & Records Office.

Students who are former residents of California and have been absent from the State, but who attended a California high school for three years and graduated from a California high school may be eligible for exemption from the requirement to pay non-resident tuition fees while they reestablish their legal residence in the State. Contact the Admissions & Records Office for more information on California law AB 540.

## 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. 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 vehicle registration from another state

## 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.

Legal intent to establish residency in California requires that 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).

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 & Records Office.

## Military Personnel and Dependents

Military personnel who are stationed in California on active duty are exempt from the requirement to pay nonresident tuition for the duration of their active duty assignment to California. Eligibility for the exemption does not mean the individual is classified as a California resident. Persons eligible for the exemption may not be eligible for certain types of financial aid or assistance. The exemption does not apply to members of the armed forces assigned to California solely for educational purposes.

Spouses and dependents of military personnel who meet the above description are also exempt from the requirement to pay nonresident tuition. Eligibility for the exemption does not mean an individual is classified as a resident. Persons eligible for the exemption may not be eligible for certain types of financial aid or assistance. The exemption applies only to dependents whose sponsor is assigned to California on active duty. The exemption may not apply to any military personnel or dependant who already possesses a bachelor's degree or higher.

## Special Admissions for Minors Concurrently Enrolled in High School or Below

In accordance with the California Education Code, students in grades K - 12 may be permitted to enroll in college courses as Special Admission students. 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. This requires that Special Admission students be actively enrolled in at least a minimum day at their primary school.

Permission to attend in Special Admission status is required for each semester the student wishes to attend until the student graduates from high school or turns 18 years of age, whichever is sooner. Special Admission students may apply online but must register in person and are limited to a maximum of 6.0 units per semester, including summer. Course enrollment fees are waived for Special Admission students. All other fees apply.

Once a student has applied for admission, and in order to qualify and register for Special Admission, all students must present the following for each semester they register:

- Written permission of a parent or guardian and written permission of their high school principal or counselor on the Special Admission form. In addition, students below the 11th grade must also have the written consent of the Oxnard College instructor whose class they wish to attend and 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/ps](http://www.cde.ca.gov/sp/ps).

Special Admission forms are available online, at the high schools and in the Admissions & Records Office at Oxnard College in the Student Services & Administration Building. Detailed information on prerequisites equivalency and clearance is available at [www.oxnardcollege.edu](http://www.oxnardcollege.edu).

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 transcripts. For more information, please refer to "Privacy Rights Regarding Student Records" in this catalog.

## Registration Procedures

Register online through MyVCCCD 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 at [www.oxnardcollege.edu/schedule](http://www.oxnardcollege.edu/schedule). Registration appointments are determined by student status as a continuing, returning or new student; and for continuing students, by the total number of units completed within the district. The calculation of total units does not include units earned at colleges outside the Ventura County Community College District. Students who are eligible for services through the EOPS, EAC (DSP&S) and CalWorks programs, or who are military veterans, are eligible for advanced priority registration one week before the continuing student registration begins.

**Courses open to enrollment** - Each course offered by the Ventura County Community College District and its colleges is fully 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.

**Special admission students** who are concurrently enrolled in K-12 schools must register in person on the dates specified each term in the registration calendar.

**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.

**Registering in a closed class** may be accomplished through the use of waitlist options or add authorization codes. The waitlist option is available on most classes through 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 should attend class for further direction from the instructor.

### Important details you should know:

1. All corequisites or prerequisites must be met before you will be placed on a waitlist. Students must have completed the prerequisite course at this college with a grade of A, B, C or P, or obtained counselor approval for prerequisite clearance.
2. The waitlist course cannot cause any time conflicts with your existing class schedule, or with other courses for which you may be on the waitlist.
3. Do 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 & Records Office.
4. Do not exceed the maximum allowable number of repeats for any class.
5. You will be informed if the waitlist is full.
6. Fees will be assessed when a student is moved from the waitlist and registered in the class.
7. If you wish to remove yourself from a waitlist, you may do so by activating the drop code function on your MyVCCCD account or in person by filing a drop notice for the course in the Admissions & Records Office: [my.vcccd.edu](http://my.vcccd.edu).
8. Students dropped from all enrolled courses due to nonpayment of fees will also be dropped from the priority waitlist.

## **MyVCCCD STUDENT PORTAL: Gateway to Online Student Services**

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

MyVCCCD provides access to the following online services and features:

- Registration appointments and calendars
- Registration, add and drop classes
- Pay fees, purchase parking permits and ASB cards
- Sign up for payment plan
- Search for classes using the “searchable” schedule of classes (find drop deadlines, prerequisites, more!)
- Update personal information (address, phone, emergency contact numbers, major, ed goal)
- Forward college email to a personal email account
- Change password
- View/Print Schedule
- View/Print Unofficial transcript
- Print official enrollment verification

## **Social Security Numbers**

Student ID numbers are assigned to replace social security numbers as the student identifier. The assigned ID number will appear once you log into your MyVCCCD account. It will also appear on printed mailers and notices from the college and on faculty attendance, drop, and grade rosters.

Your social security number will still be collected for such purposes as statistical reporting, financial aid, and Hope Scholarship Tax Credit reporting, and it will appear on your official transcript.

Although we will still be able to access your records using your social security number, the use of a student ID will provide you with additional security and confidentiality.

## **Requests for Transcripts & Fees**

Two official transcripts are furnished to each student free of charge. A \$3.00 fee is charged for each additional transcript. Normal processing time is 10-20 working days but may be longer at the end of the semester. All requests for transcripts must be in writing and include the student’s signature. Rush transcript (3-5 working days) service is available upon receipt of a signed student request and payment of the \$5.00 rush transcript processing fee. Unofficial transcripts are available for \$1.00 from the Office of Admissions & Records. Students must present picture ID in order to receive an unofficial transcript. Web transcripts are available for no charge at My.VCCCD.edu  
**IMPORTANT NOTES:** Transcripts cannot be released if the student has any outstanding fees and/or obligations due 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 “Privacy Rights Regarding Student Records” in this catalog.

## **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 AA/AS 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 Executive Vice President of Student Learning in addition to the counselor’s approval.

The primary goal of Matriculation is to assist all students in attaining academic success. The college and each individual student work together combining several activities and processes to develop a Student Educational Plan (SEP). The SEP is a schedule of recommended courses for two semesters. Within the Matriculation process both college and student responsibilities are defined.

## **Selective Service Registration**

Oxnard College, 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](http://www.sss.gov).

## **Full-Time Student**

A student is defined as full time if carrying 12 or more units in a regular semester or 4 units in a summer session.

## **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.

***Social Security benefits:*** 24 units per academic year (no benefits payable if course load drops below 12-unit minimum per semester).

***Automobile insurance discounts and dependent medical insurance:*** 12 units



*Financial Aid and 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,  
or EOPS.

## **Transfer Credit**

### **Evaluation from Regionally Accredited Colleges and Universities**

Students transferring to the Ventura County Community Colleges from colleges accredited by the recognized regional accrediting associations will normally be granted lower-division credit for courses entered on officially certified transcripts. These transcripts must be sent to the Admission Office. They will be evaluated based upon the current Transfer Credit Practices of appropriate associations.

Students transferring to the Ventura County Community College District from other regionally accredited colleges and universities are required to declare all previous college work. Failure to provide complete information may result in dismissal from the Ventura County Community Colleges.

All transcripts submitted become the permanent property of Oxnard College and copies of these transcripts cannot be forwarded elsewhere or released to the students. These transfer transcripts can be used by authorized Oxnard College personnel only.

### **Foreign Colleges and Universities**

Students transferring to the Ventura County Community Colleges from foreign colleges or universities must have their transcripts evaluated by an agency approved by the college district.

Course work from non-English speaking countries must be evaluated by approved translating agencies. Students must submit their official transcripts to an approved agency and request that the agency forward the official evaluation to the college.

Course work attempted will normally be lower-division unit credit only. Requests for equivalent course credit are evaluated on an individual basis by the Counseling Office.

This review is based upon considerations of the recommendations of the transcript evaluation service and by the appropriate college discipline.

### **Advanced Placement, International Baccalaureate, and College Level Examination Program**

Oxnard College grants credit for satisfactory completion of Advanced Placement (AP) exams, International Baccalaureate (IB) exams or diploma, and for College Level Examination Program (CLEP). Please see the district policy on Credit by Examination on page 26 and refer to the credit placement charts for general education on pages 71 -74 for details.

## **Military Service**

Oxnard College will grant credit to military personnel for formal educational training completed and vocational work experience skills developed while serving as a member in the United States armed forces providing such credit is not a duplication of work taken previously.

Service personnel will be allowed credit as recommended in the Guide to the Evaluation of Educational Experiences in the Armed Services of the American Council on Education. The maximum amount of credit which may be allowed shall be 30 units of which no more than 15 units may be used to satisfy General Education graduation requirements, Section A-F page 67. Any remaining units may be used to fulfill major or elective requirements.

Oxnard College may award a maximum of 30 units of college credits earned through the successful completion of DANTES and/or the College Level Examination Program (CLEP), General and/or Single Subjects Examination.

Credits earned through Excelsior College, formerly the State University of New York – Regents College, shall be considered as transfer credit from a regionally accredited university and shall, therefore, not count against the 30 unit limitation for non-traditional credit.

Subject to Departmental review, credit may also be awarded for the successful completion of any of a variety of Automotive Service Exams (ASE), COMP TIA certifications, or other nationally recognized examination programs, provided that they do not duplicate previously completed coursework nor exceed the 30 unit limitation established for military training and experience.

## **Student Fees**

The following student fees are listed for your information, and are subject to change. Most fees are required by California law. All fees are due immediately and must be paid at the time of registration. A student who does not pay, or arrange payment of, mandatory fees within a limited time period may be dropped from all classes and will not receive grades, transcripts, diplomas, or permission to enroll for future academic terms. A student who owes fees from prior semesters will not be permitted to register for classes until all obligations have been paid in full.

All fees may be paid at the Student Business Office. The Business Office accepts all major credit cards. Payments on MyVCCCD accept Visa, Mastercard, American Express or Discover Cards.

## Mandatory Fees

### 1. Enrollment Fee

The enrollment fee set by the California Legislature is subject to change and may be retroactive. The basic fee is \$36.00 per unit, \$18 per ½ unit, \$9.00 per ¼ unit. California residents who are receiving benefits under CalWORKs, SSI/SSP, or General Assistance, or who meet certain income standards may be eligible for a Board of Governors' Fee Waiver (BOGW). Contact the Financial Aid Office for further information at (805) 986-5828. High school students are exempt from this fee, unless they are taking 12 or more units (6 unit max).

### 2. Health Fee

A mandatory \$17 per semester (\$14 summer session) Health Fee is charged. This fee entitles students to the services of the Student Health Center. In accordance with the California Education Code and Board Policy, you are required to pay a health fee, regardless of units taken, unless you meet one of the exemptions listed below pursuant to Ed Code §76355:

- You depend exclusively on prayer for healing in accordance with the teachings of a bona-fide religious sect, denomination or organization. Documentation of such an affiliation is required.
- You are attending college under an approved apprenticeship training program.
- "Fee Waivers" are located in the Admissions & Records Office and the Health Office.

### 3. Student Representation Fee

The Student Representation Fee of \$1 provides support for student representatives to lobby for legislation affecting California Community Colleges. However, students may for religious, political, financial, or moral reasons refuse to pay the Student Representation Fee by indicating their reason on the Student Representation Fee Waiver form, which is obtained in the Financial Aid Office.

### 4. Student Center Fee

The Student Center Fee was established by a vote of the students to build a Student Center. The fee is \$1 per unit with a maximum of \$10 per academic year. Students receiving benefits under CalWORKs, SSI/SSP, or General Assistance may be exempt from this fee by documenting participation in these programs through the Financial Aid Office.

### 5. Nonresident Tuition (Non-California residents)

The Ventura County Community College District Governing Board has adopted the state-mandated nonresident tuition fee at \$176 per unit and a \$14 capital outlay surcharge for students who are non-California residents. This fee is in addition to the enrollment fee.

State law provides limited exemptions from payment of nonresident tuition for students as follows:

- a. Students taking noncredit classes (Ed Code §76380)
- b. Student apprentices taking supplemental instruction (Ed Code §76350)
- c. Students who are in the military stationed in California on active duty (Ed Code §68075)
- d. Students who are natural or adopted children or stepchildren of members of the military or dependent spouses of members of the military (Ed Code §68074)
- e. Students who are job transferees, under certain conditions (Ed Code §76143)
- f. Nonresident students who are taking classes for high school credit only (Calif. Const. Art. 9, §5)
- g. Students who are dependents of any person killed in the September 11, 2001, terrorist attacks, under certain conditions (Ed Code §68121)

### h. AB540 Students

In accordance with Ed Code §68130.5 any student, other than a nonimmigrant alien under Title 8 U.S.C. 1101(a) (15) is exempt from paying nonresident tuition after completing a questionnaire form available from Admissions & Records Office if he or she:

1. Attended high school in California for three years or more, and
  2. Graduated from a California high school or attained the equivalent thereof.
- i. You must demonstrate economic hardship, or
  - j. You must be a victim of persecution in the country in which you are a resident.

For further details please contact the Admissions & Records Office at (805) 986-5810.

### 6. Instructional Material Fee - Optional Fee

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.

**7. Returned Checks/Returned Credit Card Charges**

Students who pay student fees, book purchases, or other transactions with a check or credit card that is returned by the bank for non-sufficient funds will be charged \$10 for each returned item.

**8. Refund or Credit**

Students who drop their classes within the deadline for refund or credit and who are eligible for a refund, will be charged \$10 to process the refund if one is requested. Students who have a credit balance on account may apply the balance toward other student fees and charges, either in the current term or in a future term.

**9. Tuition Refunds**

Eligibility for and amount of tuition fee refunds will be determined by the number of units for which there were financial charges and the date of official withdrawal from class.

The refund schedule is based upon a decreasing sliding scale with no refunds given beyond the third week of the regular semester nor beyond the second week of the summer session. The Admissions & Records Office shall compute and approve the amount of refund and notify the Student Business Office in writing.

Refunds will be issued by check through the Student Business Office within a reasonable period of time following official notification.

**Optional Fees**

Optional fees are identical for day and evening students. They may be paid at the Student Business Office.

**1. Parking Fee**

- a. Regular Semester Fees (12 weeks or longer):
  - (1) Automobiles: Regular semester— \$40
  - (2) Motorcycles: Regular semester— \$28
- b. Short-term Fees (less than 12 weeks):
  - (1) Six to eleven weeks: Auto— \$28  
Motorcycle— \$16
  - (2) One to five weeks: Auto— \$12  
Motorcycle — \$8
- c. Summer Intersession: Auto— \$19  
Motorcycle— \$12
- d. Second Vehicle Permit: \$8 for regular semester;  
\$7 for summer
- e. Replacement Permit: \$7 for regular semester;  
\$5 for summer
- f. Single-day permit: \$2 (purchased at the Parking Permit Machine on South Campus Road)

Parking permits may be purchased at the Student Business Office. They are required for all parking lots on campus.

Students who are receiving benefits under CalWORKS, SSI/SSP, or General Assistance or who have qualified for the Board of Governors Fee Waiver (BOGW) are exempt from parking fees in excess of \$20 per semester.

Students who certify they have three or more passengers regularly commuting to the college in the student's vehicle may qualify for a reduced parking fee of \$30 for fall/spring semesters and \$10 for summer session. Students may apply at the Student Business Office.

**2. Child Care**

Students who use the services of the Child Development Center for the care of children while attending classes will be charged a fee by the Center based on the number and ages of the children and the number of hours of care provided.

**3. College Photo Identification/Student Identification Card**

This card may be purchased for \$3 per semester and \$3 for the summer session. All registered students are encouraged to buy their cards as early as possible to ensure maximum benefits. Funds from the purchase of cards support the operations and activities of student government and, in turn, various college programs. There is a \$3 replacement charge for a lost card.

**4. Textbooks and Supplies**

Textbooks and/or supplies may be purchased at the Oxnard College Bookstore and their cost will vary each semester depending on individual class requirements. There may be extra fees for instructional materials and services. See a current Schedule of Classes for these fees.

**5. Transcripts**

Copies of the student academic transcript may be sent upon completion of coursework to another institution or agency upon reception of a signed written release. Signed statements of release may be mailed to the Admissions & Records Office. For your convenience online transcript request forms are available at [www.oxnardcollege.edu/transcripts](http://www.oxnardcollege.edu/transcripts). Students receive two copies of their transcripts without cost. A charge of \$3 will be made for each additional transcript. There is a \$5 fee for rush transcripts that require 3-5 day service. A \$1 fee is charged for unofficial transcripts requested through the Admissions Office. No-cost unofficial transcripts can be printed at [my.vcccd.edu](http://my.vcccd.edu). A mailed transcript request should include your name(s), address, phone number, date of birth, social security number or college ID, dates of attendance, and the address of college or agency where transcript is to be sent. The request must include your written signature. Payment methods include cash, check, Visa, MasterCard, American Express and Discover cards. Contact the Student Business Office at (805) 986-5811 for credit card payments.

**6. Credit by Exam Fee**

The Credit by Examination fee will be equal to the unit fee for the course in which credit is sought.

**7. Remote Access Fee**

Remote Access fee is \$2 per semester, unlimited access.

## Matriculation Services Promote Student Success

### College Responsibilities Include:

**Admissions & Records** - provide a process that will enable the college to collect state required information on students.

**Assessment** - provide an assessment process using multiple measures to determine students' academic readiness in English, Reading, Math, and English as a Second Language.

**Orientation** - provide an orientation process designed to acquaint students with college programs, services, facilities and grounds, academic expectations, and college policies and procedures.

**Counseling/Advisement** - provide counseling services to assist students in course selection, development of an individual student educational plan, and use of campus support services; provide additional advisement and counseling to assist students who have not declared an educational goal, are enrolled in basic skill courses, are on academic probation/dismissal, or have been identified as high-risk.

**Follow-Up** - establish an Early Alert process to monitor a student's progress and provide necessary assistance toward meeting educational goals; provide students with (or direct them to) written district procedures for challenging matriculation regulatory provisions.

**NOTE:** *Alternative services for the matriculation process are provided for ethnic and language minority students and students with disabilities.*

### Student Responsibilities Include:

1. Submit to the OC Admissions & Records Office official transcripts from high schools and colleges attended.
2. Acquire and read the college catalog, class schedules, handouts, and other student materials which detail college policies and procedures.
3. Indicate at least a broad educational goal upon admission.
4. Declare a specific educational goal after completing a minimum of 15 units.
5. Participate in orientation, assessment, advisement groups and other follow-up support services deemed necessary by the college in order for students to complete their stated educational goals.
6. Attend all classes and complete all course assignments.
7. Complete courses and maintain progress toward their educational goals.

### Matriculation Exemption Policy\*

**\*College Math, English, and Reading courses require assessment prior to registration.**

All students are encouraged to participate in the matriculation process at Oxnard College. You may be exempt from the process if you meet the criteria listed below:

1. Students who have already earned an AA/AS degree or higher from a regionally accredited institution and **CAN DEMONSTRATE THIS WITH DOCUMENTATION.**
2. Students who have completed a basic skills assessment or prerequisite courses at other colleges and **CAN DEMONSTRATE THIS WITH DOCUMENTATION.**
3. Students who are concurrently enrolled at another college in the district, or a four-year college or university, and who have completed fewer than 16 units of college credit and **CAN DEMONSTRATE THIS WITH DOCUMENTATION.**
4. Students who have completed fewer than 16 units and whose educational goals are among the following:
  - a. Updating or advancement of job skills.
  - b. Maintenance of a certificate (e.g., nursing or real estate).
  - c. Educational development.
  - d. Personal Interest.

# Academic Policies

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## Attendance

All students admitted to Oxnard College are expected to attend classes regularly, both because continuity of attendance is necessary to both 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.

It is also the responsibility of students, at the beginning of the semester, to become aware of the attendance and absence policies of the instructor for each class in which they are enrolled. When a student's absence exceeds in number 1/9 of the total class contact hours for the session (e.g., absence from a semester-long class equal to twice the number of hours the class meets in one week), the instructor may drop such student from the class and record a grade in accordance with the policy for dropping a course.

## Grading Practices

Work in all courses acceptable in fulfillment of the requirements for associate degrees, certificates, diplomas, licenses, or baccalaureate level work shall be graded in accordance with the provisions adopted by the District Board of Trustees for the following sections which relate to the letter grading scale, the pass/no pass options, or credit by examination.

## Grading System

### Letter Grading Scale

Grades from a grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The highest grade shall receive four points, and the lowest grade shall receive zero, using the following evaluative symbols:

Symbol		Grade Points
A	=	Excellent 4
B	=	Good 3
C	=	Satisfactory 2
D	=	Passing, less than satisfactory 1
F	=	Failing 0
(P)	=	Pass (formerly Credit)
(NP)	=	No Pass (formerly No Credit)

Courses taken on a pass/no pass basis are disregarded in calculating grade point average. However, units earned on a credit basis shall be counted toward satisfaction of curriculum requirements. "P" is used to denote "passed with no credit" when no letter grade is given.

"P" is assigned for work of such quality as to warrant a letter grade of "C" or better. "NP" is used to denote "no pass with no credit" when no letter grade is given. See Pass/No Pass Options section.

## Non-Evaluative Symbols

The District Governing Board has authorized the use of only the non-evaluative symbols "I," "IP," "RD," "W," and "MW," which are defined in the following paragraphs:

### I = Incomplete

Incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The conditions for removal of the "I" shall be stated by the instructor in a written record. This record shall contain the condition for the removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the Registrar until the "I" is made up or the time limit has 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 is passed. This time limit can be less than one year. However, the "I" may be made up no later than one year following the end of the term in which it was assigned.

A district-wide process shall be provided whereby a student may petition for a time extension due to unusual circumstances.

The "I" symbol shall not be used in calculating units attempted nor for grade points.

### 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

A student may withdraw from a class through the last day of the fourteenth week of instruction for full semester classes, or through 75 percent of a class less than a semester in length. The academic record of a student who remains in a class beyond this time limit must reflect a grade other than a "W." No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first four weeks of a term or 30 percent of a term, whichever is less.

Withdrawal between the end of the fourth week and the last day of the fourteenth week of instruction for full semester classes or through 75 percent of a class less than a semester in length shall be recorded as "W" on the student's record. W's may not exceed four (4) times in the same class.

### MW = Military Withdrawal

Occurs when a student who is a member of an active or reserve U.S. military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned of "MW." Military withdrawals shall not be counted in progress probation or dismissal calculations.

### **Pass/No Pass Options (formerly Credit/No Credit)**

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.

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 notify the instructor of his or her intent to be graded on a Pass/No Pass basis and to file the appropriate form; otherwise a letter grade will be assigned.

The petition for this purpose, “Request for Pass/No Pass,” is available online at [www.oxnardcollege.edu/forms](http://www.oxnardcollege.edu/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 of “Pass” should not be used to satisfy major requirements.

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 major requirements; therefore, units of “Pass” should not be used to satisfy major requirements for AA, AS degrees or transfer.

### **Remedial Limitations**

The colleges of the Ventura County Community College District offer courses which are defined as remedial. “Remedial coursework” refers to pre-collegiate 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 certificates of achievement or associate degrees.

No student 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 policy for course repetition.

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 reinstatement. 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.

### **Grade Changes**

In any course of instruction in a college of the Ventura County Community College District for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with the Grading System dealing with academic grade symbols and grade point average. The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency. Procedures for the correction of a grade given in error shall include expunging the incorrect grade from the record. The petition for this purpose, “Petition to Change Grade,” is available in the Office of Student Learning. The change of grade shall be requested by the student no more than three years after the term in which the grade was awarded.

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.

## **Final Examinations**

Final examinations are given at the end of each semester. Summer-session final examinations are typically given on the last day of class. 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 will require the approval of the instructor of record and the Executive Vice President of Student Learning.

All student requests for examinations to be administered at a later date must be filed on the proper petition form in the Office of Student Learning. Petitions for late examinations will not be considered if the student leaves prior to the last three weeks of the semester.

## **Auditing Classes**

Students enrolled in classes to receive ten or more semester units shall be allowed to audit three or fewer semester units without a fee. Students enrolled in fewer than ten semester credit units may audit three or fewer units with a fee for auditing of \$15 per unit (plus a \$17 health fee during the regular semester or a \$14 health fee during summer session).

Priority in class enrollment shall be given to students desiring to take the course for credit towards a certificate or degree. Therefore, students wishing to audit may register for classes in audit status by special petition only in the last two days of the add period. The petition form is available in the Admissions & Records Office. This petition requires permission of the instructor. Laboratory classes are not normally available for audit. Students auditing a course shall not be permitted to change their enrollment in that course to receive credit for the course.

Students auditing a course are not permitted to take exams in the class, nor are they permitted to challenge the course 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 as for all other students as stated in the college catalog.

## **Withdrawal from Class**

It is a student's responsibility to withdraw from a class when the withdrawal is voluntary and desired on the part of the student. Withdrawals must be initiated by the student, and processed online through MyVCCCD or in person at the Admissions & Records Office.

Withdrawals initiated through the end of the fourth week of class (for full-semester classes) or through the end of the first thirty percent (30%) of class meetings (for short-term classes) do not generate an academic record or transcript entry. Withdrawals initiated between the end of the fourth week or first thirty percent (30%) and the last day of the fourteenth week (for full-semester classes) or seventy-five percent (75%) of class meetings (for short-term classes) will generate a permanent academic record, recorded as a W on the student's

transcript. The W grade does not impact grade point average, but shall be counted as a factor in determining a student's academic standing. Excessive Ws will result in a student being placed on progress probation. See the section titled "Probation, Dismissal and Readmission" in this catalog for more information. The academic record of a student who remains enrolled in a class beyond the fourteenth week or seventy-five percent (75%) of class meetings must reflect a grading symbol other than W.

Withdrawal from a class after the fourteenth week or seventy-five percent (75%) deadline may be considered if a student provides documentation of verifiable extenuating circumstances. For purposes of this section, extenuating circumstances are generally defined as cases of accident, illness or other circumstances beyond the student's control. The petition for this purpose, Petition to Change a Grade to W, may be downloaded through the MyVCCCD student portal, and must be accompanied by supporting documentation. EXCEPTION: A graded course that has been used to satisfy degree, certificate or transfer requirements will not be changed to a W.

## **Limitation on Withdrawals**

Withdrawals may not exceed four (4) times in the same course. Students who have withdrawn from the same course the maximum number of times will be required to petition a fifth enrollment attempt. The fifth attempt, if authorized, must reflect a grade other than W. The petition for this purpose, Petition to Repeat a Course, may be downloaded through the MyVCCCD student portal or at [www.oxnardcollege.edu/forms](http://www.oxnardcollege.edu/forms).

## **Course Repetition**

### **General Guidelines for Repeating a Credit Course**

- Students may repeat credit courses that are designated as repeatable in the college catalog.
- Students may repeat non-repeatable credit courses a maximum of two times for the purpose of alleviating a substandard grade. Substandard grades are defined as D, F, NC (up to Fall 2009) and NP (Fall 2009 to present).
- Under special circumstances, students may be permitted to repeat non-repeatable credit courses in which non-substandard or passing grades have been awarded.
- Courses that are repeated shall be recorded on the permanent academic record using an appropriate symbol. The permanent academic record shall be annotated in a manner that ensures all work remains legible, thereby generating a true and complete academic history.
- 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 the retention and destruction of records.

- Other colleges and universities have policies regarding the acceptance of transfer credit which may result in the disallowance of all or part of the coursework and/or credit earned through course repetition.

### **Course Repetition to Alleviate a Substandard Grade**

Students are permitted to repeat courses that are non-repeatable a maximum of two times for the purpose of alleviating a substandard 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, the student may not repeat the course again under this section. Repetition may be allowable under special circumstances as defined elsewhere in this section.

Where other colleges' coursework is considered for repetition, course comparability, equivalencies in course and grading scale shall be determined chiefly by content as defined in the catalog course description, and not by course title or units.

Upon completion of a repeated course the previous substandard grade and credit shall be disregarded in the computation of grade point averages. Grades in any subsequent repetitions (more than two) of the same course will not be counted in computation of the student's cumulative grade point average. The student's permanent record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

A student who has received three substandard grades in the same course may petition to take the course again, based on documentable extenuating circumstances. The petition must state verifiable extenuating circumstances that affected the student's past performance in the course and must include supporting documentation. Extenuating circumstances are generally defined as incidences of illness, injury or other circumstances beyond the control of the student. The petition for this purpose may be downloaded at [www.oxnardcollege.edu/forms](http://www.oxnardcollege.edu/forms) or obtained from the Admissions & Records Office.

### **Course Repetition Allowed Absent Substandard Academic Work**

Under special circumstances, students may repeat courses in which a C or better grade was earned, or regardless of whether substandard academic work has been recorded.

### **Course Repetition Due to Significant Lapse of Time**

Students may petition only one time to repeat a course in which a satisfactory grade has already been awarded providing that one of the following conditions has been met:

1. The course was successfully completed more than three years prior, and:
  - A) is required as a part of the student's designated educational goal and/or
  - B) is in a sequence of courses based on prerequisites, or

2. 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.

If it is determined that an activity course needs to be repeated pursuant to this section, the repetition shall count toward the three repetitions that are allowed for activity courses, except that if the student has already exhausted the activity 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.

### **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. Academic renewal is intended to facilitate the completion of requirements necessary for an academic degree or certificate.

A student may petition, once only, to eliminate grade point calculations and credits from selected portions of previous substandard college work which is not reflective of the student's present demonstrated ability and level of performance. Substandard work is defined as coursework graded D, F, NC, or NP. The student may petition for academic renewal to disregard previous substandard college work by selecting one of the following options:

1. Disregard a maximum of fifteen (15) or fewer semester units of any courses with less than a C or equivalent grade taken during any one or two terms (maximum two terms), not necessarily consecutively; or
2. Disregard all courses from two consecutive terms (one summer or intersession may be regarded as equivalent to one semester at the student's discretion). Courses and units taken at any institution may be disregarded.

Academic renewal may be granted only to a student who has completed at least twelve (12) units in residence in the colleges of the Ventura County Community College District; has submitted transcripts of all college work; has waited two years since the coursework to be disregarded was completed; and has subsequently completed at least thirty (30) semester units with a minimum 2.4 grade point average.

The colleges of the Ventura County Community College District will honor similar actions by other accredited colleges and universities in determining grade point averages and credits. The petition for this purpose, Petition for Academic Renewal, is available in the Counseling Office. Upon approval of the Petition for Academic Renewal, the student's permanent record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.



The student should be aware that other colleges and universities may have different policies concerning academic renewal and may not honor this policy.

### **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 one time the entire curriculum of the course as described in the course outline of record, but may not repeat any portion of the curriculum for the course unless:

1. Course is required for legally mandated training;
2. Course is a special class for students with disabilities which the student needs to repeat as a verified disability-related accommodated;
3. Repetition of the course to retake a portion of the curriculum is justified by verified extenuating circumstances; or
4. 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.

### **Repetition as a Condition of Continued Volunteer or Paid Employment**

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. Students may repeat such courses any number of times, even if they received a grade of C or better; however, the grade received by the student each time will be included in calculations of the student's grade point average. Students will be required to verify the legally mandated training requirement for their continued volunteer or paid employment status.

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.

### **Courses Designated as Repeatable**

A course may be designated as repeatable if it meets the following criteria:

- The course content differs each time it is offered, or
- The course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the gains an expanded educational experience each time the course is repeated because:

- a) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or
- b) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

• Activity courses which may qualify as repeatable courses meeting the requirements of paragraph (2)(B) of this subdivision include, but are not limited to the following:

- a) Physical education courses; or
- b) Visual or performing arts courses in music, fine arts, theater or dance.

Courses designated as repeatable shall be identified in the college catalog.

Students may repeat courses that have been designated as repeatable, for a maximum of three times (course can be taken four times total). For purposes of this administrative procedure, summer or other intersessions 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 several levels of courses which consist of similar educational activities, repetition limitations applicable to this section apply to all levels of such courses. (Example: PE 1A, PE 1B and PE 1C may be taken in any combination a maximum of four times.)

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.

### **Repetition of Special Courses**

Students with disabilities can repeat special courses designed 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.

When a grade is received pursuant to this section, the grade received each time will be included in the calculations of grade point average.

## **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 Section 55253(a).

## **Credit by Examination**

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.

### **Courses Eligible for Credit by Examination:**

- 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 Student Learning maintains a current list of courses excluded from Credit by Examination.

### **Credit by Examination may be obtained by one of the following methods:**

- **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). See the AP Test Equivalency List for GE on page [71 - 72](#).
- **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. See the IB Test Equivalency list for GE on page [73](#).
- **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. See the CLEP chart for the CSU on page [74](#).
- **College Examinations (locally administered tests):** 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**

- 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:**

- Official copies of test scores must be submitted to Oxnard College’s Records Office in order credit to be awarded. Students can go to [www.collegeboard.org](http://www.collegeboard.org) for instructions on having scores sent to Oxnard College.
- 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. See page [68 - 69](#).
- 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.

### **To Receive Credit by Examination for a Locally Administered Test:**

- 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 test):**

- 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.

### **Credits Recorded for Credit by Examination (locally administered test):**

- Credit units are assigned for work of such quality as to warrant a letter grade of “C” or better.
- The student will receive the appropriate credit units if he or she satisfactorily passes the examination; no other grade or units will be recorded.
- Transcript entries shall distinguish credit units obtained by examination from credit units obtained as a result of regular course enrollment.
- Students who are unsuccessful in an attempt to challenge by examination will not receive a NP (no pass) grade, and no record of the attempt for credit by examination will appear on a student’s transcript.

### **Limits of Credit by Examination (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.

### **High School Career Technical Education Articulation - Credit by Examination**

Criteria for Student to Receive VCCCD Credit for Equivalent High School/ROP Course:

Students must complete “Petition for Credit by Examination - High School Career and Technical Education (CTE)” form, apply on-line to be a VCCCD student, and create an account in the CATEMA database. A high school student seeking credit by examination will receive non-letter grade credit “CRE” (credit) on their Ventura County Community College District (VCCCD) transcript when the agreed articulated class requirements are successfully completed. High school articulated credit may only be petitioned at the time that the student is enrolled in the equivalent high school course; credit may not be petitioned retroactively. VCCCD credit will be awarded the same college semester as the petition for one semester classes or the subsequent college semester for year-long classes.

*Fees and tuition are subject to current Board of Trustees and VCCCD policy.*

### **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. Students who choose to enroll should be 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 entire statement of the policy adopted by the District Board of Trustees on Probation, Dismissal, and Readmission of Students appears in the Appendices section of this catalog.

### **Cheating or Plagiarism**

Oxnard College takes academic honesty very seriously, since ethical behavior and integrity are vital components of ensuring mutual respect across campus. Instructors, accordingly, have the responsibility and authority for dealing with instances of cheating or plagiarism that may occur in their classes. Such activities could include stealing tests, using “cheat sheets,” copying off another’s test, or turning in someone else’s work as his/her own.

**Further, instructors have the responsibility to report instances of cheating to their Deans in that cheating in any form is a violation of the Oxnard College Student Code of Conduct and as such is subject to investigation, charges of misconduct, and disciplinary consequences.**

## Dean's List

Special recognition is accorded students who achieve academic distinction. Full-time students who complete a program of 12 or more units with a 3.5 grade point average or higher during a semester, will be eligible for the Dean's List provided that at all 12 units were in graded courses.

Students attending Oxnard College and concurrently enrolled at Moorpark and/or Ventura College may request that the units be combined for eligibility for the Dean's List. Students attending more than one campus during any semester may choose one campus for placement on the Dean's List.

## Academic Honors/Recognition

### Honors Recognition for Graduation

Students who have met the degree requirements and maintain a high scholarship average are eligible for honors at graduation. There are three types of graduation honors: highest honors, high honors, and honors.

#### Highest Honors

The highest honors designation is placed on the transcript and diploma 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 A.

#### High Honors

The high honors designation is placed on the transcript and diploma 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.

#### Honors

The honors designation is placed on the transcript and diploma 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 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 EAC at (805) 986-5830 and must provide this verification to the instructor prior to use.



# Student Services

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## Student Services

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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 philosophic 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.

## College CalWORKs

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Students who participate in the CalWORKs program will identify their personal and educational goals, acquire life skills, and create an Individual Training Plan (ITP) that will prepare them to enter the job market.

In California, Temporary Assistance for Needy Families (TANF) was implemented and named California Work Opportunities and Responsibility to Kids program (CalWORKs). As a result, resources have been made available to TANF recipients attending community colleges. The Oxnard College CalWORKs program combines workforce preparation efforts with intensive student services to assist TANF recipients to achieve their educational and career goals. These services include:

- Academic and CalWORKs Counseling
- Development of an Individualized Training Plan
- Work-Study
- Assistance with Job Placement
- Internships
- Assistance with County
- Financial Aid Assistance
- Dental service referrals
- Tutoring referrals
- Short-term courses
- Orientation and assessment
- Job readiness workshops

For information and appointments, call (805) 986-5887. Oxnard College CalWORKs office is located in the Community Student Services Center (CSSC) in Room 119.

## Career Center

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Using the information and tools available through the career center, students will be able to learn about job opportunities available to them while attending college and after graduation.

The Career Center has research materials with career decision-making. On and off campus employment opportunity listings are maintained by the center, along with information on job-related matters such as labor outlook information, resume writing, job search skills, and job placement services for students. For more information, please call (805) 986-7366.

## Counseling Services

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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 & Administration 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 person 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 visiting the Job and Career Center, 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 Health Office at (805) 986-5832.

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

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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.

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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/or 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 is 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, Health Office and the Dean of Student Services 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 Dean of Student Services.

### **Extended Opportunity Programs and Services (EOPS)**

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

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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 opportunity 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, new school or a new setting can present.

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 welfare recipients.

How can one qualify for the EOPS/CARE program and services?

- Eligible for Board of Governor Fee Waiver:
  - A or B
- Full-time (12 units)
- California resident
- Less than 40 units of degree applicable credit
- Educationally disadvantaged
- To qualify for CARE, students must have a child under the age of fourteen (14) that is receiving cash aid and, have less than 70 units of degree-applicable credit.

### **Programs Under the Umbrella of EOPS:**

● All CARE students are EOPS students. CARE is Cooperative Agencies Resources for Education (CARE). 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.

● **Teen Parent** is funded with a special grant with the City of Oxnard. It is a collaborative effort that provides specialized services for teen parent students that are residents of La Colonia, Pleasant Valley Village, Squires, and other City of Oxnard Public Housing Developments.

### **EOPS/CARE Services provided:**

#### **Counseling**

- Academic/Personal counseling: Individual or Group
- Vocational decision making/Career Guidance
- CalWORKs Information
- Educational Plan development
- Transfer/Transitional services
- Time Management
- Assistance with the financial aid process

**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-PGR100A, EOPS/CARE Orientations and Survival Kits are additional services provided to assist students in achieving their educational goals.

**CARE** provides additional services\*: gas cards, books, ASG cards and meal coupons.

\*Does not cover the full cost of books. Grants, books and any monetary service are dependent on available funds. Students must be in good standing status to receive funds.

For information and appointments, call (805) 986-5827. EOPS/CARE office is located in the Community Student Services Center (CSSC) in room 124-125.

## **Financial Aid**

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

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Oxnard College is committed to providing financial assistance to qualified students who cannot afford to pay their educational expenses without help. Financial aid at Oxnard College provides more than 43% 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 undergraduate 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.

**Federal Pell Grant:** The Pell Grant program is an entitlement program that is based on financial eligibility and enrollment. Grants range from \$200 - \$4,310 per academic year.

**Federal Supplemental Educational Opportunity Grant (FSEOG):** 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 \$100 - \$800 per academic year.

**Federal Work Study (FWS):** FWS is a self-help program that provides part-time employment (generally on campus) to undergraduate and graduate students. FWS is a campus-based program. Awards are based on need and contingent on availability of funds. Grants range from \$500 - \$4,000 per academic year.

**State Cal Grants:** California State grant programs for undergraduate students. The recent expansion of the Cal Grant Program now includes Cal Grant A and B Entitlement, Cal Grant A and B Competitive, California Community College Transfer Entitlement, Cal Grant C, and Cal Grant T. Students must be a California resident attending an eligible educational institution in California. Grants range from \$150 - \$1551 per academic year.

## **Cal Grant Programs**

Beginning with the 2000-2001 graduating class, every high school senior who meets the academic requirements (3.0 GPA for Cal Grant A; 2.0 GPA for Cal Grant B), falls within established income and asset ceilings, and applies on time will receive a Cal Grant A or B Entitlement award.

Every community college student who meets the admissions requirements for California State University, is under 24 years old, meets other program requirements and applies on time will receive a California Community College Transfer Entitlement award. Cal Grant T is only for students planning to attend a teaching credential program and includes a teaching service requirement.

**Cal Grant A:** Cal Grant A awards help middle and low-income students with tuition and fees at a four-year college. Students that receive a Cal Grant A but choose to attend a community college first can reserve their award for up to two years until they transfer.

**Cal Grant B:** Cal Grant B provides a living allowance (and sometimes tuition/fee assistance) for very low-income students. Awards at the community college are limited to assisting with living expenses, books, supplies, and transportation.

**Cal Grant C:** Cal Grant C is awarded to students enrolled in career education programs (Certificate of Achievements/AS Degrees) and have no plans to transfer. The award is to cover books, tools and equipment.

**Cal Grant T:** Cal Grant T awards cover one year of tuition and fees for a program of professional teacher preparation. Recipients must teach at a low-performing school for one year for each \$2,000 in grant money they receive for up to four years.

**Community College Transfer Entitlement Grant:** Every community college student who meets the admissions requirements for an accredited four-year institution, is under 24 years old and meets other program requirements will receive a Cal Grant A or B to attend a four-year college. This became active in the academic year of 2002-2003.

## Federal Regulations on Withdrawal

*Federal regulations require that students stay enrolled or face a repayment of financial aid received.*

Students who withdraw from all classes prior to completing more than 60% of the semester will have their financial aid recalculated based on the percentage of the semester completed, and will be required to repay any unearned financial aid they received.

## Scholarships

The current Oxnard College Scholarship Program consists of scholarships which are funded through private donors, community organizations, and national foundations. Eligibility is generally based upon the applicant's ability to meet scholastic and other criteria set by award donors; however, financial need may be evaluated for consideration. Contact Oxnard College Foundation for specific scholarships information at (805) 986-5889.

## Library/Learning Resource Center

Students who receive library instruction will be assessed to determine their level of information competency.

Students will learn to identify, navigate and use Library collections and services.

This complex houses the College Library, Learning Center, Academic Skills Lab & Open Access Lab, Math Center, Tutorial Center & Writing Center. These services are located in the northern wing of the LRC Building on the first floor and mezzanine level.

## Library

[http://www.oxnardcollege.edu/services\\_for\\_students/library/index.shtml](http://www.oxnardcollege.edu/services_for_students/library/index.shtml)

The Oxnard College Library supports the curriculum by providing a collection of 37,000 books, 13 electronic books, 70 hard-copy periodicals and database services to meet the diverse information needs of students, faculty, staff, and the community. Off-site access to our electronic collection is available to currently registered students, faculty, and staff. To access the databases from home:

1. Point Browser to [http://www.oxnardcollege.edu/services\\_for\\_students/library/index.shtml](http://www.oxnardcollege.edu/services_for_students/library/index.shtml)
2. Click on "Online Databases" (from **Library** only).
3. Click on "Oxnard College Library Remote Access Login" (instructions for **off-site** access).
4. Enter your student I.D. number and PIN as directed (instructions for **off-site** access).
5. Select database from "Oxnard College Library Online Resources" list.

The staff reserves the right to set priority for academic research. The Learning Center located on the library mezzanine provides an Open Access Computer Laboratory. Inquire at the Circulation Desk for lending policies, library cards, reserve books, and questions of a general nature.

The loan period for circulating materials is three weeks. Reserve materials may be requested by course number at the Circulation Desk. Inquire at the Reference Desk for book information, reference questions, assistance with class assignments or placing interlibrary loans. Other services available in the library are library tours and orientations. Printing and copying services are also available. Professional librarians and staff are on duty both day and evening to assist you. Students are encouraged to make optimum use of the Library and its resources.

You may direct questions to the Library staff, by calling (805) 986-5819 for Circulation Desk or (805) 986-5820 for Reference Desk.

## Learning Center

The Learning Center at Oxnard College is currently located on the mezzanine level of the Library and Learning Resources Building (LRC). Through a variety of programmed learning materials, covering many disciplines, the Learning Center provides a broad range of services to supplement classroom instruction across the curriculum and encourage individualized independent study. A variety of services are available for students, faculty, staff and members of the community.

Credit individualized instructional modules are available in reading (for speed and comprehension), writing, spelling, vocabulary, note-taking, study skills, essay and objective test taking, grammar and punctuation brush-up and research paper writing. Courses offer students the opportunity to learn at their own pace. Multi-media and self-instructional materials are also available to supplement classroom instruction or for independent study.



Instructors are scheduled to assist students in skill areas and other disciplines throughout the day and evening. Telecourse video series are available for student viewing.

Computers are available for MyVCCCD access, word processing, accessing online assignments and/or online academic research. Printing is available for 10 cents per page. Print Cards are available for purchase in the back of the Library (next to the copy machine) for 50 cents (you must place \$1.00 in the machine) and you will receive 50 cents of credit toward printing. Students recharge their cards as necessary.

Orientations and/or tours are provided and encouraged by appointment. Make-up test-taking services are available. Call the Learning Center for operational hours during the semester, for further assistance or if you have questions. The LC @ OC has a staff eager to provide your academic resource needs.

You may direct questions to the Learning Center staff, by calling (805) 986-5800 ext. 1974 or (805) 986-5839.

### **Tutorial Services**

The Oxnard College Tutorial Center, located on the mezzanine level of the college Library in the Learning Resources Building, provides free tutoring services to all enrolled students who want to strengthen their academic ability and skills. Tutoring is offered by college students on a drop-in basis through one of the two main centers: the Writing Skills Center to assist with writing/research projects across the curriculum at any stage of the writing process, and the Math Skills Center to assist in science courses, and from basic math to Calculus.

Tutors have outstanding academic records and are selected on the basis on their performance in the subject they tutor, communications skills, and their ability to relate to other students in a positive supportive manner.

The mission of the Oxnard College Tutorial Center is to assist students to become independent learners through the use of study skills and strategies that will help them succeed in classes across the curriculum. These services provided by the Tutorial Center are not intended to take the place of direct instruction given by the instructors, but are designed to enhance studying and learning habits for students.

Stop by the Tutorial Center or call us for more information at (805) 986-5846. Our friendly staff will be glad to assist you.

### **Student Health Center**

Students will know about the health and psychological support services available to ensure their holistic well-being.

The required Health Fee entitles you to ALL health programs at the Student Health Center. It also provides accident insurance coverage for an enrolled student.

### **General Health Services:**

- Immunizations - Tetanus\*, Flu Shots, TDAP, Measles, Mumps, Rubella, \*Hepatitis A & \*Hepatitis B
- TB Tests\*
- Emergency care for cuts, burns, etc.
- Tests: Pregnancy\*, Cholesterol\*, Diabetes\*, etc.
- Blood Pressure, vision, and hearing screening

### **Specialty Services:**

- MD services available by appointment
- Women's Health (family planning, STD treatment, etc.)
- Personal Counseling. An appointment can be arranged for students who have personal concerns which are interfering with achieving academic goals

The schedule for professional care varies each semester and includes some evening hours. Please consult the Student Health Center brochure for designated times. For prompt attention an appointment is suggested.

\*Additional fee required.

### **Student Organizations and Activities**

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

#### **The Associated Students**

The ASOC (Associated Students of Oxnard College) was established in 1975 when the college opened. This association carries major responsibility for student government, campus clubs, and organizations.

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 college life. Holding an Associated Student Government (ASG) office is an important, demanding and rewarding job.

Elections are held in the spring. Terms of office are for the full academic year. To run for office, a student may obtain the required candidate's form from the ASOC President. To be eligible for an office, a student must be carrying a 2.0 GPA or better and maintain this average while in office. A minimum of five units is required to run for all other offices, while a minimum of 12 units is required to run for president and vice president. All students are eligible and encouraged to vote in these elections.

All students are encouraged to participate in activities of their choosing, such as student government, music, athletics, and club activities.

#### **Student Activities**

Activities provided include student government, campus clubs and organizations, club fairs, leadership and personal growth workshops, and entertainment.

New and continuing students are encouraged to participate in one or more of the activities. Existing clubs are always looking for new ideas to increase their membership. An additional service provided is a housing information exchange with cards posted with information provided by individuals looking for and providing housing.

## Athletics

The Oxnard College Condors participate in nine Men's and Women's Intercollegiate Athletic programs competing in the 15-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 basketball, cross-country, soccer, softball and volleyball.

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. 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](http://www.oxnardcollege.edu) and click on "Athletics" for more information about each program or call the Athletics Department at (805) 986-5825.

## 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 with the community to increase enrollment at Oxnard College. A major focus for the 2011-12 year is to increase services provided to local middle schools, high schools and the community.

## Student Information Center

The Student Information Center, located in the foyer of the Student Services and Administration Building, provides general information to new, potential and continuing students as well as the community regarding general College information, 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, change PIN numbers, update their student record online, create Agilegrad Ed Plans, and explore Career Cafe. The Student Information Center provides campus tours for new students as well as middle and high-school students.

## 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 & Administration 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
- Library of college catalogs, transfer guides, articulation information and agreements, applications to four year colleges and universities, and related transfer information
- University Transfer Day



## Veteran's Services

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

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The Veterans' Readjustment Act of 1966 (PL 89-358) provides educational assistance for veterans who served on active duty for a period of more than 180 days.

The monthly basic educational assistance allowance for training may be paid on a full-time (12 units), three quarter-time (9 units), or half-time (6 units) basis. Veterans may also qualify for financial aid.

All veterans receiving Veteran's Educational Benefits are required to (1) have submitted to the Admissions & Records Office official academic transcripts from each college previously attended, and (2) complete a Veteran's Service Form (VSF) with a college counselor. Courses will NOT be certified for VA benefits until this is completed.

Only courses which meet requirements for the major and degree objective indicated on the VSF will be certified for payment. If the educational objective is changed, the student must complete a new VSF. Veterans must request enrollment certification each semester if they want to continue to receive benefits.

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. The Admissions & Records Office will notify the VA that satisfactory progress is not being made and will not certify educational benefits eligibility if the veteran has been dismissed due to academic or progress probation regulations.

There are procedures where credit may be gained through cooperating institutions that can be accepted by the college for other military experiences.

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 Veterans' Assistant in the Admissions & Records Office before repeating a course.

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 two years of leaving active duty.



# Información General

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## Historia del Colegio

La necesidad de crear un colegio comunitario que sirviera al área de Oxnard fue reconocida históricamente por las comunidades de Oxnard, Camarillo y Port Hueneme y por la Junta Directiva del Distrito de Colegios Comunitarios del Condado de Ventura, desde la fundación del distrito en 1962. Fue así como, en 1968, se adquirió un terreno de 118 acres localizado en el sur de Oxnard y tan sólo un año después se empezaron a ofrecer clases en la Escuela Ramona, la cual albergó al “Centro de Oxnard”. En 1969 las compañías de arquitectos Fisher y Wilde de Ventura y Austin, Field y Fry de Los Angeles fueron escogidas para diseñar el campus del Colegio de Oxnard. El Centro fue ampliado en el otoño de 1973 con la adición del Centro Educativo de Oxnard en las calles 9ª. y B de la misma ciudad. En Febrero de 1974, fue abierto el Centro de Camarillo como una sede del Colegio de Moorpark y sucesivamente, el 26 de Marzo de 1974, la Junta Directiva del Distrito de Colegios Comunitarios de Ventura liderada por el Dr. William Simpson, con el apoyo de la comunidad aprobó la construcción del Colegio de Oxnard, basándose en el “Plan Maestro de Educación 2000 D.C.”

En Abril de 1975, el Dr. Arthur J. Schechter fue nombrado presidente y el Colegio de Oxnard abrió oficialmente sus puertas en el mes de Junio, para la sesión del verano, utilizando los Centros de Oxnard y Camarillo. Nuevas clases fueron agregadas en varias sedes a lo largo de Oxnard y en el otoño de 1975, el Colegio contaba con 4400 estudiantes inscritos. Durante el semestre de la primavera, el número de estudiantes continuó creciendo de tal manera que estableció un record de admisiones, para el primer año de actividades de un colegio comunitario en California.

Durante los primeros años, las clases del colegio fueron ofrecidas temporalmente en lugares como iglesias, escuelas, bases militares, estaciones de bomberos, centros deportivos y dos locales comerciales. En 1976 fue inaugurado el primer Centro Infantil y se creó el símbolo del colegio representado por un cóndor posado sobre una pila de libros con el emblema “Verdad, Conocimiento, Sabiduría”. En el mes de Junio, se llevó a cabo la primera ceremonia de graduación en el Auditorio Cívico de Oxnard y el primer estudiante graduado fue C.J. Wood. En Septiembre, los edificios modulares de las alas norte y sur fueron trasladados al campus y al año siguiente se establecieron las bases de los primeros edificios permanentes para el uso de clases y administración. En el otoño de 1979, los dos primeros edificios fueron ocupados por Artes Liberales (LA) que incluían 20 salones de clase, laboratorios y oficinas para el profesorado; además por el Centro de Recursos de Aprendizaje que comprendía la Biblioteca, el Centro de Aprendizaje y otros salones de clase.

Los programas de computación, aire acondicionado y refrigeración, artes culinarias, y tecnología de ingeniería fueron introducidos durante 1986 en los edificios de Educación Ocupacional. En 1992 fue abierto un nuevo Centro de Desarrollo Infantil y en el otoño de 1994 fue inaugurado el Complejo de Educación Física con canchas de baloncesto y racquetbol, estudio de baile y gimnasio. El Departamento de Letras y Ciencias abrió en 1997, con laboratorios, salones de conferencias y oficinas.

En 1997 fueron establecidos los programas de Higiene Dental con sede en el campus y la Academia Regional de Bomberos con instalaciones para entrenamiento en el Aeropuerto de Camarillo. Nuevos edificios fueron adecuados para el taller de tecnología automotriz, el centro de servicios para estudiantes, la cafetería y el Centro de Educación Marina en el centro comercial del Puerto de Channel Islands.

El Distrito de Colegios Comunitarios de Ventura y el Colegio de Oxnard firmaron un convenio en 1999 con el Condado de Ventura para construir un Centro de Empleo en el campus. El Centro provee a los residentes del condado entrenamiento para carreras y los servicios sociales necesarios para lograr sus objetivos profesionales. En 2003 fue abierto el Centro de Servicios Comunitarios para Estudiantes que albergaba las oficinas de los Programas de Extensión (EOPS) y de la Fundación del Colegio de Oxnard.

Con la aprobación de la Medida S en 2002 se asignaron \$356 millones para los colegios del Distrito de Colegios Comunitarios de Ventura, de los cuales \$129 fueron asignados para la construcción y renovación de proyectos. El nuevo Edificio de Artes Interpretativas fue abierto en la primavera de 2011 y el renovado Centro de Recursos de Aprendizaje y Biblioteca abrirá en el verano de 2012. Existe también una bodega nueva de Mantenimiento y Operaciones que sirve al mismo tiempo como base de Operaciones de Emergencia; además de un nuevo estacionamiento en la zona norte del campus con más de 900 espacios.

Los proyectos de remodelación incluyeron la adición de salones de clase en el Centro de Desarrollo Infantil, la renovación de las instalaciones atléticas que incluye el estadio de fútbol con tribunas para 2500 personas, el nuevo campo de softbol y la modernización del campo de béisbol. En Junio de 2011, está por abrir en el Aeropuerto de Camarillo la Academia de Entrenamiento para Bomberos y Alguaciles, que será compartida por el programa de Tecnología contra Incendios del Colegio de Oxnard y la Academia de Alguaciles del Condado de Ventura.

El Colegio de Oxnard está comprometido con mantener una experiencia educacional acorde con los últimos desarrollos, para instalaciones educativas al servicio de los estudiantes.

## Colegio de Oxnard Visión, Misión, Valores y Metas

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### Declaración de la Visión

El Colegio de Oxnard busca liderar a su comunidad para que alcance su máximo potencial.

### Declaración de la Misión

El Colegio de Oxnard promueve enseñanza y aprendizaje de la más alta calidad, para cumplir con las necesidades de una diversa población estudiantil. Como institución multicultural integral, el Colegio de Oxnard empodera e inspira a sus estudiantes para que cumplan sus metas personales y educativas. Como un recurso único y accesible a la comunidad, nuestra misión es proveer y promover el aprendizaje a través de:

- Educación de transferencia, ocupacional y general, adquisición de un segundo idioma, y desarrollo de capacidades básicas;
- Servicios y programas estudiantiles;
- Asociaciones educativas y desarrollo económico;
- Oportunidades para el aprendizaje permanente.

## **Declaración de Valores**

Nosotros, los miembros del Colegio de Oxnard, por medio de nuestras acciones conjuntas nos inspiramos y proponemos dar ejemplo de los siguientes valores fundamentales:

### **Diversidad e Igualdad**

Valoramos a los demás y a nosotros mismos como individuos únicos y acogemos las igualdades y las diferencias que promueven lo mejor de quienes somos.

### **Excelencia**

Valoramos la visión, la creatividad, los retos y la innovación, para lograr y mantener la excelencia.

### **Integridad y Civismo**

Valoramos la integridad, la honestidad y la congruencia de acción y palabra, demostrando bondad y respeto en todas nuestras interacciones.

### **Aprendizaje**

Valoramos el aprendizaje como un proceso duradero que persigue el conocimiento y el crecimiento personal.

### **Decisiones Compartidas**

Valoramos las decisiones mutuas (gobierno compartido) como el proceso que proporciona a cada uno de nosotros la oportunidad de construir consenso.

### **Metas Estratégicas**

1. Desarrollar y fortalecer una imagen positiva del colegio en nuestra comunidad.
2. Obtener recursos financieros y humanos adicionales para el fortalecimiento de la institución.
3. Proveer instalaciones, tecnología y recursos de aprendizaje necesarios para cumplir con los requerimientos educacionales y culturales de una comunidad en crecimiento.
4. Enriquecer el bienestar económico, cultural y social de los individuos y las familias de nuestra comunidad.
5. Utilizar investigación y revisión de programa para evaluar la calidad del mismo y guiar el desarrollo institucional.
6. Maximizar el éxito estudiantil.

## **Misión de los Colegios Comunitarios de California**

Aunque la misión del Colegio de Oxnard sea única, ésta nos permite cumplir con la misión bajo mandato del estado para todos los colegios comunitarios de California, que requiere ofrecer una variedad de programas y servicios en las siguientes áreas:

### **Educación de Transferencia**

Cursos colegiales de nivel básico para aquellos estudiantes que quieren obtener un título de asociado y/o transferirse a un programa de cuatro años de colegio o universidad.

### **Educación Vocacional**

Educación y entrenamiento especializado vocacional y técnico en campos ocupacionales orientados a entrar al mundo laboral, avance, re-entrenamiento, certificación y títulos de asociado.

### **Educación General**

Cursos diseñados para contribuir a los programas de asociado; expandir el conocimiento y las perspectivas; desarrollar capacidad de comunicación y sentido crítico; aumentar el bagaje cultural; fomentar la actitud positiva hacia el aprendizaje; y equipar a los estudiantes para que participen en un mundo complejo e interdependiente.

## **Educación de Capacidades Básicas**

Cursos en matemáticas, lectura, escritura y dicción para estudiantes poco preparados, así como otros programas diseñados para ayudar a aquellos que tienen necesidades especiales de aprendizaje a obtener sus metas.

### **Servicios de Apoyo**

Servicios completos para ayudar a los estudiantes a obtener sus metas educativas a través de la evaluación de sus capacidades, consejería, tutoría, ayuda financiera, búsqueda de empleo, servicios de salud, actividades estudiantiles, gobierno estudiantil, guardería infantil y programas de desarrollo personal.

### **Educación Comunitaria**

Programas educativos, culturales, recreativos y ocupacionales, sostenidos con el pago de tarifa o financiados por el estado, creados para enriquecer la vida de los residentes del área y proveer oportunidades de aprendizaje duraderas.

### **Desarrollo Económico**

Programas y servicios, que incluyen contrato de entrenamiento, diseñados para cumplir con las necesidades específicas de los negocios y la industria en el desarrollo de fuerza de trabajo especializada, para mejorar la vitalidad económica de la comunidad.

### **Filosofía del Colegio**

*Sabios no los puedo llamar; porque ese título solo le pertenece a Dios. Amantes de la sabiduría o filósofos sería un título más apropiado y modesto. – Sócrates.*

El Colegio de Oxnard sigue la filosofía de proveer programas educacionales que desarrollen capacidades individuales, fortalezcan las relaciones humanas, realcen la vida de la comunidad y aumenten la conciencia global. Reconocemos que el proceso de educación es un proceso de exploración que depende de una responsabilidad mutua.

El colegio planea programas que reflejan el cambio en las necesidades locales, nacionales e internacionales. Profesionales dedicados crean un ambiente que estimula la curiosidad intelectual, fomenta el aprendizaje y desarrolla el conocimiento de la sociedad y cómo puede el individuo influir en sus funciones. Los estudiantes desarrollan autocomprensión, persiguen objetivos educacionales y fundamentalmente asumen la responsabilidad de su propio progreso.

El Colegio de Oxnard aprecia la diversidad y el entendimiento cultural a todo nivel. Las actividades culturales y estéticas de hoy en día son relevantes en nuestra sociedad y deben ser promovidas. El colegio se esfuerza en proveer oportunidades educativas para que todo adulto, sin importar sexo, edad, raza, impedimento físico, etnicidad, estrato socioeconómico, educativo o cultural, tenga acceso a una educación que satisfaga sus aspiraciones.

El Colegio de Oxnard intenta mirar al pasado para entender el presente y luego forjar un futuro más próspero. También se empeña en mantener un espíritu innovador y responder a las exigencias educativas de la sociedad en una atmósfera de gobierno compartido y confianza mutua. El colegio responde a las necesidades no solo de la comunidad, sino también a las de la sociedad en general.

### **Naturaleza del Colegio**

El Colegio de Oxnard es una institución pública administrada localmente, parte del sistema de educación superior del Estado de California, que ofrece programas bienales a nivel de colegio. Como tal, opera bajo las directrices de la Junta Directiva de Concejales del Distrito de Colegios Comunitarios del Condado de Ventura y la legislatura estatal. El colegio funciona para servir a los miembros de la comunidad, quienes se han graduado de estudios secundarios o son mayores de 18 años de edad, capaces de asimilar la instrucción.

## Acreditación

El Colegio de Oxnard está acreditado por la Comisión de Acreditación de Colegios Comunitarios de la Asociación Occidental de Escuelas y Colegios, una institución reconocida por el Consejo de Acreditación de Educación Superior y el Departamento de Educación de Estados Unidos.

## Servicios Comunitarios

El Departamento de Servicios Comunitarios es una función que le proporciona a la comunidad cursos educativos sin fines de crédito. El colegio ofrece cursos de Escuela de Tráfico aprobados por el DMV, dictados en Inglés y Español.

Adicionalmente, y autorizado por el Decreto del Centro Cívico, el departamento coordina el alquiler de las instalaciones del colegio a organizaciones e individuos, para conferencias, seminarios y eventos atléticos. Para más información sobre la Escuela de Tráfico o el alquiler de instalaciones, por favor llame al (805) 986-5822.

## Sentido Crítico como Meta

El Colegio de Oxnard proporciona un ambiente que fomenta un sentido crítico, libre de prejuicios e independiente. Las clases están estructuradas para enfatizar los fundamentos del aprendizaje de una manera profunda. Se espera que los estudiantes asuman la responsabilidad de su propio aprendizaje. Esto significa que los estudiantes deben aprender el arte de estudiar por sí mismos y desarrollar una actitud mental de claridad, precisión, exactitud y razonamiento justo para llegar a conclusiones basadas en hechos y principios y no en prejuicios, distorsiones o falacias.

Los cursos ayudan a los estudiantes a desarrollar y aplicar su capacidad de sentido crítico en diferentes áreas de aprendizaje y a transferirla a los problemas que deben enfrentar en varias disciplinas y en la vida. Se promueve el pensamiento analítico para que los estudiantes practiquen lo dicho por Robert Ennis: “pensamiento razonable y reflexivo que esté enfocado en decidir, mas que en creer o hacer”.

## Membresías

El Colegio de Oxnard es miembro de la Asociación Americana de Colegios Comunitarios, de la Liga de Colegios Comunitarios de California, de Colegios con Oportunidades para los Miembros de las Fuerzas Armadas (SOC) y de la Conferencia Occidental del Estado.

## Derecho a Saber del Estudiante

De acuerdo con el Acto Federal del Derecho a Saber del Estudiante (SRTK) y el Acto de Seguridad del Campus (ley pública 101-542), es la política del Distrito de Colegios Comunitarios del Condado de Ventura y el Colegio de Oxnard hacer disponible sus promedios de transferencia para todos los estudiantes actuales y futuros.

Comenzando en el otoño de 2006, un grupo de estudiantes de tiempo completo que por primera vez buscaba un certificado, diploma o transferencia fue estudiado por un período de tres años. Los promedios de terminación y transferencia no representan los índices de éxito de la entera población estudiantil del Colegio de Oxnard, ni explican los resultados de los estudiantes después de este período de tres años.

*El promedio de terminación* es el porcentaje de estudiantes en el grupo que obtuvieron un certificado o diploma o se prepararon para transferencia (terminaron 60 unidades o más con un promedio de 2.0 o mejor). De acuerdo con el grupo antes mencionado, el 22.4% obtuvo un certificado o diploma, o se transfirió a una institución postsecundaria a partir del inicio del otoño de 2006.

*El promedio de transferencia* es el porcentaje de estudiantes en el grupo que se han identificado como transferidos a una institución postsecundaria, antes de lograr un certificado, diploma, o estuvieran preparados para transferirse. De acuerdo con el grupo antes mencionado, el 11.3% se transfirieron a otra institución postsecundaria durante este período de tres años.

Un estudiante no puede ser contado en más de una categoría. Por lo tanto, se cuentan solamente una vez esos estudiantes que terminaron y se transfirieron a una institución con programas de cuatro años.

## Perfil de los Estudiantes

### Inscripciones en el otoño de 2010:

Tiempo completo .....	71.3%
Medio tiempo .....	28.7%
TOTAL .....	7,918

### Género:

Femenino .....	55.5%
Masculino .....	43.9%

### Edad:

19 o menos .....	22.7%
20-24 .....	37.1%
25-29 .....	14.0%
30-34 .....	7.7%
35-39 .....	5.4%
40-49 .....	8.1%
50 o más .....	5.1%

### Etnicidad:

Afro-Americano .....	3.8%
Asiático/Filipino/Islas Pacíficas .....	8.3%
Hispano .....	63.3%
Indígena Americano.....	0.7%
Blanco .....	19.0%
Otra y desconocida .....	5.0%

### 2009/2010 Ayuda financiera:

Total ayuda financiera entregada .....	\$12,211,168
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## Información de Admisiones

### Elegibilidad

El Colegio de Oxnard admite a personas graduadas de la Preparatoria (High School), que hayan obtenido el certificado de cumplimiento o el certificado equivalente de estudios GED, o a personas mayores de 18 años y capaces de beneficiarse de la instrucción ofrecida en el Colegio.

Los estudiantes que ingresan a cualquier colegio comunitario público de California están sujetos a los requisitos de residencia designados por el Estado de California.

Los estudiantes cuya residencia legal sea en otro estado o país extranjero pueden ser admitidos bajo condiciones estipuladas por la Junta Gubernamental, bajo pago de cuotas de colegiatura. Mayor información puede ser obtenida en la sección de Requisitos de Residencia que se encuentra a continuación, o puede obtenerse en la Oficina de Admisiones y Registros llamando al número (805) 986-5810.

### Elegibilidad para Admisión y Requisitos de Residencia Procedimiento de Admisión

Los estudiantes nuevos deben completar la solicitud de admisión que está disponible en [www.oxnardcollege.edu/apply](http://www.oxnardcollege.edu/apply). Copias de la misma pueden ser obtenidas llamando a la Oficina de Admisiones y Registros al número (805) 986-5810.

Los estudiantes que regresan pueden actualizar sus datos como cambios de dirección o teléfono en [My.VCCCD.edu](http://My.VCCCD.edu). Los estudiantes que regresan y que no han asistido al Colegio de Oxnard en los últimos 5 años, deben aplicar nuevamente en [www.oxnardcollege.edu/apply](http://www.oxnardcollege.edu/apply).

Las solicitudes deben ser presentadas desde el 1º. de Marzo para los semestres de verano y otoño y desde el 1º. de Octubre para el semestre de primavera y deben estar en el expediente antes de que los estudiantes puedan inscribirse a las clases. No hay ningún cobro por aplicar.

Las solicitudes de admisiones para los colegios del Distrito de Colegios Comunitarios del Condado de Ventura son presentadas bajo pena de perjurio, tanto a través de la página web como por escrito. La falsificación de la información presentada puede dar lugar a medidas disciplinarias e inclusive a la expulsión, la terminación de la elegibilidad para los programas y/o servicios, según corresponda, y/o el pago retroactivo de las cuotas para no residentes. La falsificación de la información que resulte en fraude u otros delitos puede dar lugar a sanciones legales.

### **Requisitos de Residencia**

La determinación de la residencia legal en el Estado de California es compleja. Se solicita a los estudiantes presentar varios tipos de documentación para este propósito. Todas las preguntas concernientes a la residencia legal y a las excepciones permitidas bajo la ley de California, deben ser dirigidas a la Oficina de Admisiones y Registros. El derecho del estudiante de asistir a cualquier colegio comunitario de California está sujeto a ciertas normas de residencia establecidas en el Código de Educación de California. La determinación de la residencia está basada en leyes estatales y federales y puede ser cambiada sin previo aviso.

### **Residentes de California**

Un estudiante es elegible para asistir al Colegio de Oxnard si ha sido residente legal por un año y 24 horas antes del primer día de clases del semestre en turno o si quiere asistir y debe aún establecer su residencia en California. Los estudiantes que han vivido en California por un año, pero menos de dos años deben comprobar su residencia legal en California. La responsabilidad de mostrar prueba de residencia es del estudiante, quien debe presentar documentación de presencia física en este estado de por lo menos un año y un día y de querer establecer residencia permanente en California. La falta de prueba suficiente de residencia resultará en una clasificación como no residente para los propósitos de admisión y colegiatura. La lista de documentos aceptables está disponible en la Oficina de Admisiones y Registros.

Los estudiantes que han sido residentes de California y han permanecido fuera del estado, pero asistieron a una preparatoria en California por tres años y se graduaron ahí, pueden ser elegibles para una excepción de los requisitos de pago de colegiatura para no residentes, mientras reestablecen su residencia legal en el estado. Contacte a la Oficina de Admisiones y Registros para más información sobre la Ley AB 540 de California.

### **No Residentes**

Un estudiante es considerado no residente si no ha vivido en California por un período continuo de un año y un día antes del comienzo del semestre al que quiere asistir, o quien no pueda presentar prueba suficiente de querer establecer su residencia permanente en California. Los estudiantes clasificados como no residentes pagarán colegiatura como no residentes, además de las cuotas de inscripción y salud. Ejemplos de inconsistencia en el establecimiento de la residencia en California incluyen pero no están limitados a:

- estar registrado activamente como votante en otro estado;
- estar en proceso de divorcio como residente de otro estado;
- estar asistiendo a una institución de educación de otro estado como residente de ese estado;
- declarar impuestos como no residente de California;
- mantener una licencia de conducción o un registro de vehículo de otro estado.

### **Personal Militar y Familiares Dependientes**

El personal militar que se encuentre en servicio activo en California está exento del pago de colegiatura para no residente, durante el período en que se preste dicho servicio. Esto no significa, que el individuo haya sido clasificado como residente de California. Las personas elegibles para esta exención pueden no ser elegibles para ayuda o asistencia financiera y no se aplica para miembros de las fuerzas armadas que estén presentes en California con propósitos educativos únicamente.

Cónyuges y familiares dependientes del personal militar que cumplen con los requisitos arriba mencionados están también exentos del pago como no residentes. Igualmente, no son clasificados como residentes de California. Las personas elegibles para esta exención pueden no ser elegibles para ayuda o asistencia financiera. La exención aplica solamente a los familiares dependientes de quien ha sido asignado para servicio activo en California y puede no aplicar para personal militar o familiar dependiente que posea un título universitario o superior.

### **Admisiones Especiales para Menores que al Mismo Tiempo están Inscritos en Preparatoria o Inferior**

De acuerdo con el Código Educativo de California, los estudiantes de 12º. grado pueden inscribirse en cursos de nivel colegial como estudiantes de Admisión Especial. El propósito de Admisión Especial es dar la oportunidad a menores que puedan beneficiarse de cursos de educación vocacional y escolástica avanzada, que no están disponibles a través de la escuela a la que asisten. Se requiere que el estudiante esté activamente inscrito por lo menos en el horario mínimo de la escuela a la que asiste. La autorización es requerida cada semestre para asistir como estudiante de Admisión Especial, hasta que se gradúe de la preparatoria o cumpla 18 años de edad. Los estudiantes de Admisión Especial pueden aplicar en Internet, pero deben inscribirse personalmente hasta en máximo 6.0 unidades por semestre, incluyendo el verano. Las cuotas de inscripción son gratuitas para estudiantes de Admisión Especial. Todas las demás cuotas sí se aplican.

Para ser inscritos como estudiantes de Admisión Especial, se deben presentar cada semestre los siguientes documentos:

- Autorización escrita de uno de los padres o tutor y del director o consejero de la escuela en el formulario de Admisión Especial. Adicionalmente, estudiantes de grado inferior al 11º. deben tener autorización escrita del instructor del Colegio de Oxnard, para la clase a la que desean asistir y no pueden inscribirse antes de que comience el semestre.
- Acuerdo firmado por uno de los padres o tutor y el estudiante.
- Reporte de notas actual que confirme el grado en el que se encuentra.
- Estudiantes de escuela en casa deben presentar una declaración juramentada. Para mayor información, visite [www.cde.ca.gov/sp/ps](http://www.cde.ca.gov/sp/ps).

Los formularios de Admisión Especial están disponibles en Internet, en las escuelas preparatorias y en la Oficina de Admisiones y Registros, que se encuentra en el edificio de Servicios al Estudiante y Administración del Colegio de Oxnard. Información completa sobre los prerrequisitos está disponible en [www.oxnardcollege.edu](http://www.oxnardcollege.edu).

Aviso Importante: Bajo la Ley de Privacidad y Derechos Educativos de la Familia, una vez que un estudiante está inscrito en una institución de educación postsecundaria, todos los derechos que se refieren a la inspección, revisión o divulgación de su expediente educativo pertenecen al estudiante, sin importar su edad. En este sentido, todos los estudiantes sin importar su edad, deben dar autorización escrita para la divulgación de sus expedientes. Para mayor información, por favor busque "Derecho a la Privacidad con Respecto a los Expedientes Estudiantiles" en este catálogo.

## Procedimientos de Inscripción

Inscríbese por Internet en MyVCCCD para tener mejores posibilidades de registrarse en clases. Las fechas para las citas de inscripción se publican aproximadamente una semana antes y se pueden ver en el sitio [www.oxnardcollege.edu/schedule](http://www.oxnardcollege.edu/schedule). Estas citas están determinadas por el estatus del estudiante, que continúa, regresa o es nuevo y para los estudiantes que continúan por el número total de unidades tomadas en el distrito.

El cálculo total de las unidades no incluye aquellas tomadas fuera del Distrito de Colegios Comunitarios del Condado de Ventura. Los estudiantes que son elegibles para servicios de los programas EOPS, EAC (DSP&S) y CalWorks, o quienes son veteranos militares, son elegibles para inscribirse con prioridad una semana antes de las inscripciones para los estudiantes que continúan.

**Cursos abiertos para inscripción** - Cada curso ofrecido por el Distrito de Colegios Comunitarios del Condado de Ventura está completamente abierto para la inscripción y participación de cualquier persona admitida al colegio y que cumpla con los prerrequisitos al curso o programa, a menos que esté específicamente exento por ley.

**Estudiantes de admisión especial** - Quienes están actualmente en escuelas preparatorias en 12° grado, deben inscribirse personalmente en las fechas especificadas para cada semestre en el calendario de inscripciones.

**Inscripción tardía y ajustes al programa** - Inician el primer día del semestre o de la sesión de verano y en el primer día de las clases de corta duración.

**Registrarse en clases cerradas** - Se puede realizar mediante la opción de lista de espera o utilizando un código de autorización. La opción de lista de espera está disponible para la mayoría de las clases, durante la primera semana del semestre. Los códigos de autorización están disponibles durante la segunda semana del semestre. Los procedimientos para la sesión del verano pueden ser diferentes; los estudiantes de las listas de espera son organizados cronológicamente, de acuerdo a la fecha en que se registraron y los espacios en las clases se asignan automáticamente de acuerdo a este orden. Se envía un correo electrónico confirmando la inscripción. Los estudiantes que no reciban este correo electrónico, deben asistir al primer día de clase para recibir orientaciones por parte del instructor.

### Detalles importantes que usted debe saber:

1. Todo co-requisito o prerrequisito debe cumplirse antes de anotarse en una lista de espera. El estudiante debe haber completado el curso prerrequisito en este colegio con calificación de A, B, C o P, u obtenido aprobación de un consejero para cumplir con el requisito.
2. El curso en el que usted está en lista de espera no puede causar ningún conflicto de tiempo con su horario de clases actual, ni con otros cursos en los que también esté en lista de espera.
3. No exceda el número máximo permitido de unidades (19.5) incluyendo el curso en el que está en lista de espera. Las solicitudes para tomar más unidades de las permitidas, deben ser aprobadas por un consejero y entregadas a la Oficina de Admisiones y Registros.
4. No exceda el número máximo permitido para repetir cualquier clase.
5. A usted se le informará si la lista de espera está llena.
6. La cuota de inscripción se le cobrará cuando sea retirado de la lista de espera e ingresado en la clase.
7. Si usted quiere retirarse de una lista de espera, puede

hacerlo activando el código de la función para abandonar una clase en su cuenta de MyVCCCD, o personalmente completando un formulario en la Oficina de Admisiones y Registros: [my.vcccd.edu](http://my.vcccd.edu).

8. Los estudiantes que hayan sido sacados de una clase por el no pago de las cuotas, también serán retirados de la lista de espera prioritaria.

## PORTAL DEL ESTUDIANTE MY VCCCD:

### La entrada a los servicios en línea para el estudiante

MyVCCCD es la entrada a los servicios en línea y a la información del colegio y del distrito por parte de los estudiantes actuales. Para los nuevos estudiantes o para quienes están re-aplicando, se les enviará un enlace hacia el portal en el correo electrónico de aceptación por parte del colegio.

MyVCCCD provee acceso a los siguientes servicios y aplicaciones:

- Calendarios y citas de inscripción.
- Inscripción, adición y retiro de clases.
- Pago de cuotas, compra de permisos para el estacionamiento y tarjetas ASB.
- Aplicación a planes de pago.
- Búsqueda de clases utilizando el buscador para los horarios de clase (fechas límites, prerrequisitos, y mucho más).
- Actualización de la información personal (dirección, teléfono, números de contacto para emergencia, especialización, meta educativa).
- Reenviar el correo electrónico del colegio a un cuenta de correo electrónico personal.
- Cambiar la contraseña.
- Ver e imprimir el horario de clases.
- Ver e imprimir expedientes no oficiales.
- Imprimir la verificación oficial de la inscripción.

### Número de Seguro Social

Números de identificación estudiantil se asignan para sustituir al número de seguro social como forma de identificación. El número asignado aparecerá la primera vez que se proporcione el número de seguro social en MyVCCCD. También aparecerá en la correspondencia del colegio y en las listas de asistencia y de calificaciones de los profesores de las clases en las que se inscriba.

Su número de seguro social es utilizado para propósitos tales como reportes estadísticos, ayuda financiera, y el Reporte de Crédito de Impuestos de la Beca de la Esperanza, y aparecerá en sus expedientes oficiales.

Aunque aún podamos acceder a su registro utilizando el número de seguro social, el uso de un número de identificación estudiantil le proporcionará mayor seguridad y confidencialidad.

### Unidades de Trabajo Académico

Generalmente, el trabajo académico consiste en quince (15) unidades por semestre, para obtener un progreso académico adecuado hacia el título de AA/AS y/o los requisitos de transferencia. Los estudiantes que deseen tomar más de 19.5 unidades pero menos de veintidós (22) deben obtener la aprobación de un consejero. Los estudiantes que deseen tomar veintidós (22) unidades o más deben tener la aprobación del Vicepresidente Ejecutivo de Aprendizaje Estudiantil y la aprobación del consejero. El principal objetivo de Matriculaciones es asistir a todos los estudiantes para que alcancen su éxito académico. El colegio y cada estudiante trabajan juntos combinando diferentes actividades y procesos para desarrollar el Plan Educacional del Estudiante (SEP). El SEP es un horario de cursos recomendados para dos semestres. Dentro del proceso de Matriculación las responsabilidades son definidas, tanto para el colegio como para el estudiante.



### **Registración en Servicio Selectivo**

El Colegio de Oxnard, de acuerdo con AB 397 adicionado por los estatutos 1997, c. 575, E.C.s66500 & 69400, informa que todo solicitante varón de la edad de 18 años o más y nacido después del 31 de diciembre de 1959, debe estar enterado de su obligación de registrarse en el Servicio Selectivo.

Para recibir ayuda financiera federal, usted tiene que estar registrado en este servicio. Para más información, refiérase a: [www.sss.gov](http://www.sss.gov).

### **Estudiante de Tiempo Completo**

Un estudiante es definido como de tiempo completo si está inscrito en 12 o más unidades en un semestre regular o en 4 unidades en la sesión de verano.

### **Unidades Requeridas para Beneficios y Actividades**

Para calificar para ciertos beneficios y actividades se tiene que mantener el requisito del mínimo de unidades, de la siguiente manera:

*Veteranos y huérfanos de guerra bajo el Proyecto de Ley GI:* 12 o más unidades completadas para el fin del semestre, subsistencia completa; 9-11 unidades, subsistencia de tres cuartos; 6-8 unidades, media subsistencia.

*Beneficios de Seguro Social:* 24 unidades por año académico (no se pagará el beneficio si la cantidad de unidades en las que usted está inscrito baja a menos de 12 por semestre).

*Descuento para seguro de automóvil y seguro médico de dependiente:* 12 unidades.

*Ayuda Financiera y Servicios de EOPS:* 12 unidades.

*Elegibilidad Atlética:* 12 unidades.

*Gobierno Estudiantil:* 6 unidades para cargos oficiales principales; 3 unidades para miembros de Consejo.

*Empleo estudiantil:* 12 unidades (generalmente); 6 unidades o menos si es elegible para CalWORKs, EAC o EOPS.

### **Crédito Transferible**

#### **Evaluación de los Colegios y Universidades Acreditadas**

A los estudiantes que se transfieran a uno de los Colegios del Condado de Ventura de algún colegio acreditado regionalmente, se les dará crédito por cursos incluidos en expedientes oficialmente certificados. Estos expedientes deben ser enviados a la Oficina de Admisiones y serán evaluados de acuerdo con las Prácticas de Crédito Transferible de las asociaciones apropiadas.

Los estudiantes que se transfieran a uno de los Colegios del Condado de Ventura de otros colegios y universidades regionalmente acreditadas, deben declarar todo trabajo académico previo. El no proporcionar la información completa puede resultar en la expulsión de los Colegios del Condado de Ventura.

Todos los expedientes entregados pasan a ser propiedad permanente del Colegio de Oxnard y las copias de estos expedientes no pueden ser enviadas a ninguna otra parte, o entregadas a los estudiantes. Estos expedientes de las transferencias solo pueden ser utilizados por el personal autorizado del Colegio de Oxnard.

#### **Colegios o Universidades Extranjeras**

Los estudiantes que se transfieran a los Colegios del Condado de Ventura de un colegio o universidad extranjera, deben tener sus documentos evaluados por una agencia aprobada por el distrito de colegios.

Los cursos tomados en países extranjeros de habla no inglesa deben ser evaluados por una agencia traductora aprobada. Los estudiantes deben entregar sus expedientes oficiales a la agencia y solicitar que la agencia envíe la evaluación oficial de los documentos al colegio.

Los cursos estudiados serán normalmente considerados dentro de la menor clasificación para el crédito de unidades. Las solicitudes para hacer equivalentes los créditos de estos cursos, se evalúan de manera individual por la Oficina de Consejería. Esta revisión se basa en las recomendaciones del servicio de evaluaciones y del departamento apropiado del colegio.

### **Ubicación Avanzada, Bachillerato Internacional y Programa de Examen de Nivel para Colegio**

El Colegio de Oxnard otorga crédito por la finalización satisfactoria de los exámenes de Ubicación Avanzada (AP), los exámenes y diploma de Bachillerato Internacional (IB) y por el Programa de Examen de Nivel de Colegio. Por favor, mire la política del distrito en Crédito por Examen, en la página [26](#) y remítase para mayores detalles a la listas de ubicación por crédito en educación general, en las páginas [71 - 74](#).

### **Servicio Militar**

El Colegio de Oxnard otorga crédito al personal militar por educación formal y experiencia en trabajo vocacional desarrollados durante el servicio como miembros de las fuerzas armadas de los Estados Unidos, siempre y cuando ese crédito no sea un duplicado de un trabajo realizado previamente.

El personal del servicio militar recibirá crédito, de acuerdo a como se recomienda en la Guía de Evaluación de Experiencia Educativa en los Servicios Armados del Concilio Americano de Educación. El monto máximo de crédito que se puede permitir es de 30 unidades, de las cuales no más de 15 unidades se pueden utilizar para cumplir los requisitos de graduación de Educación General, Sección A-F, página [67](#). Cualquier unidad restante puede ser utilizada para cumplir con los requisitos de la especialización o electivas.

El Colegio de Oxnard puede otorgar un máximo de 30 unidades de crédito obtenidas a través de la finalización satisfactoria de DANTES y/o el Programa de Examen de Nivel de Colegio (CLEP) y el Examen de Materias General y/o Individual. Los créditos obtenidos a través del Colegio Excelsior, anteriormente conocido como Universidad Estatal de New York - Colegio Regents, pueden ser considerados como créditos transferidos de una universidad regionalmente acreditada y por lo tanto no cuentan para la limitación de unidades de los créditos no tradicionales.

Conforme a la revisión del departamento, los créditos pueden también ser otorgados por la finalización satisfactoria de cualquier Examen de Servicio Automotriz (ASE), certificaciones COMP TIA, o cualquier otro examen de programas reconocidos nacionalmente, siempre que no se duplique el previo curso o no exceda la limitación de 30 unidades establecida para entrenamiento o experiencia militar.

### **Cuotas Estudiantiles**

Las siguientes cuotas estudiantiles, para su información, están sujetas a cambio. La mayoría de las cuotas son requeridas por la ley de California. Todas las cuotas tienen que ser pagadas inmediatamente al momento de inscribirse. El estudiante que no pague o no haga un acuerdo de pago de las cuotas obligatorias dentro de un periodo de tiempo limitado, será retirado de todas sus clases y no recibirá calificaciones, expedientes académicos, diplomas ni permiso para inscribirse en futuras sesiones académicas. A un estudiante que debe cuotas de semestres anteriores no le será permitido inscribirse en clases, hasta que haya pagado toda deuda por completo.

Todas las cuotas pueden ser pagadas en la Oficina de Asuntos Estudiantiles. Esta oficina acepta la mayoría de tarjetas de crédito. En MyVCCCD se aceptan pagos con tarjetas de crédito Visa, Mastercard, American Express o Discover.

## Cuotas Obligatorias

### 1. Cuota de Inscripción

La Cuota de Inscripción fijada por la Legislación de California, está sujeta a cambiar y puede ser retroactiva. La cuota básica es de \$36 por unidad, \$18 por 1/2 unidad, \$9.00 por 1/4 unidad. Los residentes de California que reciben beneficios bajo CalWORKs, SSI/SSP, o Asistencia General, o quienes cumplen ciertas normas de ingreso pueden ser elegibles para la Exención de Cuota de la Junta de Gobernantes (BOGW). Comuníquese con la Oficina de Ayuda Financiera para más información al (805) 986-5828. Los estudiantes de Preparatoria están exentos de esta cuota, a menos que estén tomando 12 o más unidades (6 unidades máximo).

### 2. Cuota de Salud

Se cobra una cuota obligatoria de \$17 por semestre (\$14 sesión de verano). Esta cuota permite al estudiante acceder a los servicios del Centro de Salud Estudiantil. De acuerdo al Código Educativo y Política de la Junta, usted debe pagar estar cuota de salud sin importar la cantidad de unidades en las que se inscriba, a menos que cumpla con alguna de las exenciones que aparecen a continuación de acuerdo con el Código Educativo §76355:

- Usted depende exclusivamente de oración para cuidar su salud, de acuerdo con las enseñanzas de una secta religiosa, denominación u organización auténtica. Se requerirá documentación de dicha afiliación.
- Usted está asistiendo al colegio bajo un programa de entrenamiento para aprendices.
- Los formularios de exención están disponibles en la Oficina de Admisiones y Registros y en la Oficina de Salud.

### 3. Cuota para Representación Estudiantil

La Cuota de Representación Estudiantil de \$1 proporciona apoyo para que los representantes de los estudiantes puedan abogar por la legislación, que afecta a los Colegios Comunitarios de California.

Sin embargo, los estudiantes pueden, por motivos religiosos, políticos, económicos, o morales, refutar el pago de la Cuota de Representación Estudiantil, indicando su motivo en el formulario de exención de dicha cuota, que se puede obtener en la Oficina de Ayuda Financiera.

### 4. Cuota del Centro Estudiantil

La Cuota del Centro Estudiantil fue establecida por medio del voto de los estudiantes para construir un Centro Estudiantil. La cuota es de \$1 por unidad con un máximo de \$10 por año académico. Los estudiantes que reciben asistencia de CalWORKs, SSI/SSP, o Asistencia General pueden ser exentos de esta cuota, documentando su participación en estos programas en la Oficina de Ayuda Financiera.

### 5. Colegiatura de no-residente (No-residentes de California)

La Junta Directiva del Distrito de Colegios Comunitarios del Condado de Ventura ha adoptado la cuota de colegiatura requerida por el estado de \$176 por unidad y \$14 de sobrecargo de capital extranjero para estudiantes que no son residentes de California. Esta cuota se cobra además de la cuota de inscripción. La ley estatal permite limitadas exenciones de pago por colegiatura de estudiantes no-residentes, de acuerdo a lo siguiente:

- a. Estudiantes que toman cursos sin crédito (Código Ed §76380).
- b. Estudiantes aprendices que toman instrucción complementaria (Código Ed §76350).

- c. Estudiantes de servicio militar con base en California en servicio activo (Código Ed §68075).
- d. Estudiantes que son hijos naturales o adoptivos de personal militar o esposos/as dependientes de personal militar (Código Ed §68074).
- e. Estudiantes que son transferidos de empleo, bajo ciertas circunstancias (Código Ed §76143).
- f. Estudiantes no-residentes que toman cursos para recibir crédito de preparatoria solamente (Cal. Const. Art. 9, §5).
- g. Estudiantes que son dependientes de una persona fallecida en los ataques terroristas del 11 de septiembre de 2001, bajo ciertas condiciones (Código Ed §68121).

### h. Estudiantes de AB540

De acuerdo con el Código Ed §68130.5 cualquier estudiante, que no sea un extranjero no-inmigrante bajo el Título 8 U.S.C. 1101(a) (15) es exento de pagar cuotas de colegiatura de no-residente después de completar un formulario disponible en la Oficina de Admisiones y Registros si él o ella:

1. Asistió a la preparatoria en California por tres años o más, y
  2. Se graduó de una preparatoria de California u obtuvo el equivalente del mismo.
- i. Usted debe demostrar dificultades económicas, o
  - j. Usted es víctima de persecución en el país en el cual reside.

Para mayor información, por favor contacte la Oficina de Admisiones y Registros al (805) 986-5810.

### 6. Cuota por materiales de enseñanza – Cuota opcional

Cuotas por materiales de enseñanza para ciertas clases con o sin crédito, pueden ser requeridas al momento de inscribirse. La cantidad de la cuota para materiales aparece en el horario debajo del título de la clase. Estos materiales pueden incluir, pero no se limitan a, libros de texto, instrumentos, equipo, y ropa, si: 1) los materiales de enseñanza u otros tienen un valor continuo para los estudiantes fuera del salón de clase, o 2) estos materiales son usados en la producción de un “producto final” que tiene valor continuo fuera de clase. Consulte la información específica de los cursos para el costo de los materiales.

### 7. Cheques Devueltos/Cargos Devueltos de Tarjeta de Crédito

A los estudiantes que pagan cuotas estudiantiles, libros u otros cargos con cheque o tarjeta de crédito y son devueltos por el banco por fondos insuficientes, se les hará un sobrecargo de \$10.00 por cada devolución.

### 8. Reembolso o Crédito

A los estudiantes que abandonan sus cursos dentro de la fecha límite para recibir una devolución o crédito, y que son elegibles para recibir un reembolso, se les cobrará \$10 por el trámite del reembolso si el estudiante lo pide. Los estudiantes que tengan un balance de crédito en su cuenta estudiantil podrán aplicar ese crédito hacia otras cuotas y cargos estudiantiles, en el mismo semestre o en uno futuro.

## Cuotas Opcionales

Las cuotas opcionales son idénticas para los estudiantes del día y los de la noche. Pueden ser pagadas en la Oficina de Asuntos Estudiantiles.

### 1. Cuota de Estacionamiento

- a. Cuota para el Semestre Regular (12 semanas o más):
  - (1) Automóviles: Semestre regular \$40.
  - (2) Motocicletas: Semestre regular \$28.
- b. Cuotas por Término Corto (menos de 12 semanas):
  - (1) 6 a 11 semanas: Automóvil \$28; Motocicleta \$16.
  - (2) 1 a 5 semanas: Auto \$12; Motocicleta \$8.

- c. Sesión de Verano: Auto \$19; Motocicleta \$12.
- d. Permiso para segundo vehículo: \$8 para semestre regular; \$7 para el verano.
- e. Duplicado del permiso: \$7 para semestre regular; \$5 durante el verano.
- f. Permiso por un día: \$2 (comprado en la máquina del estacionamiento en South Campus Road)

El permiso de estacionamiento se puede comprar en la Oficina de Asuntos Estudiantiles. Estos permisos se requieren para estacionamiento en todo el campus. Los estudiantes que reciben beneficios de CalWORKs, SSI/SSP o Asistencia General, o que califican para la exención de la Junta de Gobernadores (BOGW) no deben pagar más de la cuota de \$20 por semestre. Los estudiantes que pueden comprobar que regularmente traen tres o más pasajeros en su auto, pueden calificar para una reducción en su cuota de estacionamiento, \$30 en el semestre de otoño y primavera y \$10 para la sesión de verano; para aplicar a esta cuota reducida puede hacerlo en la Oficina de Asuntos Estudiantiles.

## 2. Guardería para Niños

Los estudiantes que utilicen los servicios del Centro de Desarrollo Infantil para el cuidado de sus niños durante el tiempo que asisten a sus clases, pagarán cuotas según el número de niños, su edad y el tiempo que estén en la guardería.

## 3. Tarjeta de Identificación Estudiantil

Esta tarjeta se puede comprar por \$2 por semestre o \$6 por el año. A todos los estudiantes que están inscritos se les invita a comprar sus tarjetas tan pronto como les sea posible para que aseguren máximos beneficios. Los fondos de la venta de las tarjetas costean las operaciones y actividades del gobierno estudiantil y varios programas del colegio. Existe un cargo de \$2 por reemplazar tarjetas perdidas.

## 4. Libros de Texto y Útiles

Los libros de textos o útiles pueden comprarse en la Librería del Colegio de Oxnard y el costo varía cada semestre según los requisitos de cada clase. Puede haber cargos extra por materiales de enseñanza y servicios. Consulte un horario de clases para mayor información sobre los costos.

## 5. Expedientes Académicos

Copias de expedientes académicos estudiantiles pueden ser enviadas a otra institución o agencia en cuanto se complete el curso y se reciba un formulario de exoneración firmado en la Oficina de Admisiones y Registros, el cual puede ser también enviado por correo. Para su conveniencia, los formularios para pedir copias de sus expedientes están disponibles en [www.oxnardcollege.edu/transcripts](http://www.oxnardcollege.edu/transcripts). El estudiante recibe las dos primeras copias de sus expedientes gratuitamente. Se le cobrará \$3 por cada copia adicional, \$5 por expedientes pedidos para el día siguiente, y \$1 por expedientes no-oficiales pedidos en la Oficina de Admisiones. Se pueden imprimir expedientes no-oficiales por medio de [my.vcccd.edu](http://my.vcccd.edu). Una solicitud enviada por correo debe incluir su(s) nombre(s), domicilio, número de teléfono, fecha de nacimiento, seguro social o número de identificación estudiantil, fechas de asistencia, y el domicilio del colegio o agencia a donde desea que se envíen sus expedientes. La solicitud tiene que incluir su firma escrita. Los métodos de pago incluyen efectivo, cheque, y tarjetas de crédito Visa, MasterCard, American Express y Discover. Comuníquese con la Oficina de Asuntos Estudiantiles al (805) 986-5811 para hacer pagos con tarjeta de crédito.

## 6. Cuota de Crédito por Examen

La cuota de crédito por examen será igual a la cuota de unidades del curso para el cual el crédito es pedido.

## 7. Cuota de Acceso Remoto

La cuota de acceso remoto es \$2 por semestre, con acceso ilimitado.

## Los Servicios de Matriculación Promueven el Éxito del Estudiante

### Las Responsabilidades del Colegio Incluyen:

*Admisiones y Registro* – proveer un proceso que permita al colegio adquirir la información requerida sobre los estudiantes.

*Evaluación* – proveer un proceso de evaluación utilizando diferentes métodos de medición para determinar la preparación académica del estudiante en Inglés, Lectura, Matemáticas e Inglés como Segunda Lengua.

*Orientación* – proveer un proceso de orientación diseñado a familiarizar al estudiante con los programas, servicios, áreas, expectativas académicas y reglamentos del colegio.

*Consejería/Asesoramiento* – proveer servicios de consejería para ayudar a los estudiantes en la selección de cursos, desarrollo de un plan educativo individual y el uso de servicios de apoyo en el campus; proveer asesoramiento adicional para los estudiantes que no han declarado una meta educativa, que estén inscritos en cursos de capacidades básicas, que estén en período de prueba/ sustituidos, o hayan sido identificados como estudiantes de alto riesgo.

*Seguimiento* – establecer un proceso de alerta para monitorear el progreso del estudiante y proveer la asistencia necesaria para lograr sus metas educativas, proveer a los estudiantes con (o dirigirlos a) procedimientos escritos del distrito para entender medidas regulatorias de matriculación.

*NOTA:* Se proveen servicios alternativos para el proceso de matriculación a los estudiantes de minorías étnicas o lingüísticas y a estudiantes con discapacidades.

### Las Responsabilidades de los Estudiantes Incluyen:

1. Entregar a la Oficina de Admisiones y Registros sus expedientes académicos oficiales de la escuela preparatoria y colegios a los que han asistido.
2. Adquirir y leer el catálogo del colegio, el horario de clases, folletos y otro material estudiantil que detalle los procedimientos y reglamentos del colegio.
3. Indicar al menos un objetivo educativo general al momento de ser admitido.
4. Declarar un objetivo educativo específico después de haber completado un mínimo de 15 unidades.
5. Participar en los grupos de orientación, evaluación y otros servicios de ayuda necesarios estipulados por el colegio, para que el estudiante cumpla su objetivo educacional.
6. Asistir a todas las clases y completar las tareas asignadas.
7. Completar los cursos y mantener un progreso hacia su objetivo educacional deseado.

### Política de Exención de Matriculación\*

**\*Los cursos de Matemáticas, Inglés y Lectura requieren una evaluación al estudiante, antes de ser inscrito en el colegio.**

Todos los estudiantes están invitados a participar en el proceso de matriculación. Usted puede estar exento del proceso si cumple con los siguientes criterios:

1. Los estudiantes que ya han obtenido un título de AA/AS o superior de una institución regional acreditada y PUEDEN DEMOSTRARLO CON LA DOCUMENTACIÓN NECESARIA.

2. Los estudiantes que han completado su evaluación de cursos de capacidades básicas o cursos prerrequisitos en otros colegios y PUEDEN DEMOSTRARLO CON LA DOCUMENTACIÓN NECESARIA.
3. Los estudiantes que están inscritos en otro colegio del distrito simultáneamente, o en un colegio de cuatro años o universidad, y que han completado menos de 16 unidades y PUEDEN DEMOSTRARLO CON LA DOCUMENTACIÓN NECESARIA.
4. Los estudiantes que han completado menos de 16 unidades y cuyo objetivo educacional está entre los siguientes:
  - a. Avance y progreso actual de sus capacidades de trabajo.
  - b. Mantener un certificado (por ejemplo, enfermería, agente de bienes raíces).
  - c. Desarrollo educacional.
  - d. Interés personal.

## Reglamentos Académicos

### Asistencia a Clases

Todos los estudiantes admitidos al Colegio de Oxnard deben asistir regularmente a clases por dos razones: porque la continuidad de asistencia es necesaria para el progreso individual y del grupo en cualquier clase, y porque el apoyo financiero que recibe el colegio depende de la asistencia de estudiantes a clases. La ausencia por cualquier razón no excusa al estudiante de sus responsabilidades de completar todos los requisitos de sus clases.

Es responsabilidad del estudiante informarse cada semestre de los reglamentos de asistencia y ausencia, que el instructor tiene en cada clase en la que esté inscrito. Cuando la ausencia del estudiante es más de 1/9 del total de horas de instrucción para cada sesión (por ejemplo, la ausencia que sea igual o doble al número de horas que la clase se reúne en una semana en un semestre), el instructor puede pedir a la Oficina de Admisiones y Registros que anule al estudiante de la lista oficial y que se le asigne la calificación de acuerdo con el reglamento para dejar una clase.

### Procedimiento de Calificaciones

El trabajo en todos los cursos aceptables como requisito para el título de asociado, certificados, diplomas, licencias, o trabajo a nivel de bachillerato será evaluado de acuerdo a las reglas adoptadas por la Junta de Consejales del Distrito, para las siguientes secciones que se relacionan a la escala de calificaciones por letra, la opción de pasar o no pasar, o crédito por examen.

### Sistema de Calificaciones

#### Escala de Calificación por Letra

La escala de calificaciones se basará en la equivalencia de puntos para determinar el promedio de calificación del estudiante. La calificación más alta recibirá 4 puntos y la más baja recibirá 0, usando los siguientes símbolos evaluativos:

Símbolo	Puntos de Calificación
A = Excelente	4
B = Bueno	3
C = Satisfactorio	2
D = Pasa, menos que satisfactorio	1
F = Reprobado	0
P = Pasar (anteriormente Crédito)	
NP = No Pasar (anteriormente No Crédito)	

Cursos tomados sobre la base de pasar/no pasar no se tomarán en cuenta al calcular el promedio de calificación. Sin embargo, las unidades obtenidas a base de pasar contarán satisfactoriamente para los requisitos del programa de estudios.

“P” representa “Pasar sin crédito” cuando no se ha dado calificación por letra. “P” se asigna cuando el trabajo merece una calificación de “C” o mejor. “NP” representa “No Pasar sin crédito” cuando no se ha dado calificación por letra. Consulte la sección “Opción Pasar/No Pasar”.

### Símbolos No-evaluativos

La Junta Directiva del Distrito ha autorizado el uso de los siguientes símbolos no-evaluativos: “I”, “IP”, “RD”, “W” y “MW”, que se definen en los párrafos siguientes:

#### I=Incompleto

El trabajo académico incompleto debido a razones imprevistas, de emergencia y justificables al final del semestre, puede resultar en el símbolo “I” en el expediente del estudiante.

Las condiciones para remover dicha “I” deben ser anotadas por el instructor por escrito. Esta anotación debe contener las condiciones para remover la “I” y también la calificación asignada en su lugar. La anotación se entrega al estudiante y se debe conservar una copia en archivo, hasta que se haga el cambio de la “I” o el límite de tiempo haya pasado. Una calificación final será asignada cuando el trabajo estipulado haya sido terminado y evaluado, o cuando el límite de tiempo para hacer dicho trabajo haya pasado. El límite de tiempo puede ser de menos de un año. De todas maneras la “I” podrá ser cambiada, a más tardar, un año después de terminado el período de clases durante el cual fue asignada.

En cualquiera de los colegios del distrito, en circunstancias especiales, el estudiante podrá formular una petición para que este límite de tiempo sea extendido. El símbolo “I” no se puede usar para calcular unidades ni tampoco puntos para calificación.

#### RD=Reporte Atrasado

El símbolo “RD” puede ser asignado únicamente por el Registrador. Se usa cuando hay un retraso en el reporte de la calificación de un estudiante, debido a circunstancias fuera de su control. Es una anotación temporal que será reemplazada por un símbolo permanente tan pronto como sea posible. “RD” no se usará para calcular un promedio de calificaciones.

#### W=Dejar una clase

El estudiante puede dejar una clase hasta el último día de la catorceava semana de instrucción en las clases semestrales, o hasta terminar el 75% de una clase que dure menos de un semestre. El expediente del estudiante que permanece en una clase por más tiempo que éste, deberá mostrar una calificación que no sea una “W”. Cuando el estudiante deja una clase dentro de las primeras cuatro semanas del curso o dentro del 30% del mismo, (lo que ocurra primero) ninguna anotación deberá aparecer en su expediente (ni “W” ni otra).

Si el estudiante deja una clase entre el fin de la cuarta semana y el último día de la catorceava semana de un semestre o el 75% del mismo, en su expediente aparecerá una “W”. La “W” no puede aparecer más de 4 veces en el mismo curso.

#### MW=Dejar una Clase por Motivos de Servicio Militar

Se verifica cuando un estudiante que es miembro activo de las reservas del ejército de los Estados Unidos recibe órdenes que lo obligan a dejar los cursos. Después de verificar dichas órdenes, se le asignará el símbolo “MW”. Los retiros por motivo de servicio no podrán ser contados en los cálculos en caso de prueba académica o expulsión.

#### Opciones de Pasar/No Pasar (Anteriormente Crédito/No Crédito)

Los colegios del Distrito de Colegios Comunitarios del Condado de Ventura ofrecen cursos con dos opciones: Pasar/No Pasar (“P”/“NP”): (1) cursos que se ofrecen con base en Pasar/No Pasar solamente, y (2) cursos en los cuales los estudiantes pueden escoger la opción de Pasar/No Pasar.

La primera categoría incluye aquellos cursos en los que todos los estudiantes del grupo son evaluados con base en Pasar/No Pasar (“P/NP”). Esta opción de calificación de Pasar/No Pasar se usará al excluirse todas las otras calificaciones en cursos por los cuales hay un solo promedio satisfactorio con el que se asigna el crédito. Este crédito será asignado solamente al alcanzar tal promedio.

La segunda categoría de cursos con la opción de Pasar/No Pasar incluye cursos designados por el colegio, donde cada estudiante puede elegir, antes del final del primer 30% del período de clases, si la evaluación se realiza con base en Pasar/No Pasar o calificación. Una vez que el primer 30% de la duración del curso haya pasado, la petición no se puede retirar. Es la responsabilidad del estudiante notificar al instructor de su intención de ser evaluado con base en Pasar/No Pasar y llenar el formulario apropiado; de otra manera se le asignará una calificación por letra.

El formulario de “Solicitud de Pasar/No Pasar” está disponible en el sitio [www.oxnardcollege.edu/forms](http://www.oxnardcollege.edu/forms). Todas las unidades que se adquieran con base en Pasar/No Pasar en instituciones de estudios avanzados acreditadas en California o instituciones equivalentes fuera del estado, se contarán de acuerdo con el curriculum de requerimientos de colegios comunitarios.

Un estudiante puede solicitar el máximo de 20 unidades de crédito basadas en la opción de Pasar/No Pasar para un título de AA o AS, o un Certificado Vocacional. Pasar (P) se usa para denotar “Pasar con crédito” cuando no se da una letra de calificación. El crédito se asigna cuando el trabajo tiene la calidad suficiente para obtener una calificación de “C” o mejor.

Unidades de “Pasar” no pueden usarse para requisitos de especialización, tampoco para calcular el promedio de calificaciones. Sin embargo, las unidades que han sido asignadas como “NP” serán consideradas en caso de prueba académica o expulsión. Los estudiantes deben saber que otros colegios y universidades pueden restringir la aceptación de unidades obtenidas con base en Pasar/No Pasar, especialmente en requerimientos de especialización en educación general; por lo tanto, las unidades de “pasar” no deberían usarse para cumplir con los requisitos para los diplomas de AA, AS o para transferir.

### **Cambio de Calificación**

En cualquier curso de instrucción de un colegio del Distrito de Colegios Comunitarios del Condado de Ventura en que se da una calificación, el instructor del curso determinará la calificación que se le dará a cada estudiante de acuerdo con el sistema de símbolos y promedios de calificación. La determinación de la calificación por el instructor será definitiva siempre y cuando no contenga errores, fraude, mala fe, o incompetencia. Los procedimientos para la corrección de una calificación adjudicada erróneamente incluirán la eliminación de la misma en el expediente del estudiante. El formulario para esta petición “Cambio de Calificación” está disponible en la Oficina de Aprendizaje Estudiantil. Este cambio debe ser requerido por el estudiante antes del tercer año después del final del semestre en el cual la calificación fue obtenida.

Cuando se efectúan cambios de calificación, las anotaciones en el expediente académico permanente del estudiante se deben hacer de tal manera que todo el trabajo sea perfectamente legible, asegurando así un archivo académico efectivo y completo.

### **Exámenes Finales**

Los exámenes finales se dan al término de cada semestre. En el período de verano se efectúan normalmente el último día de clases. Se requiere que los estudiantes tomen exámenes de las clases en las cuales están matriculados. Los exámenes no

pueden ser aplicados antes de la fecha programada; excepciones a esta regla en situaciones de emergencia requieren aprobación del instructor del curso y del Vicepresidente Ejecutivo de Aprendizaje Estudiantil. Las solicitudes de los estudiantes para tomar un examen después de las fechas regulares, se deben hacer llenando el formulario que se puede obtener en la Oficina de Aprendizaje Estudiantil.

Todas las peticiones para tomar exámenes después de la fecha fijada no se considerarán si el estudiante deja de asistir a clases tres semanas antes de que se termine el semestre.

### **Asistir Como Oyente a Una Clase**

A los estudiantes inscritos en cursos para recibir diez unidades semestrales o más se les permitirá asistir como oyentes a no más de tres unidades semestrales, sin pagar cuota. Los estudiantes inscritos en menos de diez unidades de crédito semestrales podrán asistir como oyentes a no más de tres unidades con una cuota de \$15 por unidad (más una cuota de seguro de salud de \$17 por semestre regular, o \$14 por semestre de verano).

La prioridad de inscripción en cursos se les dará a estudiantes que deseen tomar el curso para recibir crédito hacia un certificado o título. Por lo tanto, los estudiantes que deseen asistir a un curso podrán inscribirse bajo estatus de oyentes sólo por medio de una petición especial en los últimos dos días del período para agregar cursos. El formulario de petición está disponible en la Oficina de Admisiones y Registros. Esta petición requiere el permiso del instructor. Para los cursos de laboratorio, normalmente, no se permite el estatus de oyente. A los estudiantes inscritos como oyentes en un curso, no se les permitirá cambiar su inscripción para recibir crédito por el mismo.

A los estudiantes que estén asistiendo a un curso como oyentes no se les permite tomar exámenes en la clase, ni se les permitirá requerir calificación. El instructor no tiene obligación alguna de calificar los trabajos de un alumno que asiste como oyente. Los requisitos de asistencia para oyentes son los mismos que para los demás alumnos, como está descrito en el catálogo del colegio.

### **Retirarse de un Curso**

Es responsabilidad del estudiante iniciar el trámite si desea voluntariamente retirarse de un curso. Puede hacerlo en Internet: [my.vcccd.edu](http://my.vcccd.edu) o tramitarlo personalmente en la Oficina de Admisiones y Registros.

El retiro de un curso antes del final de la cuarta semana de instrucción para cursos de semestre completo, o durante el primer 30% de las clases de un curso que se reúne menos de un semestre, no aparecerá en el expediente del estudiante. Si se retira de un curso después de la cuarta semana, pero antes del último día de la catorceava semana para cursos de semestre entero, o hasta el 75% de un curso que sea de menos de un semestre, se documentará como “W” en el expediente del estudiante. La “W” no afecta el promedio del estudiante pero se tendrá en cuenta al determinar su situación académica, demasiadas “W” se utilizarán como factor para ponerlo en período de prueba. Para más información consulte la sección “Período de Prueba, Expulsión y Readmisión” en este catálogo.

El expediente de un estudiante que permanece en clase después de la catorceava semana o 75% de clases no puede ser “W”. El retiro después de este periodo puede ser considerado si el estudiante demuestra circunstancias fuera de su control como accidentes o enfermedad. La petición para el cambio de calificación a “W” se encuentra en el portal del estudiante MyVCCCD y debe estar acompañada por la documentación necesaria. EXCEPCIÓN: No se podrá cambiar a “W” la calificación de un curso que se ha tomado como requisito para título, certificado o transferencia.

## Repetición de un Curso

### Normas Generales para Repetir un Curso

- Los estudiantes pueden repetir cursos que han sido designados como repetibles en este catálogo.
- Los estudiantes pueden repetir cursos designados como no-repetibles para mejorar el propio nivel de calificaciones. Hasta el otoño de 2009 se definían como niveles bajos de calificaciones D, F, NC. Después del otoño de 2009 hasta el presente se define con NP.
- Bajo circunstancias especiales se pueden repetir cursos no-repetibles en los cuales se han obtenido buenas calificaciones.
- Los cursos que se han repetido deben ser registrados en el expediente permanente con el símbolo apropiado en manera clara y completa.
- Ningún conflicto debe ser creado con la sección 76224 del Código Educativo que se refiere a la finalidad de las calificaciones asignadas por los instructores, con el Título V o con los procedimientos de retención y destrucción de registros.
- Otros colegios y universidades tienen diferentes políticas en cuanto a la aceptación de transferencias que puedan resultar en la denegación de los cursos o créditos obtenidos a través de repetición.

### Reanudación Académica sin Repetición de Curso

Los estudiantes pueden solicitar que una parte de su trabajo previo de colegio sea descartado, para llenar los requisitos en los colegios del Distrito de Colegios Comunitarios del Condado de Ventura. La reanudación académica sirve para facilitar el cumplimiento de los requisitos necesarios para un título académico o certificado.

El estudiante puede pedir, solo una vez, que se eliminen los promedios y calificaciones de porciones de su trabajo previo en el colegio, que no reflejen su capacidad académica actual. Las calificaciones de bajo nivel se definen como D, F, NC o NP. El estudiante puede solicitar reanudación académica, seleccionando una de las siguientes opciones:

1. Descartar un máximo de 15 unidades o menos de cualquier curso con grado inferior a "C" o equivalente, tomado durante uno o dos semestres (máximo dos), no necesariamente consecutivos; o
2. Descartar todos los cursos de dos semestres consecutivos (una sesión de verano puede contar como equivalente a un semestre regular a discreción del estudiante). Cursos y unidades tomadas en cualquier institución pueden ser descartadas.

La reanudación académica se concederá solamente a estudiantes que hayan completado por lo menos 12 unidades asistiendo a los colegios del Distrito de Colegios Comunitarios del Condado de Ventura, que hayan sometido documentos de todo trabajo en el colegio, hayan esperado dos años desde que el trabajo que será descartado fue completado y hayan subsecuentemente completado por lo menos 30 unidades semestrales con el mínimo de 2.4 de promedio académico.

Los colegios del Distrito de Colegios Comunitarios del Condado de Ventura aceptarán acciones similares de otros colegios y universidades acreditadas para determinar promedios de calificación y créditos. La petición para este propósito "Reanudación Académica" está disponible en la Oficina de Consejería. Después de su aprobación, esta petición se anotará en el expediente académico del estudiante, de tal manera que todo trabajo sea legible y asegure un expediente completo y efectivo.

Los estudiantes deben saber que otras universidades pueden tener diferentes reglamentos concernientes a la reanudación académica y no aceptar este reglamento.

## Crédito por Examen

El conceder crédito para un curso por examen está basado en el principio de que alguna experiencia previa, entrenamiento o instrucción es el equivalente a un curso específico que sea impartido en el colegio.

### Cursos Elegibles para Crédito por Examen

- Todos los cursos estarán abiertos para crédito por examen a menos que estén específicamente exentos.
- Cada división del colegio determinará los cursos por los cuales se puede otorgar crédito por examen y la Oficina de Aprendizaje Estudiantil mantendrá una lista actualizada de los cursos excluidos.

### Determinación para la Elegibilidad para Crédito por Examen

- El curso hacia el cual las unidades aplican debe estar incluido en la lista de cursos en el catálogo del colegio.
- El estudiante debe estar matriculado para tomar el examen.
- El estudiante no ha obtenido crédito en otras materias avanzadas, ni ha recibido calificaciones en el curso en el cual está buscando el Crédito por Examen en esta u otra institución educativa.

### Créditos Registrados por Crédito por Examen

- Los créditos son asignados por trabajo cuya calidad ha sido calificada con una "C" o mejor.
- El estudiante recibe los créditos apropiados si pasa satisfactoriamente el examen. No será registrada ninguna otra calificación.
- Los datos en el expediente deben distinguir las unidades de crédito obtenidas por examen de las unidades obtenidas por cursos regulares.
- Los estudiantes que no superaron el examen no recibirán una calificación NP (No Pasar) y ninguna anotación aparecerá en el expediente.

### Limitaciones de Crédito por Examen

- Los estudiantes pueden pedir crédito por un curso dado solamente una vez.
- Los créditos que se ganan bajo este reglamento no contarán para determinar elegibilidad para beneficios de veteranos ni Seguridad Social.
- Los créditos adquiridos por examen no cuentan en la determinación de las 12 horas de crédito necesarias para obtener el Título de Asociado.
- Los estudiantes deben saber que otros colegios podrían no aceptar el Crédito por Examen para transferencias.
- El estudiante debe saber que el uso de las unidades obtenidas por Crédito por Examen para establecer elegibilidad para deportes, ayuda financiera, y beneficios de veteranos está sujeto a reglas y regulaciones de agencias externas participantes. (Se hará una excepción a lo anterior cuando sea necesario para cumplir con estipulaciones de la Ley del Estado de California).
- Un estudiante no podrá pedir crédito por más de 12 unidades (o 4 cursos) bajo las normas de Crédito por Examen como parte de un Título de Asociado o certificado.
- El crédito por examen puede darse solamente en un curso, de una secuencia de cursos, tal como está determinado por los prerrequisitos y no será concedido en un curso que es requisito para la clase en la que el estudiante está actualmente inscrito. Excepciones a esta regla se permiten en programas técnicos-vocacionales donde el plan de estudios lo hace necesario.

## **Prueba Académica, Expulsión y Readmisión**

Las normas y procedimientos de prueba académica, expulsión y readmisión han sido creadas para ayudar a los estudiantes a progresar realísticamente en sus metas vocacionales y educacionales. Los estudiantes que deciden matricularse deben ser incentivados para que aprovechen la oportunidad de desarrollar todo su potencial. Las limitaciones relacionadas con programas, cursos y número de unidades son consistentes con la filosofía de proveer una oportunidad para tener éxito.

La declaración completa del reglamento adoptada por la Junta Directiva del Distrito sobre Prueba Académica, Expulsión y Readmisión aparece en el apéndice de este catálogo.

## **Fraude o Plagio**

El Colegio de Oxnard toma la honestidad académica muy seriamente, como componente vital de la integridad y el comportamiento ético que pueden garantizar mutuo respeto en todo el campus. Los instructores por su parte, tienen la responsabilidad y la autoridad para tratar casos de fraude y plagio que puedan ocurrir en sus clases. Ejemplos de esto pueden ser la sustracción de exámenes, el uso de material no autorizado durante el examen, copiar de otro estudiante en los exámenes o usar el trabajo de otra persona como si fuera el propio.

**Los instructores tienen la responsabilidad de reportar a sus Decanos casos de plagio, pues estos constituyen una violación del Código de Conducta del Estudiante del Colegio de Oxnard y como tales están sujetos a investigación y acción disciplinaria.**

## **Lista de Honor**

Se otorga un reconocimiento especial a aquellos estudiantes que logran una distinción académica. Los estudiantes de tiempo completo que terminen un programa de 12 o más unidades con un promedio de calificación de 3.5 o más alto durante un semestre, serán elegibles para la Lista de Honor, siempre y cuando las 12 unidades sean de clases que se califiquen por letra.

Los estudiantes que asisten al Colegio de Oxnard y al mismo tiempo están inscritos en los Colegios de Moorpark o Ventura pueden pedir que las unidades se combinen para ser elegibles para la Lista de Honor. Los estudiantes que asistan a más de un colegio durante un semestre, pueden escoger la Lista de Honor en la que deseen participar.

## **Reconocimiento de Honores Académicos**

### **Reconocimiento de Honores para Graduación**

Los estudiantes que han mantenido calificaciones altas y han cumplido con todos los requisitos son elegibles para graduarse con honores, en estas tres categorías:

### **Graduación con los Más Altos Honores**

La designación de más altos honores aparecerá en el expediente y diploma del graduado que ha obtenido un promedio de 4.0 (GPA). El graduado con más altos honores deberá haber completado al menos 30 unidades en uno de los Colegios Comunitarios del Distrito del Condado de Ventura; 18 o más de esas unidades deben haber recibido una calificación de letra A.

### **Graduación con Altos Honores**

La designación de altos honores aparecerá en el expediente y diploma del graduado que ha obtenido un promedio de 3.75 (GPA). El graduado deberá haber completado al menos 30 unidades en uno de los Colegios Comunitarios del Distrito del Condado de Ventura; 18 o más de esas unidades deben haber recibido una calificación por letra.

## **Graduación con Honores**

La designación de honores aparecerá en el expediente y diploma del graduado que ha obtenido un promedio de 3.5 (GPA). El graduado deberá haber completado al menos 30 unidades en uno de los Colegios Comunitarios del Distrito del Condado de Ventura; 18 o más de esas unidades deben haber recibido una calificación por letra.

## **Regulación de Aparatos Electrónicos en Clase**

La ley del Estado en California prohíbe el uso a cualquier persona de aparatos electrónicos en un salón de clase para grabar o escuchar, sin el consentimiento previo del instructor y de la administración del colegio. Los estudiantes que necesiten utilizar aparatos electrónicos como una acomodación autorizada por discapacidad, deben recibir la verificación a través de EAC al (805) 986-5830 y proporcionarla al instructor antes de utilizarla.

## **Servicios al Estudiante**

Los estudiantes que planean tomar clases para aumentar sus conocimientos, desarrollar sus capacidades, obtener un certificado o título y/o transferirse a una universidad, podrán conocer los pasos necesarios para asegurar el éxito en sus metas educativas.

Los Servicios Estudiantiles en el Colegio de Oxnard existen para proporcionar servicios de apoyo a los estudiantes actuales y potenciales para que obtengan éxito en su programa educativo. Se ha adoptado la Teoría del Desarrollo Estudiantil en el Colegio de Oxnard, como el modelo para guiar a los estudiantes hacia el desarrollo de características de independencia y confianza y para fomentar la adquisición de las capacidades necesarias para el éxito académico y profesional. En apoyo de este modelo filosófico, los Servicios Estudiantiles evalúan la preparación académica del estudiante y proporcionan las recomendaciones para los cursos apropiados, programas de estudio y cómo fortalecer la retención y la persistencia, a través de cursos de crecimiento personal, recursos financieros, actividades estudiantiles, seguimiento continuo y actividades de Alerta Temprana. La siguiente lista descriptiva de Servicios Estudiantiles explica los programas y servicios disponibles al estudiante.

## **CalWORKs del Colegio de Oxnard**

Los estudiantes que participan en el programa de CalWORKs podrán identificar sus metas personales y educativas, adquirir herramientas para la vida y crear un Plan de Entrenamiento Individual (ITP), el cual prepara a los estudiantes para entrar al mercado laboral.

En California, la Asistencia Temporal para Familias Necesitadas (TANF) fue implementada y llamada el Programa de Oportunidades de Empleo y Responsabilidad para Jóvenes (CalWORKs). Como resultado de ello, se han hecho disponibles recursos y servicios adicionales a beneficiarios de TANF que asisten a colegios comunitarios.

El programa de CalWORKs de la comunidad de Oxnard combina preparación para oportunidades de empleo, con servicios estudiantiles intensivos para ayudar a los beneficiarios de TANF a lograr sus metas educativas y de su carrera. Estos servicios incluyen:

- Consejería académica y de CalWORKs.
- Desarrollo de un Plan de Entrenamiento Individual.
- Empleo-Estudio.
- Asistencia en ubicación laboral.
- Pasantías.
- Asistencia con el Condado.
- Asistencia para Ayuda Financiera.
- Referencias para servicio dental.
- Referencias para tutoría académica.
- Cursos de corta duración.
- Orientación y evaluación.

- Talleres de preparación para empleo.

Para información y citas, llame al (805) 986-5887. La Oficina de CalWORKs del Colegio de Oxnard está situada en el Centro de Servicios Comunitarios al Estudiante (CSSC) en el salón 119.

## Centro de Carreras

Utilizando la información y las herramientas disponibles en el Centro de Carreras, los estudiantes podrán aprender acerca de las oportunidades laborales disponibles, mientras están asistiendo al colegio y después de su graduación. El Centro de Carreras tiene materiales para tomar decisiones acerca de la carrera, mantiene listas con oportunidades de empleo dentro y fuera del campus, ofrece información relacionada al mercado laboral, creación del currículo y estrategias para buscar trabajo y además presta servicios de ubicación laboral para estudiantes. Para mayor información, por favor llame al (805) 986-7366.

## Servicios de Consejería

Para los estudiantes es muy importante visitar un consejero académico para discutir sus metas, establecer un Plan Educativo e identificar servicios de apoyo disponibles para asegurar su éxito.

El Departamento de Consejería, que está ubicado en el edificio de Servicios Estudiantiles y Administración, provee un programa de consejería integral para los estudiantes del Colegio de Oxnard. El principal propósito de este departamento es asistir a los estudiantes en el proceso de definición de su objetivo educacional y del plan para cumplir esta meta. Numerosos servicios para ayudar al estudiante incluyen consejería y asesoramiento en áreas académicas, de carrera, transferencias, cuestiones sociales y personales. La atención individual a las necesidades de cada estudiante es particularmente vital en la comunidad del colegio, donde la política de puertas abiertas atrae una amplia variedad de estudiantes. La estrecha cooperación entre los instructores y los consejeros es extremadamente importante en el apoyo a los estudiantes en actividades de autoevaluación, independencia y autodirección. Las áreas de servicio que apoyan estas necesidades son:

### Información Académica

Una de las principales responsabilidades de los consejeros del Colegio de Oxnard es ayudar a los estudiantes a planear un programa de estudio, el cual refleje apropiadamente sus intereses personales, su potencial y motivación. La función del consejero, sin embargo, es la de asesorar; por lo demás, la responsabilidad de informarse de los requisitos e inscribirse en los cursos apropiados recae en el estudiante.

### Planeación de Carrera y Vida

Los consejeros pueden proporcionar a los estudiantes información sobre una variedad de ámbitos y carreras profesionales. Visitando el Centro de Trabajo y Carrera, asistiendo a las clases de Desarrollo Personal y reuniéndose con los consejeros, los estudiantes tienen la oportunidad de explorar la relación que existe entre la carrera elegida, los procedimientos para hacer decisiones y los valores personales. La participación en las clases de Desarrollo Personal permite a los estudiantes la oportunidad de reflexionar sobre su desempeño en el pasado y en el presente y al mismo tiempo, les proporciona una atmósfera favorable para la autoexploración.

### Asuntos Personales

Profesionales preparados están disponibles para consultas personales. A través de un enfoque integral de autoayuda, los consejeros ayudarán al estudiante a explorar alternativas inmediatas en situaciones críticas o le asistirán al tomar decisiones para que tenga mayores probabilidades de éxito mientras asiste al Colegio de Oxnard. Si se necesita más ayuda, los consejeros pueden referir al estudiante hacia servicios de

apoyo para problemas personales y sociales. Los Consejeros Personales están disponibles a través de la Oficina de Salud al (805) 986-5832.

## Centro de Ayuda Educativa (EAC) (anteriormente DSP&S Estudiantes Discapacitados)

Los estudiantes discapacitados podrán saber el tipo de acomodaciones disponibles para ellos y como obtener los servicios de tutoría, adaptación tecnológica, servicios alternativos de comunicación y consejería.

El Centro de Ayuda Educativa (EAC) ofrece servicio de apoyo para asegurar la inclusión, integración y participación completa de los estudiantes con discapacidades. Este centro trabaja para cumplir con los requisitos de accesibilidad, federales y estatales, que se requieren por ley para estudiantes con discapacidades.

El propósito del Centro de Ayuda Educativa es el de brindar servicio de apoyo y cumplir con todas las necesidades de estudiantes calificados con discapacidades verificadas. EAC promueve el potencial educativo y ocupacional de los estudiantes con discapacidades cerebrales adquiridas, psicológicas y/o de movilidad, visión, audición, aprendizaje, comunicación, desarrollo, entre otras.

La oficina apoya el éxito del estudiante ofreciéndole los siguientes servicios: inscripción temprana, referencias para tutoría académica, tomadores de notas, intérpretes para sordomudos y clases de computación disponibles en el Centro de Alta Tecnología. Se cuenta con equipo adaptable específico que incluye lectores de pantalla, impresión engrandecida, sintetizadores de voz, adaptaciones de teclado, computadoras con reconocimiento de teclas ópticas y activadas por la voz. Se ofrecen clases en lectura básica, ortografía, matemáticas, desarrollo del vocabulario, mejoramiento en capacidad de lenguaje y estrategias de memorización.

El Centro de Ayuda Educativa ofrece asesoría para acomodar las necesidades específicas de nuestros estudiantes incluyendo: asesoría académica, consejería personal y de carrera, asistencia para transferencia a universidad y ubicación en empleo por medio del Programa WorkAbility III.

### Políticas y Procedimientos

El utilizar las modificaciones académicas proporcionadas por el programa y los servicios del Centro de Ayuda Educativa (EAC) es estrictamente voluntario y a ningún estudiante se le puede negar las acomodaciones necesarias porque haya escogido no utilizar el programa de EAC. El estudiante debe proporcionar documentación profesional de su discapacidad al consejero general del colegio o al instructor de clases, quienes harán los arreglos necesarios para sus acomodaciones.

Procedimientos: (Mantenidos para referencia en el EAC, la Oficina de Salud y la Oficina del Decano de Servicios Estudiantiles) Los estudiantes con discapacidades que escogen no registrarse con el EAC, pero requieran alguna modificación o acomodación académica pueden pedir el servicio necesario de un consejero general o de un instructor.

1. El estudiante se identifica ante el consejero general o el instructor como un estudiante con una discapacidad que no desea estar asociado al EAC.
2. El estudiante pide la(s) acomodación(es) necesaria(s).
3. El estudiante debe entregar la documentación generada profesionalmente de la discapacidad al consejero, quien luego la remitirá al centro de salud del colegio.
4. El instructor o consejero puede consultar o solicitar el consejo del Coordinador de EAC o al consejero de necesidades especiales con respecto a la(s) acomodación(es) pedida(s).
5. Si la acomodación requiere costos, favor comuníquese con el Decano de Servicios Estudiantiles.



## **Servicios y Programas de Oportunidad Extendida (EOPS)**

Los estudiantes de EOPS/CARE entenderán los procesos y los recursos necesarios para obtener sus metas educativas y mejorar su promedio de calificaciones siguiendo el programa Acuerdo de Éxito Educativo.

El EOPS fue fundado en 1969 con el propósito de motivar a los colegios comunitarios a establecer e implementar programas dirigidos a identificar a estudiantes de bajos ingresos y desventajas académicas, y a aumentar la cantidad de estos estudiantes para ser ayudados por los colegios.

En el Colegio de Oxnard el Programa de EOPS está diseñado para dar a los estudiantes elegibles la oportunidad y asistencia necesarias para completar exitosamente su programa académico de transferencia y/u ocupacional. EOPS sirve de soporte a los estudiantes y los apoya para que participen en otros programas y utilicen otros servicios. EOPS asiste a los estudiantes para que superen los obstáculos que en un nuevo ambiente y en una nueva escuela se pueden presentar.

Las Agencias Cooperativas de Recursos para la Educación (CARE) son un servicio cooperativo bajo el patrocinio de EOPS y en conexión con el Departamento Estatal de Desarrollo del Empleo, Departamento Estatal de Servicios Sociales, departamentos locales de beneficencia social y la Oficina del Rector de los Colegios Comunitarios de California, el cual está dirigido específicamente a los beneficiario de asistencia social.

¿Cómo se puede calificar para los programas y servicios de EOPS/CARE?

- Elegible para cancelación de cuota de la Junta del Gobernador: A o B.
- Inscrito a tiempo completo (12 unidades).
- Residente de California.
- Menos de 40 unidades de crédito aplicable hacia el título colegial.
- Con desventajas educativas.
- Para calificar para CARE, el estudiante debe tener un hijo(a) menor de 14 años, que esté recibiendo asistencia monetaria y tener un crédito aplicable menor a 70 unidades.

### **Programas Bajo el Patrocinio de EOPS:**

• Todo estudiante del programa CARE es participante del programa EOPS. Las Agencias Cooperativas de Recursos para la Educación (CARE) proporciona servicios especializados para estudiantes que sean solteros cabeza de familia y tengan por lo menos un hijo menor de 14 años que recibe asistencia monetaria. Estudiantes de CalWORKs que satisfacen el criterio de CARE también pueden ser elegibles para estos servicios.

• Padre/Madre Adolescente está financiado por una beca especial de la Ciudad de Oxnard. Es un programa colaborativo que proporciona servicios especializados para estudiantes que son padres/madres adolescentes y que son residentes en La Colonia, Pleasant Valley Village, Squires, y otros Sitios de Vivienda Pública de la Ciudad de Oxnard.

### **Servicios proporcionados por EOPS/CARE:**

#### **Consejería**

- Consejería académica/personal: individual o en grupo.
- Orientación en decisiones de carrera u ocupación.
- Información sobre CalWORKS.
- Desarrollo del Plan Educativo.
- Servicios de Transferencia/transitivos.
- Administración del tiempo.
- Asistencia con el proceso de ayuda financiera.

**Ayuda Financiera\*** becas de EOPS y/o CARE son ofrecidas a estudiantes elegibles con necesidades financieras, de acuerdo a las guías del Título V.

**Talleres** para facilitar el progreso y logro académico del estudiante, con énfasis especial en su éxito académico y orientación de su carrera.

**Preinscripción** tiene lugar cada semestre antes de las fechas de inscripción regular. Esto le permite al estudiante de EOPS inscribirse temprano y asegurar su lugar en las clases.

**Servicio de Libros\*** a estudiantes elegibles de EOPS para ayudarlos con el costo de libros.

**Tutoría, Asesoría de Semejantes, Clase para el Éxito en el Colegio:** EOPS-PG R100A, Orientaciones y Paquetes de Sobrevivencia EOPS/CARE, son programas adicionales para ayudar a los estudiantes a cumplir sus metas educativas.

**CARE provee servicios adicionales\*:** tarjetas para gasolina, libros, tarjetas ASG y cupones para comidas.

\*No cubre el costo completo de libros. Becas, libros y cualquier forma de apoyo monetario están limitados a la disponibilidad de fondos. Los estudiantes deben tener un buen nivel académico para recibir los fondos. Para información y citas, llame al (805) 986-5827. La Oficina de EOPS/CARE está localizada en el Centro Comunitario de Servicios Estudiantiles (CSSC) en el salón 124-125.

## **Ayuda Financiera**

Los estudiantes que necesitan ayuda financiera podrán saber acerca de las subvenciones, becas y exención de tarifas disponibles para ellos y cómo acceder y aplicar para este tipo de asistencia.

El Colegio de Oxnard está dedicado a proveer asistencia financiera a los estudiantes que califiquen y que no puedan pagar el costo de su educación. El Servicio Financiero del Colegio de Oxnard ayuda financieramente a más del 43% de sus estudiantes.

El Colegio de Oxnard participa en un sinnúmero de programas Federales y Estatales, diseñados para asistir a los estudiantes con sus gastos en el colegio. Las subvenciones constituyen dineros que no tienen que reembolsarse y están basados en la necesidad económica del estudiante. Los estudiantes deben cumplir ciertos criterios Federales/Estatales para calificar.

**Subvención Federal Pell:** Este programa está basado en la elegibilidad financiera y el número de inscripciones. Esta ayuda varía de \$200 a \$4,310 por año académico.

**Subvención Federal de Oportunidad Educativa Suplementaria (FSEOG):** Es un programa de ayuda para los estudiantes que califican para una Beca Pell, dentro del campus y tiene fondos limitados. La ayuda depende de los fondos disponibles y están designados para los estudiantes con mayor necesidad económica. La ayuda varía de \$100 a \$800 por año académico.

**Programa Federal de Trabajo/Estudio (FWS):** Es un programa de autoayuda que provee trabajo de medio tiempo (generalmente en el campus) a los estudiantes no graduados y a los graduados. Los fondos se adjudican según la necesidad del estudiante y según la disponibilidad. La ayuda varía de \$500 a \$4,000 por año académico.

**Subvenciones del Estado de California:** Estos programas son para estudiantes de colegio. La reciente expansión de este programa, incluye: Cal Grant A y B, Cal Grant A y B Competitivo, Derecho de Transferencia a Colegio Comunitario de California, Cal Grant C y Cal Grant T. Los estudiantes deben ser residentes de California y asistir a una institución educativa elegible en California. La ayuda varía de \$150 a \$1,551 por año académico.

### **Programas de Subvenciones en California**

Empezando con la clase de graduados del año 2000-2001, los estudiantes del cuarto año de Preparatoria que satisfagan los requisitos académicos (3.0 GPA) para Cal Grant A; 2.0 GPA para Cal Grant B, y que estén dentro de cierto presupuesto económico y lo soliciten a tiempo, recibirán Cal Grant A o B.

Todos los estudiantes de un colegio comunitario que sean menores de 24 años, satisfagan los otros requisitos del programa y lo soliciten a tiempo, recibirán un beneficio llamado “California Community College Transfer Entitlement”. El Cal Grant T es solamente para estudiantes que planeen asistir a un programa para credencial de enseñanza e incluye un requisito de servicio de enseñanza.

**Cal Grant A:** Provee un auxilio de subsistencia a los estudiantes de medios y bajos recursos económicos con la colegiatura e inscripción a un colegio de 4 años. Los estudiantes que escogen asistir a un colegio comunitario podrán reservar esta ayuda por 2 años hasta que se transfieran.

**Cal Grant B:** Provee un auxilio de subsistencia (y algunas veces ayuda con la colegiatura de inscripciones) para estudiantes de muy bajos recursos económicos. La ayuda en el colegio comunitario está limitada para vivienda, libros, materiales y transporte.

**Cal Grant C:** Es la ayuda para estudiantes inscritos en programas de carreras de educación (Certificado de Distinción/títulos AS) y no tienen planes de transferirse. La ayuda es para pagar libros, materiales y equipos.

**Cal Grant T:** Cubre un año de inscripción y colegiatura para un programa de preparación profesional de maestro. Los beneficiarios deberán enseñar en una escuela de bajo nivel escolar por un año por cada \$2,000 que reciban durante 4 años.

**Subvención de Transferencia del Colegio Comunitario:** Todo estudiante que satisfaga los requisitos de admisión para una institución de 4 años, sea menor de 24 años y satisfaga otros requisitos del programa, recibirá una subvención Cal Grant A o B para asistir a un colegio de 4 años. Este programa se activó en el año académico de 2002 - 2003.

### **Reglamentos Federales para Retiro**

*Reglamentos Federales requieren que los estudiantes permanezcan inscritos o se enfrenten con la obligación de pagar la ayuda financiera recibida.*

A los estudiantes que dejen todas sus clases antes de completar más del 60% del semestre, se les recalculará su ayuda financiera, basándose en el porcentaje del semestre completado y tendrán que pagar la parte no utilizada de la ayuda recibida.

### **Becas**

El programa actual de becas en el Colegio de Oxnard consiste en becas con fondos de donantes privados, organizaciones comunitarias y fundaciones nacionales. La elegibilidad generalmente se basa en la habilidad del estudiante para satisfacer los requisitos académicos y otros estipulados por los patrocinadores de las becas; sin embargo la necesidad financiera puede ser evaluada para consideración. Contacte la Fundación del Colegio de Oxnard para información específica de las becas al (805) 986-5889.

### **Biblioteca/Centro de Recursos de Aprendizaje**

Los estudiantes que reciben instrucción bibliotecaria serán evaluados para determinar su nivel de competencia de información. Ellos aprenderán a identificar, utilizar y navegar por los servicios y colecciones de la biblioteca.

En este edificio se ubican la Biblioteca del Colegio, el Centro de Aprendizaje, el Laboratorio de Capacidades Académicas y el Laboratorio de Acceso Abierto, el Centro de Matemáticas, el Centro de Tutoría Académica y el Centro de Escritura. Estos servicios están ubicados en el ala norte del Edificio LRC en el primer piso y en el entresuelo.

#### **Biblioteca**

[http://www.oxnardcollege.edu/services\\_for\\_students/library/index.shtml](http://www.oxnardcollege.edu/services_for_students/library/index.shtml)

La Biblioteca del Colegio de Oxnard apoya el currículo proporcionando una colección de 37000 libros, 13 libros electrónicos, 70 publicaciones periódicas en papel y bases informáticas para cumplir con las necesidades diversas de información de los estudiantes, profesores, personal y la comunidad. El acceso desde fuera del colegio a la colección electrónica está disponible a todo estudiante actualmente inscrito, al profesorado y al personal. Para acceder a las bases informáticas desde su casa:

1. Escriba en la barra de navegación:  
**<http://www.oxnardcollege.edu/library/index.asp>**
2. Haga clic en “Online Databases” (desde la **Biblioteca** solamente).
3. Haga clic en “Oxnard College Library Remote Access Login” (instrucciones para acceder desde **afuera**).
4. Escriba su número de identificación estudiantil y PIN, siguiendo las instrucciones (para acceso desde **afuera**).
5. Seleccione la base informática de la lista de “Oxnard College Library Online Resources”.

El personal se reserva el derecho de dar prioridad a la investigación académica. El Centro de Aprendizaje, ubicado en el entresuelo de la biblioteca, ofrece un Laboratorio de Acceso Abierto de Computación. Infórmese en la Recepción de Circulación sobre las políticas de préstamo, tarjetas de la biblioteca, reservación de libros y preguntas de índole general.

El periodo de préstamo de materiales es de tres semanas. Los materiales de reserva se pueden pedir por el número del curso en la Recepción de Circulación. La Recepción de Referencia está para asistirle en cuestiones de información sobre libros, referencia y trabajos asignados en clases o préstamos de libros de otras bibliotecas. Otros servicios disponibles incluyen visitas de introducción y orientación a la biblioteca, como también la facilidad de imprimir o fotocopiar documentos. Los bibliotecarios profesionales están disponibles durante el día y las tardes para asistirle. Al estudiante se le recomienda utilizar al máximo la Biblioteca y sus recursos.

Puede dirigir sus preguntas al personal de la Biblioteca llamando al (805) 986-5819 para la Recepción de Circulación o al (805) 986-5820 para la Recepción de Referencia.

#### **Centro de Aprendizaje**

El Centro de Aprendizaje en el Colegio de Oxnard está actualmente localizado en el entresuelo del Edificio de la Biblioteca y Recursos del Aprendizaje (LRC). Por medio de una variedad de materiales para el aprendizaje de múltiples disciplinas, el Centro de Aprendizaje proporciona una gama enorme de servicios que complementan la instrucción de cursos a través del currículo y promueven el estudio independiente individualizado. La variedad de servicios están a la disposición del estudiante, el profesorado, personal y miembros de la comunidad.

Módulos de instrucción individualizada están disponibles por crédito académico en lectura (para aumentar la rapidez y comprensión), escritura, ortografía, vocabulario, tomar apuntes, estrategias de estudio, preparación objetiva de exámenes y ensayos escritos, repaso de gramática y de puntuación, y escritura de trabajos investigativos. Los cursos le ofrecen al estudiante la oportunidad de aprender a su propio ritmo. Medios tecnológicos y materiales autodidácticos también están disponibles para complementar la instrucción de los cursos o para el estudio independiente.

Instructores han sido programados durante el día y la tarde, para ayudar al estudiante en áreas de capacidades académicas y otras disciplinas. Videos de cursos grabados están disponibles para que los estudiantes puedan verlos.

Las computadoras están disponibles para acceder a MyVCCCD, escribir trabajos, revisar tareas y realizar investigaciones en línea. Se permite imprimir por 10 centavos cada página. Las Tarjetas para Imprimir se pueden comprar al final de la Biblioteca (al lado de la fotocopidora) por 50 centavos (se debe poner \$1.00 en la máquina). Las tarjetas se pueden recargar cada vez que se necesite.

Visitas de orientación al colegio se ofrecen y se recomiendan por cita. Se proporciona servicio de recuperación de exámenes. El Centro de Aprendizaje del Colegio de Oxnard tiene un personal disponible a asistirle con sus necesidades en cuanto a recursos académicos.

Para informarse del horario durante el semestre y otras preguntas, llame al Centro de Aprendizaje al (805) 986-5800 ext. 1974 o (805) 986-5839.

### **Servicios de Tutoría**

El Centro de Tutoría del Colegio de Oxnard, localizado en el entresuelo del Edificio de la Biblioteca y Recursos del Aprendizaje (LRC), provee servicios de tutoría gratuitos a todo estudiante inscrito que quiera fortalecer sus capacidades académicas. La tutoría es ofrecida por estudiantes del colegio, sin necesidad de cita, en uno de los dos centros principales: el Centro de Habilidad en Escritura ayuda con proyectos de redacción/investigación en cualquier materia y a cualquier nivel del proceso de aprendizaje. El Centro de Habilidad en Matemáticas ayuda con cursos en ciencias y desde matemáticas básicas hasta cálculo.

Los tutores tienen historiales académicos sobresalientes y son seleccionados con base a sus logros en la materia que manejan como tutores, habilidad en comunicación, y su manera de entender y apoyar a otros estudiantes positivamente.

La misión del Centro de Tutoría del Colegio de Oxnard es ayudar a los estudiantes a que lleven adelante sus estudios independientemente, por medio del uso de estrategias de estudio que le ayudarán a tener éxito en todos sus cursos. Estos servicios proporcionados por el Centro de Tutoría no tienen la intención de sustituir la dirección de los instructores, sino que están diseñados para realzar los hábitos de estudio y aprendizaje del estudiante.

Visite el Centro de Tutoría o llámenos para más información al (805) 986-5846. Nuestro amable personal estará complacido en asistirlo.

## **Centro de Salud Estudiantil**

Los estudiantes sabrán acerca de los servicios de salud y ayuda psicológica disponibles para asegurar su completo bienestar.

La cuota de salud requerida le da derecho a acceder a TODOS los programas del Centro de Salud. También le provee un seguro de accidente mientras está inscrito en el colegio.

### **Servicios Generales de Salud:**

- Inmunizaciones: Tétano, gripa, TDAP, Sarampión, Paperas, Rubeola, \*Hepatitis A & \*Hepatitis B.
- Exámenes de TB\*
- Servicio de emergencia para cortaduras, quemaduras, etc.
- Exámenes: Embarazo\*, Colesterol\*, Diabetes\*, etc.
- Presión sanguínea, pruebas de visión y audición.

### **Servicios Especializados de Salud:**

- Servicios médicos disponibles a través de citas.
- Salud de la Mujer (planificación familiar, tratamientos STD, etc.)
- Consejería Personal: Los estudiantes que tengan problemas personales interfiriendo con sus metas académicas, pueden solicitar una cita.

El horario para los servicios profesionales varía cada semestre e incluye horas por las tardes. Por favor consulte el folleto del Centro de Salud Estudiantil para los horarios específicos. Para ayuda rápida, se recomienda hacer una cita.

\*Requiere cuota adicional.

## **Actividades y Organizaciones Estudiantiles**

Los estudiantes tendrán información y acceso a una variedad de actividades, eventos y oportunidades de liderazgo.

### **La Asociación de Estudiantes**

La ASOC (Asociación de Estudiantes del Colegio de Oxnard) fue fundada en 1975. Esta asociación tiene una gran responsabilidad con los estudiantes en general, clubes, y otras organizaciones.

El propósito de la asociación está en completa armonía con los objetivos del Colegio, incluyendo oportunidades para el desarrollo personal, liderazgo, cooperación entre grupos y enriquecimiento de la vida en el colegio. Ser un representante del Gobierno Estudiantil (ASG) es un trabajo importante y exigente, pero muy gratificante.

Las elecciones tienen lugar en la primavera. El término de cada cargo es por todo el año académico. Para lanzar su candidatura, el estudiante puede solicitar el formulario para candidatos al Presidente de ASOC. Para ser elegible como candidato, el estudiante debe tener un promedio de 2.0 o mejor y mantener este promedio durante su permanencia en la Asociación. Un mínimo de 5 unidades es el requisito para postularse a cualquier cargo dentro de la Asociación, para los cargos de presidente y vicepresidente se requiere un mínimo de 12 unidades.

Todos los estudiantes son elegibles para votar en estas elecciones. Se les invita a todos los estudiantes a participar en estas elecciones, pero también de las actividades musicales, atléticas y de clubes.

### **Actividades Estudiantiles**

Las actividades incluyen gobierno estudiantil, clubes y organizaciones, ferias, talleres sobre desarrollo personal y liderazgo, y otros eventos de entretenimiento.

A todo estudiante se le invita a participar en cualquiera de nuestras actividades. Los clubes existentes siempre están abiertos a nuevas ideas para aumentar sus miembros. Se ofrece también un servicio de intercambio de información sobre vivienda, con tarjetas actualizadas suministradas por individuos que buscan u ofrecen vivienda.

### **Atletismo**

”Los Cóndores” del Colegio de Oxnard participan en nueve Programas Atlético Intercolegiados para Hombres y Mujeres, compitiendo en la Conferencia Oeste del Estado.

El Programa Atlético para Hombres ofrece competencias en béisbol, baloncesto, maratón y fútbol. El Programa Atlético para Mujeres incluye competencias en baloncesto, maratón, fútbol, softball y voleibol.

Para ser elegible a participar en una competencia, el estudiante-atleta debe estar activa y continuamente inscrito en como mínimo 12 unidades durante la temporada de la competencia y debe mantener un promedio de 2.0. De las 12 unidades, por lo menos 9 deben pertenecer a cursos relativos al título de asociado, remediación, transferencia o certificación, como se define en el Catálogo del Colegio y deben ser consistentes con el plan educativo del estudiante-atleta.

Todos los estudiantes que quieran participar en los programas intercolegiales de atletismo, pueden visitar la página web [www.oxnardcollege.edu](http://www.oxnardcollege.edu) y hacer clic en “Athletics”, para obtener mayor información acerca de cada programa; también pueden llamar al Departamento de Atletismo al (805) 986-5825.

## Centro de Información Estudiantil

El Centro de Información Estudiantil, localizado en el vestíbulo del Edificio de Servicios Estudiantiles y Administración, provee información general para nuevos, potenciales y actuales estudiantes, así como a la comunidad, acerca de los programas y servicios disponibles en el Colegio de Oxnard. Los Estudiantes Embajadores están disponibles para ayudar a otros estudiantes en los procesos de admisión, aplicación, registro, adición/retiro de clases, aplicación para ayuda financiera, revisión de las notas y expedientes, cambios del número PIN, actualización en línea del expediente del estudiante, creación del Plan Educativo Agilegrad y exploración del Career Cafe. El Centro de Información Estudiantil provee visitas guiadas al campus para nuevos estudiantes, así como para estudiantes de secundaria y preparatoria.

## Centro de Transferencia

Los estudiantes que planean transferirse a una universidad con programa de 4 años entenderán perfectamente el plan correcto de Educación General que necesitan seguir y sabrán como obtener consejería de transferencia y acceso a Representantes de Universidades.

Este Centro ofrece actividades, recursos y servicios de apoyo, diseñados para facilitar la transición sin problemas, de los estudiantes del Colegio de Oxnard, hacia la universidad o colegio de cuatro años que hayan escogido. El Centro de Transferencia está localizado en el segundo piso del Edificio de Servicios Estudiantiles y Administración.

Los servicios que se prestan son los siguientes:

- Citas individuales para consejería y planeación de la transferencia.
- Certificaciones CSU GE-Breadth y IGETC.
- Talleres grupales sobre planeación de la transferencia.
- Coordinación de visitas programadas y citas con los consejeros de reclutamiento en las universidades.
- Talleres para aplicar a CSU y UC.
- Visitas a los campus de las universidades.
- Catálogos de las universidades disponibles en Biblioteca, guías de transferencia, información sobre acuerdos y aplicaciones de las universidades y colegios de cuatro años.
- Día de la Transferencia Universitaria.

## Servicios a Veteranos

Los estudiantes elegibles para asistencia a veteranos tendrán acceso a la información sobre los servicios disponibles, sus opciones y responsabilidades.

El Acta de Re-ajustamiento de 1966 (PL 89-358) proporciona asistencia educativa a veteranos que prestaron servicio militar activo por un periodo de más de 180 días.

El subsidio básico mensual educativo para capacitación puede ser pagado con base en tiempo completo (12 unidades), tres cuartos de tiempo (9 unidades), o medio tiempo (6 unidades). Los veteranos también pueden calificar para recibir ayuda financiera.

Todo veterano que esté recibiendo Beneficios Educativos de Veteranos, requiere: (1) entregar a la Oficina de Admisiones y Registros los expedientes de cada colegio asistido previamente, y (2) completar un Formulario de Servicio al Veterano (VSF) con un consejero del colegio. Los cursos NO serán certificados para beneficios de VA hasta que esto se haya completado.

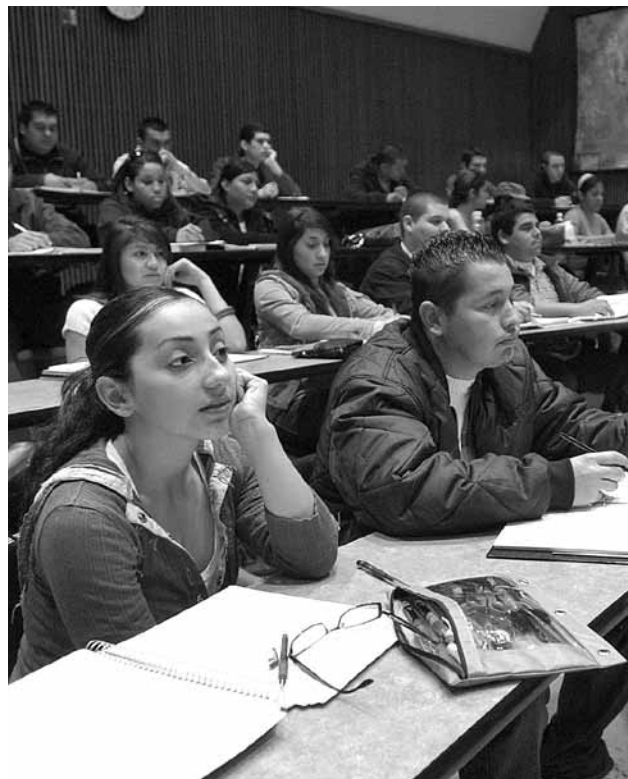
Solamente los cursos que cumplan requisitos para su programa de estudio y objetivo de título que estén indicados en el VSF serán certificados para pago. Si el objetivo educativo es cambiado, el estudiante tendrá que completar un VSF nuevo. Los veteranos deben pedir certificación de inscripción cada semestre si quieren continuar recibiendo los beneficios.

Además de las normas de probación y destitución aplicables a todo estudiante, la Administración de los Veteranos requiere que adopten normas de progreso para la Certificación de Beneficios Educativos. La Oficina de Admisiones y Registros le notificará a VA que el progreso satisfactorio no se está llevando a cabo y no certificara la elegibilidad si el veterano ha sido destituido por reglamentos de progreso académico.

Hay procedimientos en que el crédito puede obtenerse por medio de instituciones cooperativas, que pueden ser aceptadas por el colegio de otras experiencias militares.

Bajo reglamentos existentes de la Administración de Veteranos, un estudiante que repite un curso no es elegible para recibir beneficios de veteranos en la mayoría de los casos. Los veteranos deben, por lo tanto, consultar con el Asistente de Veteranos en la Oficina de Admisiones y Registros antes de repetir un curso.

AB272: La prioridad del registro se concede a cualquier miembro actual o pasado de las fuerzas armadas de los Estados Unidos, para cualquier término académico al que asiste dentro de los dos años posteriores a la finalización de su servicio activo.



# Economic Development Programs

## Workplace Learning Resource Center and Training Institute

Sponsored by the California Community College Economic Workforce Development (CCCEWD), the Workplace Learning Resource Center specializes in helping employers to assess the training needs of their employees, to design customized curriculum to meet their special needs and to provide employees with the opportunity to maintain and improve their workforce skills through classroom training. These resources are shared with our eight community colleges in Region VI. Each college provides the vehicle for on-site training through contract education. The college district's Division of Economic Development generates workforce training through the WpLRC, which provides training in management and leadership, customer service, sexual harassment prevention, Vocational English as a Second Language, basic math skills, computer literacy and other areas of workforce development.

The overall goal of the Workplace Learning Resource Center is to help employers remain competitive within their respective industry. This is a District program. To contact our division, please call (805) 648-8904. Also visit our website at [www.vcccd.edu/departments/economic\\_developmentandvcbr.com](http://www.vcccd.edu/departments/economic_developmentandvcbr.com).



# Programs: Awards, Certificates, and Degrees

## Planning Your Education

### Counseling Office

Student Services & Administration Building  
Room 254  
(805) 986-5816

### Counseling Faculty

Ross Fontes	Leo Orange
Daniel Goicoechea	Everardo Rivera
David Lopez	Ralph Smith
Gloria Lopez	Ana Maria Valle
Judy McArthur	Emma Waits
Letty Mojica	

### Transfer Center

Student Services and Administration Building  
Room 240  
(805) 986-5837

### Transfer Center Coordination & Counseling:

Cesar Flores  
Olivia Menchaca  
Jose Vega

### Transfer Center Support Staff:

Marisa Gonzalez -Clerical Asst. I/Bilingual

## 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 major four-year colleges or universities 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. It is to the student's advantage to develop an Educational Plan as soon as possible. Schedule a counseling appointment to start exploring the possibilities.

### Proof of Your Success

Oxnard College offers three distinct types of awards showing educational achievement. If you are hoping to apply skills and knowledge to the job market once you have finished at Oxnard College, having proof of your accomplishments can be an asset. **Proficiency Awards** show that you have successfully completed one or more courses in a targeted career or skills area. **Certificates of Achievement** require concentrated study in a specific skill or knowledge area. **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.

### *What do you want to accomplish at Oxnard College?*

- Prepare to transfer to a four-year college or university to earn a Bachelor's degree.
- Earn an Associate degree in a specific major or in General Studies with an area of emphasis.
- Gain skills for job placement or advancement through a Certificate of Achievement or Proficiency Award.
- Improve basic skills in reading, writing, and mathematics.

# Choosing an Educational Goal

## Which Educational Program is Right for You?

The chart 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 awards offered at Oxnard College can be found on the following page.

### Take a Proficiency Award to work

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 memorialized on student transcripts. See page 57 for a complete list of requirements for earning a Proficiency Award.



### Take a Certificate of Achievement to work

Certificates of Achievement require a minimum of 18 units of concentrated study in specific skill or knowledge areas. Certificates require more units and generally provide 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 57 for a complete list of requirements for earning a Certificate of Achievement.



### Take an Associate Degree to work

In this economy, it is advantageous to have a college degree. Most Associate degree majors at the College are applicable to the local job market. An Associate 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 58 for a complete list of requirements for earning an Associate degree.



### Transfer to Complete your Bachelor's Degree

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. The General Studies degrees, Pattern II and Pattern III allow students to complete the general education pattern recommended for their particular university and/or field of study, whether that is a UC, CSU, Independent or out-of-state institution. The new Associate in Arts for Transfer degrees (AA-T and AS-T) offer guaranteed admission to the CSU and prepare students to transfer to the CSU with junior status, having complete their lower division general education as well as their lower division major preparation.



## Curriculum, Awards, Certificates, and Degrees

	associate degree courses	proficiency award certificate		
<b>Accounting</b>	X	X	X	
<b>Addictive Disorders Studies</b>				
• Addictive Disorders Studies	X	X	X	
• Addictive Disorders Studies for Alcohol/Drug Counselors*	X	X	X	
• Addictive Disorders Studies in the Criminal Justice System	X	X	X	
<b>African-American Studies</b>	X			
<b>Air Conditioning &amp; Refrigeration</b>				
• Air Conditioning & Refrigeration	X	X	X	
<b>American Sign Language</b>	X			
<b>Anthropology</b>				
• Anthropology	X	X		
<b>Area Studies</b>	X			
<b>Art</b>				
• Art	X	X		
• Art Two-Dimensional Studio	X	X		
• Art Three-Dimensional Studio	X	X		
<b>Asian-American Studies</b>	X			
<b>Assistive Computer Technology</b>	X			
<b>Astronomy</b>	X			
<b>Automotive</b>				
• Automotive Body and Fender Repair	X	X	X	
• Automotive Technology	X	X	X	
<b>Biological Sciences</b>				
• Anatomy	X			
• Biology	X	X		
• Microbiology	X			
• Physiology	X			
<b>Business</b>				
• Accounting	X	X	X	
• Business	X	X		
• Business Management	X	X	X	
<b>Chemistry *</b>	X	X		
<b>Chicano Studies</b>	X			
<b>Child Development</b>				
• Child Development	X	X	X	
<b>Communication Studies</b>	X			
• A.A. in Communication Studies for Transfer*		X		
<b>Computer Applications and Office Technologies</b>	X			
• Administrative Assistant	X	X	X	
• Office Occupations Preparation Program				X
<b>Computer Information Systems</b>				
• Computer Information Systems	X	X	X	
• Office Information Systems	X	X	X	
<b>Cooperative Work Experience</b>	X			
<b>CSU GE-Breadth</b>	X		X	
<b>Dance</b>	X			
<b>Dental Programs</b>				
• Dental Assisting	X		X	
• Dental Hygiene	X	X		
<b>Digital Media Studies</b>	X			
<b>Disability Studies</b>	X			
<b>Economics</b>				
• Economics	X	X		
<b>Education</b>	X			
<b>Emergency Medical Technician</b>				
• Emergency Medical Technician	X			X
• Emergency Medical Technician – Refresher	X			X

	associate degree courses	proficiency award certificate		
<b>Employment Preparation</b>	X			
<b>Engineering Technology</b>				
• Computer Networking	X	X	X	
• Engineering Technology	X	X	X	
<b>English</b>				
• English	X	X		
<b>English as a Second Language</b>	X			
<b>Environmental Studies</b>	X			
• Coastal Environmental Studies *		X		
<b>Fire Technology</b>				
• Extended Fire Technology Education				X
• Fire Technology (Pre-Service)	X	X	X	
<b>General Studies</b>		X		
<b>Geography</b>	X			
<b>Geology</b>	X			
<b>Health Education</b>	X			
<b>History</b>				
• History	X	X		
<b>Culinary Arts &amp; Restaurant Management</b>				
• Culinary Arts	X	X	X	
• Restaurant Management	X	X	X	
<b>IGETC</b>	X		X	
<b>Interdisciplinary Studies</b>	X			
<b>Japanese</b>	X			
<b>Learning Skills</b>	X			
<b>Legal Assisting/Paralegal Studies</b>				
• Legal Assisting/Paralegal Studies	X	X	X	
<b>Marine Studies</b>				
• Marine Studies	X			
<b>Mathematics</b>				
• Mathematics	X	X		
<b>Music</b>	X			
<b>Personal Growth/ Leadership</b>	X			
<b>Philosophy</b>				
• Philosophy	X	X		
<b>Physical Education</b>	X			
• Intercollegiate Athletics	X			
<b>Physical Science</b>	X			
<b>Physics *</b>	X	X		
• Technology *		X		
• Physical Science *		X		
<b>Political Science</b>				
• Political Science	X	X		
<b>Psychology</b>				
• Associate in Arts in Psychology for Transfer*		X		
• Community Mental Health Service				X
• Psychology	X	X		
<b>Sociology</b>				
• Associate in Arts in Sociology for Transfer*		X		
• Sociology	X	X		
• Human Services Option		X		
<b>Spanish</b>				
• Spanish	X	X		
<b>Special Education</b>	X			
<b>Speech (see Communication Studies)</b>	X			
<b>Television Production Option</b>	X	X		

\*Submitted for State Approval

### ASSOCIATE DEGREES

Awarded to students who have successfully completed a minimum of 60 semester units including general education and a minimum of 18 units in a major or area of emphasis. Units required vary by major.

### CERTIFICATES OF ACHIEVEMENT

Awarded to students who have successfully completed a State approved program of at least 18 semester units.

### PROFICIENCY AWARDS

Recognition that a student has completed a prescribed program.



# Education Pathways 2011-2012

## 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. **Earn a cumulative grade point average of not less than 2.0** in all degree-applicable college and university work attempted.
3. **Apply for your award** in the Counseling Office. *Note: Proficiency awards cannot be memorialized on a student transcript.*

**Proficiency Awards Available:** Community Mental Health Service, Emergency Medical Technician, Emergency Medical Technician Refresher, Extended Fire Technology Education, and Office Occupations Preparation

## 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). Oxnard College currently does not offer any Certificates of fewer than 18 semester units.
2. **Earn a cumulative grade point average of not less than 2.0** in all degree-applicable college and university coursework attempted.
3. **Complete at least 12 semester units in residence** at the college granting the certificate.
4. **Apply for your Certificate.** The Certificate of Achievement is not automatically awarded when you complete the requirements. File an application 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:**

Accounting  
Addictive Disorders Studies  
Addictive Disorders Studies for Alcohol/Drug Counselors  
Addictive Disorders Studies in the Criminal Justice System  
Administrative Assistant  
Air Conditioning and Refrigeration  
Automotive Body and Fender Repair  
Automotive Technology  
Business Management  
Child Development  
Computer Information Systems

Computer Networking  
Culinary Arts  
CSU GE-Breadth  
Dental Assisting  
Engineering Technology  
Fire Technology (Pre-Service)  
IGETC  
Legal Assisting/Paralegal Studies  
Office Information Systems  
Restaurant Management

*Note: While a grade of "C" or better is not required in each course in your major for a Certificate of Achievement, it is required for the Associate Degree. Therefore, if you think you might pursue your Associate Degree after completion of your certificate requirements, you should make sure you have at least a "C" in every course or you will need to repeat the courses in which you received a lower grade.*

## Earn an Associate Degree



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. Choose from these two options and complete required **General Education** and **Major/Area of Emphasis** (18 units minimum):
  - A.A. or A.S. in a specific major. See page 64.
  - A.A. in General Studies, Patterns I, II, or III. See pages 61 - 63.
  - A.A.-T or A.S.-T in a specific major. See page 60.
2. Complete a total of 60 degree-applicable semester units (General Studies Patterns II and III and A.A.-T and A.S.-T require all 60 units to be *transferable* units)
3. Earn a grade of “C” or better in every course in the major or area of emphasis selected.
4. 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 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:
      - a. Simplify rational expressions and solve rational equations
      - b. Solve problems and applications involving systems of equations in three variables
      - c. Graph systems of inequalities in two variables
      - d. Simplify expressions involving positive, negative, and rational exponents
      - e. Perform mathematical operations on radical expressions and solve radical equations
      - f. Solve quadratic equations and their applications using multiple methods
      - g. Graph and evaluate elementary functions – definitions, domain and range, algebra and composition of functions; and 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 Governing Board 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.



### 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 most 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 concerning their award vary from college to college.

- 1.) **Explore your major** options at websites such as [assist.org](http://assist.org), [collegeboard.com](http://collegeboard.com), [mymajors.com](http://mymajors.com), [collegeview.com](http://collegeview.com), and look at related career prospects at sites like [bls.gov/oco](http://bls.gov/oco) and [labormarketinfo.edd.ca.gov](http://labormarketinfo.edd.ca.gov)
- 2.) **Explore Transfer Opportunities:**
  - California State University (CSU): 23 campuses, see [csumentor.edu](http://csumentor.edu) and page [78](#) in this catalog.
  - University of California (UC): 10 campuses, see [uctransfer.universityofcalifornia.edu](http://uctransfer.universityofcalifornia.edu) and page [81](#) in this catalog.
  - Independent/Private Colleges and Universities: see [californiacolleges.edu](http://californiacolleges.edu) and page [86](#) in this catalog.
  - Out-of-State Colleges and Universities: see [collegeboard.com](http://collegeboard.com), [petersons.com](http://petersons.com), & college websites.
- 3.) **Schedule an appointment** with a counselor in the Transfer Center (986-5837) to develop a Transfer plan.
- 4.) **Talk to a university representative** either in the 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, & campus support services.”
- 5.) **Schedule a visit** and campus tour by calling the university's admission or outreach/recruitment office or sign-up for a scheduled field trip for fall and/or spring through the Transfer Center.
- 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](http://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 [fafsa.org](http://fafsa.org) 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](http://hsf.net), [vccf.org](http://vccf.org), [fastweb.com](http://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 June 1st.
- 10.) **Get Certified:** Make an appointment in the Transfer Center or Counseling Office to have your IGETC or CSU GE-Breadth Certified and apply for your Certificate of Achievement in IGETC or CSU GE-Breadth. Universities will only consider your lower division GE complete if you have your community college certification completed and sent. Due to impaction, some universities will not admit students without GE certification.
- 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 their deadline.

## Requirements for the Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T)



The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an “associate degree for transfer”, a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or 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). 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.

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

- Communication Studies
- Psychology
- Sociology

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

### **Requirements**

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 Descriptions section of the catalog (pages 99 - 190). 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 69 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.



# A.A. Degree in General Studies Pattern I

## General Studies (A.A) 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 67)
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") in each of the courses selected within the chosen area. **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; **AST** R101/L; **BIOL** R100/L, R101/L, R120/L, R122/L, R170; **CHEM** R104, R110, R112, R120, R122, R130, R132; **ESRM** R100; **GEOG** R101/L, R103; **GEOL** R101/L, R103/L; **MICR** R100/L; **MST** R100/L, R103/L, R122, R160, R175, 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.

**AAS** R101; **ANTH** R102, R103, R105, R106, R107, R110, R111, R113; **CD** R102, R103, R106, R108; **CHST** R101, R107, R114; **ECON** R100, R101, R102; **EDU** R122; **GEOG** R102, R104; **HIST** R100A, R100B, R102, R103, R104, R107, R108, R109, R110, R111, R112, R113, R114, R115, R116, R117, R118, R119, R120, R121; **IDS** R102, R150, R151; **PHIL** R109, R110, R114; **POLS** R100, R101, R102, R104, R105, R106, R107, R108; **PSY** R101, R102A, R104, R107, R108, R110, R111, R112, R114, R131, R135; **SOC** R101, R102, R103, R104, R105, R106, R107, R108, R110, R111, R114, R116, R118, R122; **TV** R100

### 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, R104B, R106A, R106B, R150A, R152A, R152B; **ASL** R101, R102, R103, R104; **COMM** R100, R101, R109; **ENGL** R103, R104, R105, R107, R108, R111, R112, R130, R131, R132, R151, R152, R153, R154, R157; **HIST** R100A, R100B, R105, R106, R109, R111, R117, R118, R119; **IDS** R101A, R101B, R110; **JAPN** R101, R101A, R101B, R102; **MUS** R101, R103A, R106, R107A, R107B, R107C, R107D, R110A, R115, R116, R119; **PHIL** R101, R102, R103, R104, R105, R106, R108, R110; **SPAN** R101, R101A and R101B, R102, R103, R104, R107, R117, R118, R140, R141; **TV** R100, R102, R103, R104, R105



## A.A. Degree 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](http://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 69)

*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, R106
  - **Physical Education** (one course/no unit minimum): Any Physical Education (PE) or Intercollegiate Athletics (ICA) activity course
  - **Women's Studies/Ethnic Studies:** (A minimum of 3 units) **AAS** R101; **AFAM** R101; **ANTH** R102, R105, R107; **CD** R107; **CHST** R101, R107, R114; **ENGL** R112; **HED** R103; **HIST** R107, R108, R109, R112, R117, R120, R121; **PSY** R107, R110, R114; **SOC** R103, R104, R107, R108; **SPAN** R107, R117; **TV** 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") in each of the courses selected
  - 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](http://www.assist.org). Other articulation can be found in the Transfer Center. 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 Math and English** (see page 58 for options for 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 unless PSY R103 was used to fulfill CSU area B4 or IGETC area 2. PSY R103 can only be used if the MATH R014 Intermediate Algebra prerequisite was enforced.*
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.**



## A.A. Degree in General Studies Pattern II and III

### Areas of Emphasis for Patterns II and III:

#### **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; **AST** R101/L; **BIOL** R120, R122; **CHEM** R104, R110, R112, R120, R122, R130, R132; **ESRM** R100; **GEOG** R101/L, R103; **GEOL** R101/L, R103/L; **MATH** R102, R105, R106, R115, R116, R118, R120, R121, R122, R125; **MICR** R100/L; **PHSO** R101; **PHYS** R101/L, R102/L, R121, R122; **PHYS** 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, R103; **ECON** R101, R102; **GEOG** R101/L, R102, R103; **HIST** R100A, R100B, R102, R103; **POLS** R100, R101, R102, R104, R105, R108; **PSY** R101, R103, R108, R105, R135; **SOC** R101, R102, R103, R111

#### **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, R126A; **ASL** R101, R102, R103, R104; **ENGL** R103, R104, R105, R107, R108, R111; **JAPN** R101, R101A, R101B, R102; **MUS** R107A - R107D; **PHIL** R102, R105, R106, R107, R111; **SPAN** R101, R101A, R101B, R102, R103, R104, R140, R141

***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.*



## A.A. or A.S. Degree 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 67.**

- 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 - a minimum of two (2) courses (no unit minimum)  
Health Education - one (1) course  
Physical Education activity - one (1) course

**2. Choose and complete a major from the following list with a grade of "C" or better (or P) in each course:**

Accounting	Business	Mathematics
Addictive Disorder Studies	Business Management	Office Information Systems
Addictive Disorder Studies for Alcohol/Drug Counselors*	Chemistry*	Philosophy
Addictive Disorder Studies in the Criminal Justice System	Child Development	Physics*
Administrative Assistant	Coastal Environmental Studies*	Physics* (with an option in Technology)
Air Conditioning & Refrigeration	Computer Information Systems	Physics* (with an option in Physical Science)
Anthropology	Computer Networking	Political Science
Art	Culinary Arts	Psychology
Art: Two-Dimensional Studio	Dental Hygiene	Restaurant Management
Art: Three-Dimensional Studio	Economics	Sociology
Automotive Body & Fender Repair	Engineering Technology	Sociology: Human Services
Automotive Technology	English	Spanish
Biology	Fire Technology (Pre-Service)	Television Production
	History	
	Legal Assisting/Paralegal Studies	

- 3. Complete a total of 60 degree-applicable semester units** (including General Education and major)
- 4. Complete graduation requirements** in competency in Math and English (see page 58 for details)
- 5. Complete scholarship requirements** (2.0 minimum cumulative degree-applicable GPA)
- 6. Complete requirements in residency** (see page 58)
- 7. Apply for the A.A. or A.S. 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 Records office. See graduation requirements on page 65.

*\*Submitted for State Approval*



# GRADUATION INFORMATION

## Graduation Requirements

As authorized by the California Education Code and Title 5 of the California Administrative Code, the Ventura County Community College District Governing Board confers the Associate in Arts degree, the Associate in Science degree, and Certificates of Achievement on students who provide the required transcripts, meet the respective requirements as listed in this catalog, and who file with the appropriate college office an application for degree or certificates. Graduation requirements for the Associate Degree are listed on page [58](#) of this catalog. Graduation requirements for Certificates of Achievement are listed on page [57](#).

## 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 Procedures

- Students must file a petition for a degree and/or certificate 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
- Graduation petition deadline dates are locally announced at each District College.

## Variance in Major Requirements

Occasionally a student may have difficulty in completing exact major requirements as specified in the college catalog due to circumstances of class schedule 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 Variance* to seek approval from the appropriate college officials to substitute one or more courses in a designated major, an area of emphasis, or in general education. The petition forms are available in the Counseling Center.

## 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.

## 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) 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 concerning 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.

## Academic Year

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

## Guidelines for Additional Degree

Any college in the Ventura County Community College District will award additional associate degrees under the following conditions:

1. A student who has earned an associate degree at any regionally accredited institution may earn additional associate degrees.
2. Additional degrees can be in a specific major, a general studies area of emphasis or an additional option within the field of the original degree.
3. Students must meet all minimum Title 5 requirements for the catalog year covering the additional degree(s). These include, but are not limited to residency requirements, a minimum of 12 additional units for each degree (i.e. a minimum total of 72 units for a second degree and 84 units for a third degree, etc.) and competency requirements in written expression and mathematics.
4. Students must complete all required major/emphasis courses listed in the appropriate year's catalog for the specific major, area of emphasis or area of option for the additional degree(s).
5. A student who already holds an Associate degree or higher degree from any regionally accredited institution or one evaluated as equivalent to a regionally accredited institution only needs to complete minimum Title 5 requirements and the major/emphasis requirements to earn an additional degree. No further general education or local additions will be required.

Appeals to the above policy may be submitted to the Executive Vice President, or designee. Waivers may be granted under extenuating circumstances or when there has not been sufficient opportunity to enroll in required courses.

# GENERAL EDUCATION OPTIONS AT OXNARD COLLEGE

General Education is one of the required components of all Associate (and Baccalaureate) degrees. At Oxnard College, there are 4 different General Education patterns 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 67)

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

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

- AA in General Studies Pattern I
- AA and AS Degrees in Specific Majors (from Accounting through Television Production)

## 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 on assist.org for guidance.*

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

- General Studies Pattern III
- AA in Communication Studies for Transfer
- AA in Psychology for Transfer
- AA in Sociology for Transfer

## 3. IGETC (page 69)

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 84 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
- AA in Communication Studies for Transfer
- AA in Psychology for Transfer
- AA in Sociology for Transfer

## 4. 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 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:**

- General Studies Pattern II

# Oxnard College General Education Requirements

## *Applies to AA in General Studies Pattern I and all AA/AS Degrees in Specific Majors*

This is the Oxnard College General Education plan. All Students pursuing the **AA Degree in General Studies, Pattern I**, must complete this General Education plan in its entirety as part of their degree requirements. Students pursuing the AA in General Studies Patterns II and III have their own General Education patterns to complete. Students completing an AA or AS degree in a specific major listed on page 64 (for example: Automotive Technology or Child Development) 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 58 for all degree requirements.

<p><b>A. <u>Natural Sciences</u></b> (a minimum of 6 semester units with ONE course from section 1 Biological Science &amp; ONE course from section 2 Physical Science)</p> <p>1. <b>BIOLOGICAL SCIENCE:</b> <u>ANAT</u> R101; <u>ANTH</u> R101; <u>BIOL</u> R100/L, R101/L, R120/L, R122/L, R170; <u>ESRM</u> R100; <u>MICR</u> R100/L; <u>MST</u> R100/L, R122, R175, R190, R195; <u>PHSO</u> R101; <u>PSY</u> R105</p>
<p>2. <b>PHYSICAL SCIENCE:</b> <u>AST</u> R101/L; <u>CHEM</u> R104, R110, R112, R120, R122, R130, R132; <u>GEOG</u> R101/L, R103; <u>GEOL</u> R101/L, R103/L; <u>MST</u> R103/L, R160; <u>PHSC</u> R170; <u>PHYS</u> R101/L R102/L, R121, R122, R131, R132, R133</p>
<p><b>B. <u>Social &amp; Behavioral Sciences</u></b> (a minimum of 6 semester units with ONE course from section 1 American History/Institutions and ONE course from section 2 Social &amp; Behavioral Sciences)</p> <p>1. <b>AMERICAN HISTORY/INSTITUTIONS:</b> <u>AAS</u> R101; <u>CHST</u> R107; <u>HIST</u> R102, R103, R107, R108, R117, R121; <u>POLS</u> R100, R101, R102, R107</p>
<p>2. <b>SOCIAL &amp; BEHAVIORAL SCIENCES:</b> <u>AAS</u> R101; <u>AFAM</u> R101; <u>ANTH</u> R102, R103, R105, R106, R107, R110, R111, R113; <u>CD</u> R102, R103, R106, R108; <u>CHST</u> R101, R114; <u>ECON</u> R100, R101, R102; <u>EDU</u> R122; <u>GEOG</u> R102, R104; <u>HIST</u> R100A, R100B, R104, R109, R110, R111, R112, R113, R114, R115, R116, R117, R118, R119, R120, R121; <u>IDS</u> R102, R150, R151; <u>PHIL</u> R109, R110, R114; <u>POLS</u> R100, R101, R102, R104, R105, R106, R107, R108; <u>PSY</u> R101, R102A, R104, R107, R108, R110, R111, R112, R114, R131, R135; <u>SOC</u> R101, R102, R103, R104, R105, R106, R107, R108, R110, R111, R114, R116, R118, R122; <u>TV</u> R100</p>
<p><b>C. <u>Humanities</u></b> (a minimum of 6 semester units with ONE course from section 1 Fine/Performing Arts and ONE course from section 2 Humanities)</p> <p>1. <b>FINE/PERFORMING ARTS:</b> <u>ART</u> R101, R102, R103, R104A, R104B, R106A, R106B, R150A, R152A, R152B; <u>COMM</u> R109; <u>MUS</u> R101, R103A, R106, R107A, R107B, R107C, R107D, R110A, R116, R119; <u>TV</u> R102, R103, R104</p>
<p>2. <b>HUMANITIES:</b> <u>ASL</u> R101, R102, R103, R104; <u>COMM</u> R100, R101, R105; <u>ENGL</u> R103, R104, R105, R107, R108, R111, R112, R130, R131, R132, R151, R152, R153, R154, R157; <u>HIST</u> R100A, R100B, R105, R106, R109, R111, R117, R118, R119; <u>IDS</u> R101A, R101B, R110; <u>JAPN</u> R101, R101A, R101B, R102; <u>PHIL</u> R101, R102, R103, R104, R105, R106, R108, R110; <u>SPAN</u> R101, R101A, R101B, R102, R103, R104, R107, R117, R118, R140, R141; <u>TV</u> R100, R105</p>
<p><b>D. <u>Language &amp; Rationality</u></b> (a minimum of 6 semester units with ONE course from section 1 English Composition and ONE course from section 2 Communication/Analytical Thinking)</p> <p>1. <b>ENGLISH COMPOSITION:</b> <u>ENGL</u> R101 (also meets English Competency)</p>
<p>2. <b>COMMUNICATION/ANALYTICAL THINKING:</b> <u>ANTH</u> R115; <u>BUS</u> R140; <u>COMM</u> R100, R101, R105, R107, R110, R111, R113; <u>ENGL</u> R102, R130; <u>IDS</u> R110; <u>MATH</u> R014, R023, R101, R102, R105, R106, R115, R116, R118, R120, R121, R122, R125; <u>PG</u> R101A, R102; <u>PHIL</u> R100, R107, R111, R112; <u>PSY</u> R103, R104; <u>TV</u> R105</p>
<p><b>E. <u>Health/Physical Education:</u></b> (a minimum of ONE course from section 1 Health Education and ONE course from section 2 Physical Education. There is no unit minimum)</p> <p>1. <b>HEALTH EDUCATION:</b> <u>HED</u> R101, R102, R103, R104, R105, R106</p>
<p>2. <b>PHYSICAL EDUCATION:</b> Any Physical Education activity or Intercollegiate Athletics activity course.</p>
<p><b>F. <u>Ethnic/Women's Studies</u></b> (A minimum of three units)  <b>For General Studies Majors ONLY (Patterns I, II, and III); NOT required for other degrees.</b>  <u>AAS</u> R101; <u>AFAM</u> R101; <u>ANTH</u> R102, R105, R107; <u>CD</u> R107; <u>CHST</u> R101, R107, R114; <u>ENGL</u> R112; <u>HED</u> R103; <u>HIST</u> R107, R108, R109, R112, R117, R120, R121; <u>PSY</u> R107, R110, R114; <u>SOC</u> R103, R104, R107, R108; <u>SPAN</u> R107, R117; <u>TV</u> R117</p>

# California State University (CSU) 2011-2012

## General Education-Breadth Certification Courses

It is 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 below. 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](http://www.assist.org) or with your counselor or the Transfer Center for updated information.

### Area A: English Language Communication and Critical Thinking

Complete one course from each group (A1, A2, A3). A total of 9 semester units (12 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:** **ENGL** R102; **IDS** R110; **PHIL** R100, R107, R111, R112; **COMM** R107

**Area B: Scientific Inquiry and Quantitative Reasoning:** Complete a minimum of 9 semester units (12 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; **MST** R103; **PHSC** R170; **PHYS** R101, R102, R121, R122, R131, R133

**B2: Life Science:** **ANAT** R101; **ANTH** R101; **BIOL** R100, R101, R120, R122; **MICR** R100; **MST** R100; **PHSO** R101; **PSY** R105

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

**B4: Math:** **MATH** R101, R102, R105, R106, R115, R116, R118, R120, R121, R122, R125; **PSY** R103

**Area C: Arts and Humanities:** Choose 9 units (12 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; **MUS** R101, R103A, R106, R110A, R116, R119; **SPAN** R118; **TV** R117

**C2: Humanities (Literature, Philosophy, Languages other than English):** **ART** R108A; **ASL** R101, R102, R103, R104; **COMM** R105 **ENGL** R102, R103, R104, R105, R107, R108, R111, R112, R131, R132, R151, R152, R153, R154, R157; **HIST** R100A, R100B, R108, R119, R120 **JAPN** R101, R101A, R101B, R102; **PHIL** R101, R102, R103, R104, R105, R106, R108, R109, R110, R114; **PSY** R107; **SOC** R104, R114; **SPAN** R101, R101A, R101B, R102, R103, R104, R107, R117, R140, R141;

**Area D: Social Sciences:** Choose 9 semester units (12 qtr. units) with courses selected from at least two subgroups and from at least two academic disciplines.

**D0: Sociology & Criminology:** **CD** R106; **HIST** R112; **PSY** R107; **SOC** R101, R102, R103, R104, R105, R106, R107, R108, R111, R116, R118

**D1: Anthropology & Archaeology:** **AFAM** R101; **ANTH** R102, R103, R105, R106, R107, R110, R111, R113, R115

**D2: Economics:** **ECON** R100, R101, R102

**D3: Ethnic Studies:** **AAS** R101; **AFAM** R101; **ANTH** R107; **CD** R107; **CHST** R101, R107, R114; **HIST** R107, R108, R109, R121; **PSY** R114; **SOC** R103, R107, R108; **SPAN** R107

**D4: Gender Studies:** **ANTH** R105; **HED** R103; **HIST** R112, R117; **PSY** R107, R110; **SOC** R104,

**D5: Geography:** **GEOG** R102, R104

**D6: History:** **AAS** R101; **CHST** \*R107; **HIST** R100A, R100B, \*R102, \*R103, R104, R105, R106, \*R107, \*R108, R109, R110, R111, R112, R113, R114, R115, R116, \*R117, R118, R119, R120, R121

**D7: Interdisciplinary, Social, or Behavioral Science:** **CD** R102; **IDS** R101A, R101B, R102, R110; **JOUR** R100; **SOC** R105, R108; **COMM** R113; **TV** R100

**D8: Political Science, Government, Legal Institutions:** **POLS** \*R100, \*R101, \*R102, R104, R105, R106, \*R107, R108, R189A

**D9: Psychology:** **CHST** R114; **PSY** R101, R104, R107, R108, R110, R114, R131, R135; **SOC** R104

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

**CD** R102; **HED** R101, R102, R103, R104, R105, R107/L; **ICA** R122, R132, R142, R152, R162, R172, R182, R192, **MUS** R107A, R110A, R117; **PE** R116A, R116B, R119A, R119B, R124, R130, R131A, R132, R133A, R134A, R141A, R141B, R143, R146, R148, R150, R151A, R155A, R155B, R156A, R156B, R159A, R159B, R160, R161, R165, R166, R167, R168, R169, R170, R171, R172, R177; **PG** R101A, R102; **PSY** R101, R102A, R107, R108, R112, 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** R102, R103, R107, R108, R117

**Group B: U.S. Government:** **POLS** R100, R101, R102, (POLS R107 will also fulfill this requirement but only when combined with HIST R102)

**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 or the Transfer Center.**

# IGETC Certification Plan 2011-2012

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

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) with certification will permit a student to transfer to a UC or CSU campus without the need, after transfer, to take additional lower-division general education courses to satisfy campus-specific general education requirements. All courses taken for IGETC must be completed with a grade of "C" or better (or score of 3 or better on AP tests). Grades of "C-" are not acceptable. Once a student has completed the IGETC, they must make an appointment with an Oxnard College counselor or the Transfer Center to request certification; it is not automatic. Pre-major courses may also be completed prior to transfer and may count towards IGETC. Counselors can help students choose appropriate courses for their major and transfer goals. Students wishing to use a course to meet an IGETC requirement must be sure that the course is on the IGETC list during the academic year when it is taken. IGETC is not appropriate preparation for some colleges/majors within the UC/CSU systems. See page 84 for IGETC considerations and check on [www.assist.org](http://www.assist.org) for updated information. Students who fully complete the IGETC for Oxnard College will be eligible to apply for a Certificate of Achievement in Intersegmental General Education Transfer Curriculum (IGETC). IGETC Certification must be requested prior to transferring.

**Area 1: ENGLISH COMMUNICATION:** CSU: complete one course from each group A, B, & C. UC: complete one course from group A and one course from group B. Each course must be 3 semester units (4-5 qtr. units).

**A: English Composition:** ENGL R101

**B: Critical Thinking - English Composition** (Must have English Composition as a prerequisite –cannot be fulfilled by AP exam credit): ENGL R102, PHIL R111

**C: Oral Communication** (CSU requirement ONLY) : COMM R101, R107, R110, R111

**Area 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING:** complete one course of at least 3 semester units (4-5 qtr. units) MATH R101, R105, R106, R115, R118, R120, R121, R122, R125; PSY R103

**Area 3: ARTS AND HUMANITIES:** complete at least 3 courses of at least 3 semester units each (4-5 qtr. units), with at least one course from Group A Arts and one course from Group B Humanities and the third course from either group for a total of 9 semester units (12-15 qtr. units) in Area 3

**A: Arts:** ART R101, R102, R103; MUS R101, R103A, R116, R119; SPAN R118

**B: Humanities:** ANTH R105, R107, R110 R111, R113; ASL R103, 104; COMM R105 ENGL R104, R105, R107, R108, R111, R112, R131, R132, R151, R152, R153, R154, R157; HIST R100A, R100B, R105, R106, R108, R109, R110, R111, R112, R113, R114, R115, R116, R118, R119; IDS R101A, R101B, R102; PHIL R101, R102, R103, R104, R105, R106, R108, R109, R110, R114; PSY R107; SOC R104, R114; SPAN R103, R104, R107, R117;

**Area 4: SOCIAL AND BEHAVIORAL SCIENCES:** complete at least 3 courses, of at least 3 semester units each (4-5 qtr. units) from at least 2 academic disciplines for a total of 9 semester (12-15 qtr. units) in Area 4

**A: Anthropology and Archeology:** AFAM R101; ANTH R102, R103, R105, R106, R107, R110, R111, R113, R115

**B: Economics:** ECON R100, R101, R102

**C: Ethnic Studies:** AAS R101; AFAM R101; CHST R101, R107, R114; HIST R107; PSY R114; SOC R108; SPAN R107

**E: Geography:** GEOG R102, R104

**F: History:** CHST R107; HIST R100A, R100B, R102, R103, R104, R105, R106, R107, R108, R109, R110, R111, R112, R113, R114, R115, R116, R117, R118, R119, R120, R121

**G: Interdisciplinary, Social & Behavioral Sciences:** CD R102; IDS R101A, R101B, R102, R110; COMM R113

**H: Political Science, Government & Legal Institutions:** POLS R100, R101, R102, R104, R105, R106, R108

**I: Psychology:** CHST R114; PSY R101, R104, R107, R108, R110, R114, R131; SOC R104

**J: Sociology & Criminology:** CD R102, R106; HIST R112; PHIL R114; PSY R107; SOC R101, R102, R103, R104, R106, R107, R108, R111, R114, R116

**Area 5: PHYSICAL AND BIOLOGICAL SCIENCES:** complete one course from each group; one of which must include a laboratory corresponding to selected lecture course; 7 - 9 semester ( 9-12 quarter units) in Area 5. Each course must be at least 3 semester units (4-5 qtr. units), except separate lab courses.

**A: Physical Science:** AST R101, R101L; CHEM R104, R110, R112, R120, R122, R130, R132; GEOG R101, R101L, R103; GEOL R101, R101L, R103, R103L; MST R103, R103L; PHSC R170; PHYS R101, R101L, R102, R102L, R121, R122, R131, R132, R133

**B: Biological Science:** ANAT R101; ANTH R101; BIOL R100, R100L, R101, R101L, R120, R120L, R122, R122L; MICR R100, R100L; MST R100, R100L, PHSO R101; PSY R105

**Area 6: LANGUAGE OTHER THAN ENGLISH (UC REQUIREMENT ONLY):**

Languages other than English. 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; JAPN R101, R101B, R102; SPAN R101, R101B, 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:** CHST R107; HIST R102, R103, R107, R108, R117

**Group 2:** POLS R100, R101, R102 (POLS R107 will also fulfill this requirement but only when combined with HIST R102)

**IGETC Certification must be requested prior to transferring. Certification is not automatic. See your counselor or the Transfer Center. Students completing IGETC Certification may also apply for a Certificate of Achievement.**

# IGETC INFORMATION

*Reference: The 2010 IGETC Standards, Policies and Procedures Version 1.2*

## **Certification**

It is the student's responsibility to request IGETC Certification in the Counseling Office or Transfer Center. 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.

## **Partial IGETC Certification**

Partial certification is defined as completing all but two (2) courses on the IGETC pattern. Each UC or CSU campus will inform a student that has submitted a partial certification of IGETC of the specific timelines and courses needed to complete the IGETC. The UC or CSU is responsible for verifying that the missing IGETC course(s) has been completed. Students may complete the missing course(s) at a California Community College or other U.S. regionally accredited institution approved by the CSU or UC campus of attendance either during the summer or while concurrently enrolled depending on the concurrent enrollment rules at their CSU or UC campus. *Note: Deficiencies in IGETC Areas 1 and/or 2 may indicate a student does not meet minimum transfer admission requirements.*

## **Who Certifies the IGETC?**

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.

## **Minimum Grade Requirements**

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. Courses in which a student receives a "Pass/Credit" grade may be certified for IGETC if the community college's policy states that a "Pass/Credit" designation is equivalent to a "C" grade or better at the institution where the course was taken. *NOTE: the UC system allows a maximum of 14 semester units graded on a "Pass/No Pass" (Credit/No Credit) basis of the 60 transferable units required for admission. In addition, some UC or CSU campuses may have limitations on Pass/No pass courses that may be used to meet degree requirements.*

## **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 Standards.*

## **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 Other Institutions**

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](http://assist.org). 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.

## **Foreign Coursework**

Foreign coursework may be applied to IGETC if the foreign institution has United States regional accreditation. All other foreign coursework cannot be applied to IGETC with the exception of Area 6, Language Other Than English (LOTE).

## **Online/Distance Education/Telecourses**

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. Strictly online Oral Communication courses may not be used on IGETC Area 1C (CSU only).

## **Credit by External Exams**

There is no limit on the number of external exams that can be applied to IGETC. Advanced Placement and International Baccalaureate 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. 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. Credit by exam is acceptable provided that a United States regionally accredited college or university transcript specifies the course title, unit value, and grade. A "Credit/Pass" designation is acceptable provided that the institution's policy states that a "Credit/Pass" designation is equivalent to a "C" grade (2.0 grade points on a 4.0 grade scale) or better.

**ADVANCED PLACEMENT (AP) TEST EQUIVALENCY LIST FOR GE**

Advanced Placement (AP) Exam	OC GE Area	OC GE Units earned	Total OC Units Earned (includes GE units)	CSU GE Area	CSU GE Units earned toward CSU GE-Breadth-Cert.	CSU Min. elective units earned toward Transfer (includes GE units)	IGETC Area	IGETC Units earned toward Cert.	Total UC Units earned toward Transfer (includes GE units)
Art History	C1	3	6	C1 or C2	3	6	3A or 3B	3	5.3
Biology	A1	4	6	B2+B3	4	6	5B w/lab	4	5.3
Calculus AB	D2	3	3	B4	3	3	2A	3	2.7
Calculus BC	D2	3	6	B4	3	6	2A	3	5.3
Chemistry	A2	4	6	B1+B3	4	6	5A w/lab	4	5.3
Chinese Lang./Culture	C2	3	6	C2	3	6	3B + 6A	3	5.3
English Lang./Comp.	D1	3	6	A2	3	6	1A	3	5.3
English Lit/Comp.	D1 or C2	3	6	A2 + C2	6	6	1A or 3B	3	5.3
Environmental Science	A2	3	3	B1 + B3	4	4	5A w/lab	3	2.7
European History	B2 or C2	3	6	C2 or D6	3	6	3B or F	3	5.3
French Lang.	C2	3	6	C2	3	6	3B + 6A	3	5.3
French Lit.	C2	3	6	C2	3	6	3B + 6A	3	5.3
German Lang.	C2	3	6	C2	3	6	3B + 6A	3	5.3
Govt/Politics: Comparative	B2	3	3	D8	3	3	4H	3	2.7
Govt./Politics: U.S.	B2 or B1	3	3	D8 + US-2	3	3	4H + US-2	3	2.7
Human Geography	B2	3	3	D5	3	3	4E	3	2.7
Italian Lang./Culture	C2	3	6	C2	3	6	3B + 6A	3	5.3
Japanese Lang./Culture	C2	3	6	C2	3	6	3B + 6A	3	5.3
Latin Literature	C2	3	3	C2	3	6	3B + 6A	3	5.3
Latin: Virgil	C2	3	3	C2	3	3	3B + 6A	3	2.7
Macroeconomics	B2	3	3	D2	3	3	4B	3	2.7
Microeconomics	B2	3	3	D2	3	3	4B	3	2.7
Music Theory	C1	3	6	C1	3	6	N/A	N/A	5.3
Physics B	A2	4	6	B1 + B3	4	6	5A w/lab	4	5.3
Physics C: Elect/Magnetism	A2	3	3	B1 + B3	4	4	5A w/lab	3	2.7
Physics C: Mechanics	A2	3	3	B1 + B3	4	4	5A w/lab	3	2.7
Psychology	B2	3	3	D9	3	3	4I	3	2.7
Spanish Language	C2	3	6	C2	3	6	3B + 6A	3	5.3
Spanish Literature	C2	3	6	C2	3	6	3B + 6A	3	5.3
Statistics	D2	3	3	B4	3	3	2A	3	2.7
United States History	B1 or C2	3	6	C2 or D6 + US - 1	3	6	3B or 4F and US-1	3	5.3
World History	B2 or C2	3	6	C2 or D6	3	6	3B or 4F	3	5.3

*Note: All units shown on this chart are semester units.*

**ADVANCED PLACEMENT (AP) CREDIT FOR IGETC, CSU GE-BREADTH AND OXNARD COLLEGE GE**

**Rules for use of AP scores on IGETC:**

1. A score of 3, 4, or 5 is required to grant credit for IGETC 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 IGETC area as satisfying one course requirement, with the exception of Language Other Than English (LOTE).
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 Area 1B – Critical Thinking/Composition requirement.
5. At all campuses a maximum of 8 quarter/5.3 semester units are allowed in each of the following areas: Studio Art, English, Mathematics, Music, and Physics. A total of 4 quarter/2.7 semester units maximum for Computer Science may be awarded (credit for AB always supercedes A)
6. Students earning scores of 3, 4, or 5 in the physical and biological science AP examinations earn credit toward IGETC Area 5 and meet the IGETC laboratory activity requirement. 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.

*\*AP exams may be used in either area regardless of where the certifying CCC's discipline is located.*

## ADVANCED PLACEMENT (AP) TEST EQUIVALENCY LIST FOR GE

### Rules for use of AP scores on CSU GE-Breadth or for CSU transfer:

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 GE Breadth. Fall of 09 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 GE Breadth.

### Rules for use of AP scores for Oxnard College GE or credit toward the Associate degree

1. Credit awarded for AP examinations shall not impact the student's GPA.
2. Students granted credit for AP examinations shall not earn credit toward an Associate degree for duplicated courses.
3. Credits granted for AP exams will not be subject to the unit limits for credit-by-exam or Pass/No Pass grading which otherwise apply within the district.
4. Credits acquired by examination are not counted in determining the 12 semester hours of credit in residence required for an Associate Degree.

### AP Exams Providing Elective Credit but not GE Credit

Advanced Placement Exam	Oxnard College Elective Credit Awarded	CSU Elective Credit Awarded	UC Elective Credit Awarded
Studio Art - 2D	6	3	5.3
Studio Art - 3D	6	3	5.3
Studio Art - Drawing	6	3	5.3
Computer Science A	3	3	1.3
Computer Science AB	3	6	2.7
Music Theory (if taken after F09)	6	6	5.3

### AP Course to Course Equivalency at Oxnard College towards Associate Degree

Examination	Oxnard College Credit	Oxnard College Course Equivalency
Art History	6	ART R102
Biology	6	BIOL R120
Calculus AB	3	MATH R120
Calculus BC	6	MATH R121
Chemistry	6	CHEM R120
Physics B	6	PHYS R101
Physics C (either exam)	3	PHYS R101
Spanish Language	6	SPAN R101 & SPAN R102
Spanish Literature	6	SPAN R103 & SPAN R104
United States Govt. & Politics	3	POLS R101
United States History	6	HIST R102 & R103

### **NOTES:**

1. If an AP exam has a course equivalent at Oxnard, units can be applied in a variety of ways depending on the students' needs. Units can be used towards GE areas (per the chart on the previous page), towards the specific course (so that major or emphasis requirements are fulfilled) with remaining units applied to elective units, or the units may all be applied towards elective units needed to reach the 60 unit requirement for the Associate degree.
2. Students with either AP English exam will have met the prerequisite for any course with ENGL R101 listed as its prerequisite. They will also have met OC GE area D-1 and the English competency requirement for graduation.
3. AP credit awarded may not match the actual units of the equivalent Oxnard College course and instead reflects the units awarded at the university level for AP exams.



## INTERNATIONAL BACCALAUREATE (IB) TEST EQUIVALENCY LIST FOR GE

International Baccalaureate (IB) Exam	OC GE Category	OC GE Units earned	Total OC Units Earned (includes GE units)	CSU GE Category	CSU GE Units earned toward CSU GE-Breadth Cert.	CSU Min. elective units earned toward Transfer (includes GE units) +	IGETC Area	IGETC Units earned toward Cert.	Total UC Units earned toward Transfer (includes GE units)
IB Biology HL	A1	3	6	B2	3	6	5B (w/out lab)	3	5.3
IB Chemistry HL	A2	3	6	B1	3	6	5A (w/out lab)	3	5.3
IB Economics HL	B2	3	6	D2	3	6	4B	3	5.3
IB Geography HL	B2	3	6	D5	3	6	4E	3	5.3
IB History (any region) HL	B2	3	6	C2 or D6	3	6	3B or 4F	3	5.3
*IB Language A1 (any language, except English) HL	C2	3	6	n/a	n/a	n/a	3B and 6A	3	5.3
*IB Language A2 (any language, except English) HL	C2	3	6	n/a	n/a	n/a	3B and 6A	3	5.3
*IB Language A1 (any language) HL	C2	3	6	C2	3	6	3B	3	5.3
*IB Language A2 (any language) HL	C2	3	6	C2	3	6	3B	3	5.3
*IB Language B (any language) HL	C2	3	6	n/a	0	6	6A	3	5.3
**IB Mathematics HL	D2	3	6	B4	3	6	2	3	5.3
IB Physics HL	A2	3	6	B1	3	6	5A (w/out lab)	3	5.3
IB Psychology HL	B2	3	6	D9	3	3	4I	3	5.3
*IB Theatre HL	C1	3	6	C1	3	6	3A	3	5.3

*Note: All units shown on this chart are semester units.*

### INTERNATIONAL BACCALAUREATE (IB) CREDIT FOR IGETC, CSU GE-BREADTH AND OXNARD COLLEGE GE

- A score of 5, 6 or 7 on Higher Level (HL) exams is required to grant credit for IGETC certification, CSU GE-Breadth Certification and for Oxnard College Associate Degree credit except where noted otherwise.
  - An acceptable IB score for IGETC equates to either 3 semester/4 quarter units for certification purposes.
  - For transfer purposes, UC will grant 5.3 semester/8 quarter units for each IB exam completed with a score of 5, 6, or 7 on HL exams. For more information about course credit awarded for admission and in majors by individual campuses, visit [www.universityofcalifornia.edu/educators/counselors/ib](http://www.universityofcalifornia.edu/educators/counselors/ib)
  - CSU also grants unit credit for transfer purposes of IB HL exams (see CSU policy at [www.calstate.edu/app/general\\_education.shtml](http://www.calstate.edu/app/general_education.shtml)). 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.
  - Students will not receive credit for Standard Level exams.
  - Students who have earned credit for an IB exam should not take a comparable college course because transfer credit will NOT be granted for both.
- + These units count toward eligibility for admission. The units may not all apply toward certification of the corresponding GE-Breadth area.
- \*A score of 4 on these IB subjects is considered a passing score by the CSU to earn CSU elective units.

### IB POLICIES SPECIFIC TO OXNARD COLLEGE

- Students who complete the IB Diploma with a score of 30 or above will receive 20 semester units of credit by Oxnard College.
  - Credits awarded for IB exams shall not impact a student's GPA at Oxnard College.
  - Units granted for IB will not be subject to the unit limits for credit by exam or Pass/No Pass grading which otherwise apply within the district.
  - Credits acquired by exam are not counted in determining the 12 semester hours of credit in residence at Oxnard College required for an Associate Degree.
- \*\*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.

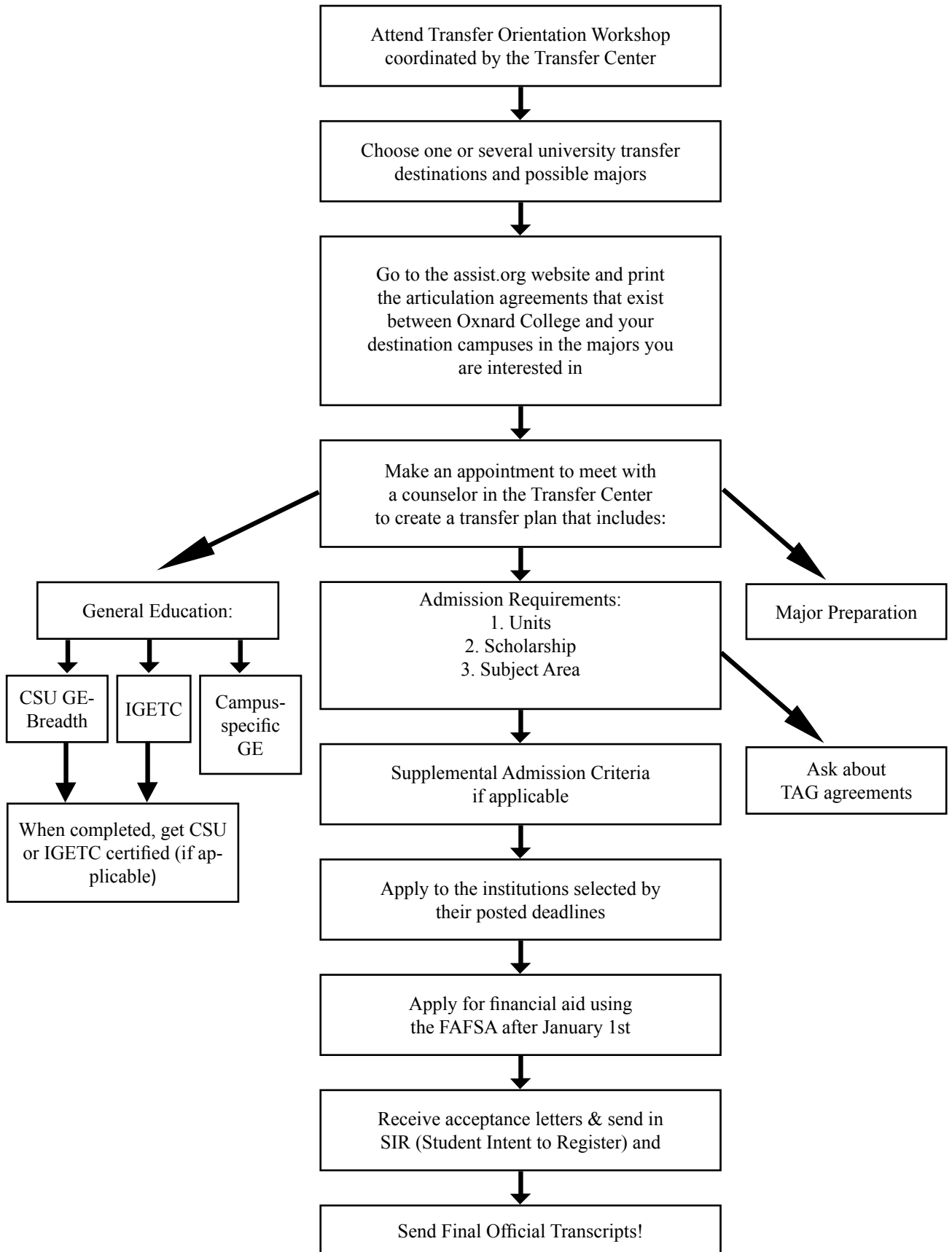
## College Level Examination Program (CLEP) for CSU

The California State University (CSU) system awards credit for CLEP exams as listed on the chart below. While some exams provide credit toward the CSU GE-Breadth, others provide elective credit which counts toward the 60 unit minimum needed to transfer to the CSU. There are a few exams that provide no transfer credit. For Oxnard College's policy on application of CLEP units toward the Associate degree, please see page 58.

CLEP Exam	Passing Score	CSU GE Breadth and/or American Institutions Area	Semester Credits Toward GE-Breadth Certification	Minimum Semester Credits Earned
American Government	50	D8	3	3
American Literature	50	C2	3	3
Analyzing & Interpreting Literature	50	C2	3	3
Biology	50	B2	3	3
Calculus	50	B4	3	3
Chemistry	50	B1	3	3
College Algebra	50	B4	3	3
College Algebra - Trigonometry	50	B4	3	3
College Mathematics	50	n/a	0	0
English Composition (no essay)	50	n/a	0	0
English Composition (w/essay)	50	n/a	0	0
English Literature	50	C2	3	3
Financial Accounting	50	n/a	0	3
French Level I*	50	n/a	0	6
French Level II*	59	C2	3	12
Freshman College Composition	50	n/a	0	0
German Level I*	50	n/a	0	6
German Level II*	60	C2	3	12
History, United States I	50	D6 + US-1	3	3
History, United States II	50	D6 + US-1	3	3
Human Growth & Development	50	E	3	3
Humanities	50	C2	3	3
Info. Systems & Computer Applications	50	n/a	0	3
Intro. To Educational Psychology	50	n/a	0	3
Introductory Business Law	50	n/a	0	3
Introductory Psychology	50	D9	3	3
Introductory Sociology	50	D0	3	3
Natural Sciences	50	B1 or B2	3	3
Pre-Calculus	50	B4	3	3
Principles of Accounting	50	n/a	0	3
Principles of Macroeconomics	50	D2	3	3
Principles of Management	50	n/a	0	3
Principles of Marketing	50	n/a	0	3
Principles of Microeconomics	50	D2	3	3
Social Sciences and History	50	n/a	0	0
Spanish Level I*	50	n/a	0	6
Spanish Level II*	63	C2	3	12
Trigonometry	50	B4	3	3
Western Civilization I	50	C2 or D6	3	3
Western Civilization II	50	D6	3	3

\*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.

# UNIVERSITY TRANSFER PREPARATION PATHWAY



# University Transfer Preparation PATHWAY

## Does This Course Transfer?

- Check the course description in this college catalog. All courses numbered 100 or above and say “Transfer credit: CSU” provide unit credit at all 23 campuses of the California State University system. Those that say “Transfer credit: UC” also provide unit credit at all ten campuses of the University of California system. For UC transferability you can also check the TCA on page 85. Some transfer courses may be noted as having credit limitations; these limitations can be checked in the Transfer Center or Counseling Office. Often independent colleges and universities will award unit credit for courses designated as CSU or UC transferable.
- Check the CSU GE-Breadth (page 68) and IGETC (page 69) patterns. Courses on these lists have been approved by the CSU and UC to fulfill general education requirements in the designated categories.
- Check the website [www.assist.org](http://www.assist.org). Select the public California institution to which you plan to transfer and your intended major to verify if your course fulfills pre-major or major preparation requirements.
- Courses that are transferable but do not fulfill GE or major preparation are considered, at a minimum, elective credit. They may satisfy other requirements such as subject area coursework for admissions or additional graduation requirements.

## General Education Transfer Patterns

The CSU GE-Breadth and IGETC patterns are lists of approved courses that you can take to fulfill lower division general education requirements for the CSU and UC systems while attending Oxnard College. In addition, some independent colleges and universities will accept IGETC and/or CSU GE as partially or completely fulfilling their own general education requirements.

Completion of either pattern will fulfill most of the general education requirements for the associate degree in General Studies, Pattern III. Please note that completion of the IGETC pattern is not preferred for all schools or majors within the CSU or UC system. Pattern II of the General Studies degree is intended for students whose major/college does not recommend completion of the CSU GE or IGETC. See IGETC Considerations (page 84) for more information.

You should meet with a counselor in the Transfer Center, Counseling Office or a university representative to help you choose the appropriate general education pattern and coursework for your intended transfer institution.

## Responsibility for Meeting Transfer Requirements

Academic counseling is available to students on an appointment basis both in the Counseling Office as well as the Transfer Center. Counselors are a valuable resource in exploring options or defining the requirements in a particular field of study. They have the expertise to assist you with course selection, program planning, and questions concerning requirements for admission, majors, general education and transfer to a four-year college or university. However, it is each student’s responsibility to satisfy requirements for admission, preparation in the major and general education. To ensure academic success, schedule an appointment with a counselor on a regular basis.

## PLANNING TO TRANSFER LOCALLY?

If you have decided you want to transfer but want to choose a university campus that allows you to commute instead of moving to another location, there are several choices available to you. Some are comprehensive universities, offering an active campus life and broad range of student activities, while others are satellite campuses with limited program offerings but schedules designed for working adults.

Antioch University - Santa Barbara campus  
Azusa Pacific University (APU) - Oxnard campus  
California Lutheran University (CLU) - Thousand Oaks  
CLU ADEP (Adult Degree Evening Program)  
Thousand Oaks & Oxnard campuses  
California State University, Channel Islands (CSUCI)  
Camarillo  
California State University, Northridge (CSUN)  
University of La Verne (ULV) - Oxnard campus  
National University - Camarillo campus  
Pepperdine University - Malibu  
University of California, Santa Barbara (UCSB)

[antiochsb.edu](http://antiochsb.edu)  
[apu.edu/ventura](http://apu.edu/ventura)  
[callutheran.edu](http://callutheran.edu)  
  
[callutheran.edu/adep](http://callutheran.edu/adep)  
  
[csuci.edu](http://csuci.edu)  
[csun.edu](http://csun.edu)  
[laverne.edu](http://laverne.edu)  
[nu.edu/Locations/SouthernCalifornia/Camarillo/html](http://nu.edu/Locations/SouthernCalifornia/Camarillo/html)  
[pepperdine.edu](http://pepperdine.edu)  
[ucsb.edu](http://ucsb.edu)



## 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](http://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](http://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:

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

Agreements with Other Campuses

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.

• By Major

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

# Transfer to the CSU California State University

The California State University (CSU) is now the largest, most diverse university system in the country, with 412,000 students and 43,000 faculty and staff members on 23 campuses. The CSU system offers more than 1,800 bachelor's and master's degree programs in 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 412,000 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 Transfer Center and on [assist.org](http://assist.org). Additional CSU information is available at [calstate.edu](http://calstate.edu) and [csumentor.edu](http://csumentor.edu).



## California State University System

The 23 campuses of the CSU vary in size and are located in communities ranging from small towns to large metropolitan areas. Abbreviations for these campus names, used elsewhere in the catalog, follow each campus name in parenthesis. The CSU includes the following campuses:

*California Maritime Academy (MA)*  
*Cal Poly, Pomona (POM)*  
*Cal Poly, San Luis Obispo (SLO)*  
*CSU, Bakersfield (BA)*  
*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 University (HUM)*  
*San Diego State University (SD)*  
*San Francisco State University (SF)*  
*San Jose State University (SJ)*  
*Sonoma State University (SON)*

## CSU Admission

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. LOWER DIVISION TRANSFERS:** Due to enrollment demands, most campuses restrict or prohibit the admission of lower-division transfer students who have earned fewer than 60 transferable semester units (90 quarter units).
- 2. UPPER DIVISION TRANSFERS:** Upper division transfers may qualify for admission if they have completed 60 or more transferable semester units (70 units maximum) and have completed the appropriate college courses with a grade of C or better to satisfy subject area requirements. Applicants must have a 2.0 overall grade point average (2.40 for non-California residents) in all transferable college units attempted and be in good standing at the last college or university attended; continuous attendance is not required. Remember these are minimums and in the case of high-demand majors and campuses a 2.0 GPA may not be high enough to be admitted.

**3. SUBJECT AREAS REQUIREMENTS:** This admission requirement can be satisfied by completing 30 semester units of general education courses with a grade of C or better in each course, to include all courses in Area A English Language Communication Critical Thinking (**includes Oral Communication, Written Communication and Critical Thinking courses**) and Mathematics/Quantitative Reasoning (Area B4).

**Note:** These admission requirements are subject to change. Students should consult [csumentor.edu](http://csumentor.edu) to receive the most current transfer information.

### **Planning to Transfer to the CSU**

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

1. **General Education Breadth:** Required for graduation from CSU. Select either option to complete lower division requirements at Oxnard College.
  - A. **Complete the CSU-GE Transfer Pattern on page 68.**
  - B. **Complete the IGETC Transfer Pattern on page 69.**
2. **Prerequisite courses for major:** Some lower division courses in the student's area of specialization must be taken prior to transfer. In fact, some impacted CSU campuses give admission preference to students who have completed all lower division major preparation, making students who are less-prepared unlikely to be admitted. The student should consult his/her counselor and **assist.org** to determine divisional course requirements.
3. **Requirements for the minor:** In some programs a minor is also required; the student is advised to check carefully which lower division courses may be the prerequisite to upper division work in the minor.
4. **Impacted majors:** High-demand majors have very specific criteria such as course work and GPA requirements. Check the impacted majors grid available at [calstate.edu/sas/impactioninfo.shtml](http://calstate.edu/sas/impactioninfo.shtml) or the Transfer Center to determine if a major or university has impaction status. Assist.org will provide information about required coursework. Students pursuing an impacted major should strive to make themselves as competitive as possible.
5. **Transferability of courses:** Only courses certified as appropriate for baccalaureate credit are transferable. At Oxnard College courses numbered 100 to 199 are accepted by the CSU.
6. **Selection Criteria:** Certain colleges, schools, or majors are highly selective. This means that either the number of applicants greatly exceeds the spaces available and/or the minimum GPA is expected to be much higher than the minimum criteria for admission. There may also be supplemental admission requirements in place. Refer to assist.org and the Transfer Center for guidance.

## **Additional CSU Transfer Information**

In planning a lower division program at Oxnard College, bear in mind that a minimum of 120 semester units of college work for a B.A. or B.S. degree is required. By state law the CSU may accept for transfer from a community college a maximum of 70 semester units of credit.

**USE OF SUMMER COURSEWORK FOR FALL ADMISSION**—Some campuses restrict the use of summer coursework to satisfy some fall admission requirements, in particular English Communications (Area A of the CSU GE-Breadth) and Mathematics/Quantitative Reasoning (B4). Students are advised to complete these courses as early in their transfer preparation as possible. Campuses known for restrictions in this area are: CSUCI, CHI, EB, FR, FUL, LA, LB, MB, NOR, POM, SAC, SB, SD, SF, SJ, SLO, SM, and SON.

**FULL CERTIFICATION**—Completion of all five Areas of CSU GE-Breadth requirements prior to transferring will permit Oxnard College to certify to each of the CSU campuses that you have fulfilled the basic 39-unit minimum lower division requirement in general education. Each of the campuses of CSU requires an additional nine units of upper division GE coursework in residence at the CSU you will graduate from; some campuses may require more than the 48-unit minimum. Students should make an appointment in the Counseling Office or Transfer Center prior to transfer to apply for CSU-GE certification.

**SUBJECT AREA CERTIFICATION**—It is possible to complete separately any of the Areas of the CSU GE-Breadth (A-E) and receive partial certification in the Areas completed. If you are not fully certified when you transfer, it will be necessary for you to complete the remaining areas as defined by the catalog of the CSU you are attending. Often the GE pattern for their native students contains additional requirements that are waived by completing CSU GE-Breadth certification so it is usually in the student's best interest to be fully certified prior to transfer.

**CERTIFICATION AFTER CSU MATRICULATION**—Transfer students are permitted to complete community college courses and receive CSU GE-Breadth and IGETC certification after matriculating to a CSU campus. Students are limited to a maximum of two courses to complete IGETC after matriculation to a CSU campus. For the CSU GE-Breadth pattern, the following CSU campuses impose some limitations: CI, CHI, EB, LA, POM, SAC, SB, SM, SON, and STA.

**CERTIFIED COURSES**—Oxnard College will also certify courses completed at other California Community Colleges or California State University campuses in partial satisfaction of GE requirements provided that such courses are baccalaureate level and would be certified by the institution offering them. Students who have completed courses at other colleges and universities should consult the Transfer Center or Counseling Office regarding “pass along” certification.

# Additional CSU Transfer Information

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**SCHOLARSHIP** — Most campuses require a grade of C or better for most courses and an overall C average (2.0 GPA) for all courses used to satisfy GE requirements. Also, most campuses require letter grades for all GE courses and do not permit pass/no pass grades. Campuses known to impose limitations on courses graded as pass/no pass are: DH, EB, FUL, SB, and SON. CSU campuses are increasingly competitive due to budget cuts and growing demand. In order to be competitive, students should strive to surpass minimum scholarship standards in GE, Major preparation and cumulative GPA.

**COURSE RESTRICTIONS** — While a course may satisfy more than one general education group and/or area requirement, it shall not be counted more than once for GE and any excess units in one area shall not apply to another area.

**FOREIGN COURSEWORK** — International or foreign coursework cannot be used in CSU GE-Breadth certification. The individual CSU campus may opt to give students credit for foreign coursework, but community colleges do not have that prerogative.

**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, often in addition to GE requirements. Courses approved to satisfy this requirement are specified in appropriate areas. Most campuses permit double counting of courses taken to meet this requirement and GE-Breadth if the student is partially or fully certified.

**USE OF 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 "Pass" (P) for major courses. Some CSU campuses allow applicants who submit full or area certifications to double count courses for general education and major requirements. See the catalog of your campus choice for these requirements.

**FOREIGN LANGUAGE AND SECOND SEMESTER ENGLISH** — Some campuses require foreign language and/or a second semester English Composition for graduation. In some cases, students certified in Areas A and C are exempt from these requirements. Also, some campuses require completion of these courses for certain majors. See the catalog of your campus choice for these requirements. Foreign Language: BAK, CI, MB, SAC, SB, SM. Second Semester English: DH, LA, MB, SAC, SD, SF, SJ.

**MULTICULTURAL / ETHNIC STUDIES REQUIREMENT** — CSU campuses require all candidates for the bachelor's degree to complete at least one course in multicultural/ethnic studies as a condition of graduation. Selected campuses will not permit this requirement to be met prior to transfer; for most of these campuses, the course must be upper division: DH, LB, MB, SF, SJ, SM.

## **ADDITIONAL GRADUATION REQUIREMENTS**

— You are advised to consult your counselor and the catalog of the state university that you plan to attend for requirements unique to that school. Campuses that may impose additional graduation requirements are: BAK, CI, CHI, EB, FUL, HUM, LA, LB, MB, NOR, SAC, SJ, SLO, STA and SON.

**SEQUENTIAL COURSES** — Most institutions recommend that students complete sequential courses at the college where the series was started. This is especially recommended for a sequence of two or more courses which require the preceding course(s) as a prerequisite to advancement.

**TRANSFER COURSES** — The approved CSU GE-Breadth list designates those courses that may be used to meet GE requirements; it is not a complete listing of all courses which transfer to CSU. All Oxnard College courses numbered 100 or above provide transfer credit to the CSU system. Applicability of transfer courses may be checked on [www.assist.org](http://www.assist.org) and in the Transfer Center or Counseling Office.

**HIGH UNIT MAJORS WITH AUTHORIZED EXCEPTIONS TO ADMISSION AND GENERAL EDUCATION-BREADTH REQUIREMENTS** — Upper division transfer students are ordinarily required to complete general education requirements in English Language (areas A1, A2, and A3 on the CSU GE-Breadth) and Quantitative Reasoning (B4) prior to transfer. **For selected majors** at the following campuses, critical thinking (A3) is integrated primarily in the upper division curriculum and need not be completed before transfer: CHI, FRE, HUM, LA, NOR, SAC, SF, SJ, and SLO. Check your major on [assist.org](http://assist.org).

**INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)** — Students planning to transfer to either a CSU or UC campus may elect to use the Intersegmental General Education Transfer Curriculum (IGETC) in satisfaction of GE requirements. Consult [assist.org](http://assist.org) and the Transfer Center for additional information or [www.csumentor.edu](http://www.csumentor.edu) or [www.uctransfer.universityofcalifornia.edu](http://www.uctransfer.universityofcalifornia.edu).

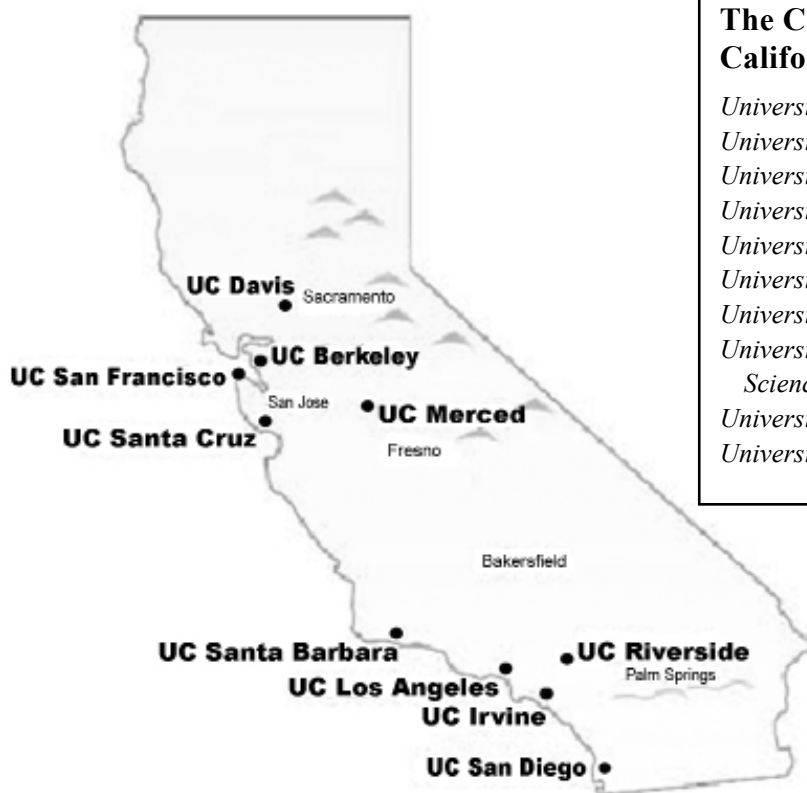
**TRANSCRIPTS** — You must make a written request at the Office of Admissions & Records to forward your transcript. Oxnard College can send official transcripts of work completed at this college and at Moorpark and/or Ventura Colleges. The first two transcripts you request are free. After that, there will be a charge for additional transcript requests. You must request transcripts of work completed at any other colleges (outside of this college district) to be sent to the transfer institution. Your Application for Certification is not a request for a transcript. Failure to send official transcripts to the university by their specified deadline after you have been admitted may result in your offer of admission being revoked.



# Transfer to University of California (UC)

## The University of California System

The University of California (UC) is one of the finest research universities in the world. Its academic offerings span 150 disciplines, with more departments ranked in the top 10 nationally than at any other public or private university. The UC has established 10 campuses throughout the state of California and enrolls more than 220,000 students. All campuses have uniform entrance requirements and certain other features in common. However, each campus is distinctive and not all majors are offered on all campuses. Students should study the list of undergraduate colleges, schools, and majors available on each campus to determine which campuses will best satisfy their educational needs. Students are encouraged to discuss with their counselor the particular advantages each campus has to offer. For more information, see [uctransfer.universityofcalifornia.edu](http://uctransfer.universityofcalifornia.edu).



## 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 (Health Sciences) (UCSF)*  
*University of California, Santa Barbara (UCSB)*  
*University of California, Santa Cruz (UCSC)*

## Transfer Selection by Campus

For more details about each campus's transfer selection criteria, visit these websites:

- **Berkeley** [students.berkeley.edu/admissions/transfer.asp](http://students.berkeley.edu/admissions/transfer.asp)
- **Davis** [admissions.ucdavis.edu/admissions/tr\\_pros\\_std](http://admissions.ucdavis.edu/admissions/tr_pros_std)
- **Irvine** [www.admissions.uci.edu/admissions\\_info/transfer\\_admission/coc\\_selection/index.html](http://www.admissions.uci.edu/admissions_info/transfer_admission/coc_selection/index.html)
- **Los Angeles** [www.admissions.ucla.edu/transfer](http://www.admissions.ucla.edu/transfer)
- **Merced** [transfers.ucmerced.edu](http://transfers.ucmerced.edu)
- **Riverside** [www.my.ucr.edu/admissions/pages/pathadmission.aspx#transfer](http://www.my.ucr.edu/admissions/pages/pathadmission.aspx#transfer)
- **San Diego** [prospective.ucsd.edu/go/transfer](http://prospective.ucsd.edu/go/transfer)
- **Santa Barbara** [www.admissions.ucsb.edu](http://www.admissions.ucsb.edu)
- **Santa Cruz** [admissions.ucsc.edu/apply/transfer\\_guide.cfm](http://admissions.ucsc.edu/apply/transfer_guide.cfm)

# UC Transfer Information

## **Minimum Admission Requirements for Transfer Applicants**

A transfer applicant, according to the University, is a student who has enrolled in a fall, winter, or spring session at another college or university after high school. A student who meets this definition cannot disregard his or her college record and apply as a freshman.

The requirements described below represent the minimum academic standards students must attain to be eligible 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. Admission to the campus and program of choice often requires students to meet more demanding standards. (see Transfer Selection by Campus).

The vast majority of transfer students come to the University at the junior level from California Community Colleges. To be eligible for admission as a junior transfer student, a student must fulfill both of the following criteria:

1. Complete **60 semester** (90 quarter) **units of UC transferable college credit** with a GPA of at least 2.4 (2.8 for non-residents). No more than 14 semester (21 quarter) units may be taken Pass/No Pass. *Note: In order to insure that all units are UC transferable, students should check the Transfer Course Agreement in this catalog **and** on assist.org to make sure their courses are listed.*
2. Complete either:
  - a. IGETC (see page 69)

**OR**

  - b. the following course pattern requirements, 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: the arts and humanities, the social and behavioral sciences, and the physical and biological sciences.

## **Transferring with Fewer than 60 units (Lower-Division Transfer)**

The University admits some transfer students before they reach junior standing if they have met specific requirements. Refer to the open/closed major status report at [www.universityofcalifornia.edu/admissions/openmajors](http://www.universityofcalifornia.edu/admissions/openmajors) to see which campuses will accept

lower-division transfers for a particular term.

## **Preparation for Transfer**

1. Admission Criteria (see requirements listed above).
2. General Education preparation: Students have two options for fulfilling GE preparation for the UC, depending on the campus and major selected:
  - IGETC – accepted by both the UC and CSU, 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 majors that require extensive lower-division preparation, such as engineering and many of the physical and natural sciences, should concentrate on completing major prerequisites. See IGETC considerations (page 84)

Or

  - Specific general education requirements of the college or campus they plan to attend. (see assist.org)
3. Major Preparation requirements  
Transfer students should select a major and take courses that meet major requirements. In most cases, completing at least a portion of the major requirements is essential to gain admission to the major. The Transfer Preparation Paths, available at [uctransfer.universityofcalifornia.edu](http://uctransfer.universityofcalifornia.edu), outline the major-preparation requirements at each UC campus for the most popular majors. Major preparation information is also available at [assist.org](http://assist.org).

## **Selection Criteria**

Many colleges, schools, or majors within the UC system are highly selective. This means that either the number of qualified applicants greatly exceeds the spaces available and/or the minimum GPA in UC transferable courses is expected to be higher 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.

## **TAG (Transfer Admission Guarantee)**

Seven UC campuses offer guaranteed admission to California Community College students who meet specific requirements. By participating in a Transfer Admission Guarantee (TAG) program, students receive early review of their academic records, early admission notification, and specific guidance about major preparation and general education coursework. For more information, see [uctransfer.universityofcalifornia.edu/tag](http://uctransfer.universityofcalifornia.edu/tag) and your counselor in the Transfer Center.

## **UC Credit Limitations**

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](http://assist.org).

1. The University of California will award graduation credit for up to 70 semester (105 quarter) units of transferable coursework from a community college, meaning those units will be counted toward completion of your degree. Courses in excess of 70 semester units will not receive unit credit, but will receive subject credit and may be used to satisfy University subject requirements.
2. The UC system allows a maximum of 14 semester units graded Pass/No Pass.
3. 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.
4. Internships may be presented for review after transfer but credit for internships rarely transfers to UC.
5. 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.
6. A maximum of 4 units of physical education activity will count towards degree or transfer unit requirements.
7. A maximum of 8 units of physical education theory courses will count towards degree or transfer unit requirements.
8. English as a Second Language Courses (ESL): A maximum of 8 semester (12 quarter) units will earn transfer credit.

## **Course Sequences**

When requirements are stated as full-year sequence, students should be 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.

# IGETC CONSIDERATIONS

Students with a substantial amount of coursework from institutions outside the United States should consult a counselor to determine whether they should complete IGETC or the lower-division breadth/general education requirements at the campus they 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.

**Berkeley:** IGETC is acceptable for all majors in the College of Letters and Science. The Haas School of Business and the colleges of Engineering, Environmental Design and Chemistry have extensive, prescribed major prerequisites. In general, IGETC is not appropriate preparation for most majors in these colleges.

Although IGETC satisfies breadth requirements for most majors in the College of Natural Resources, specific lower-division major requirements must still be satisfied. For more information, visit [www.assist.org](http://www.assist.org) or check with the college.

**Davis:** IGETC works well for students planning for Bachelor of Arts majors with few units of lower-division preparation. Bachelor of Science degrees and high-unit majors often have many courses of lower-division preparation. In these cases, the UC Davis GE pattern is the best choice. Students in the College of Engineering who have satisfied IGETC are still required to complete two upper-division general education courses at UC Davis to satisfy College of Engineering requirements.

**Irvine:** All schools accept IGETC. However, selection by the campus is based on demonstrated academic achievement and preparation for the intended major.

**Los Angeles:** The Henry Samueli School of Engineering and Applied Science does not accept IGETC.

**Merced:** The Schools of Engineering and Natural Sciences do not recommend IGETC.

**Riverside:** The Bournes College of Engineering accepts completion of IGETC as satisfying the majority of the college's breadth requirements for transfer students. Some additional breadth coursework may be required after enrollment. (For details, see [student.engr.ucr.edu/policies/requirements/breadth.html](http://student.engr.ucr.edu/policies/requirements/breadth.html)) However, prospective applicants are strongly encouraged to focus instead on preparatory coursework for their desired major, such as mathematics, science and other technical preparatory coursework, rather than on IGETC completion. Strong technical preparation is essential for success in the admission process and, subsequently, in all coursework at Bournes.

The College of Natural and Agricultural Sciences does not accept IGETC, although courses taken to satisfy IGETC may be applied toward the college's breadth pattern. The College of Humanities, Arts, and Social Science and the School of Business Administration accept IGETC

**San Diego:** IGETC is accepted at John Muir, Earl Warren, Thurgood Marshall and Sixth colleges only. Students completing IGETC are welcomed at Eleanor Roosevelt and Revelle colleges; however, they must fulfill the specific general education requirements of those colleges. At UCSD, all majors are available to students in each college, so students who choose IGETC will not be restricted in their choice of major.

**Santa Barbara:** Transfer students in the College of Letters and Science and the College of Creative Studies may use IGETC to substitute for general education requirements.

Students transferring into the College of Engineering are encouraged to focus on the preparation for their major rather than general education courses, but may also use IGETC to substitute for most general education requirements. As part of their general education, all students in the College of Engineering are required to complete a depth requirement. Students who wish to satisfy the depth requirement prior to transfer must complete a yearlong sequence in the history of world civilization, history of the United States, history of Western philosophy or history of Western art. Students may want to choose courses for IGETC that will concurrently satisfy the depth requirement. Students may also complete the depth requirement with upper-division coursework after transferring.

**Please note:** Students planning to transfer into a major in engineering, computer science, or the biological or physical sciences must be careful to complete lower-division major prerequisites if they are to ensure competitiveness for admission and make normal, timely progress through the major.

**Santa Cruz:** Transfer students intending to pursue any major in the physical and biological sciences or the Jack Baskin School of Engineering should not follow IGETC because it will not provide them with enough lower-division preparation for their majors.

Prospective UC Transfer students are advised to consult [assist.org](http://assist.org), work with a UC Admission Counselor, and meet with a counselor in the Transfer Center to create a comprehensive transfer plan that prepares them to be competitive in the admission process and well-prepared for transfer.

# University of California System

## 2011-2012 Transfer Course Agreement (TCA)

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](http://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. Courses that fulfill General Education requirements at all UC campuses can be found on the IGETC Certification Plan on page 69. All students planning to apply to the UC should also consult a counselor in the Transfer Center or Counseling Office.

<b>African-American Studies:</b> AFAM R101
<b>American Sign Language:</b> ASL R101, R102, R103, R104
<b>Anatomy:</b> ANAT R101
<b>Anthropology:</b> ANTH R101, R102, R103, R105, R106, R107, R110, R111, R113, R115
<b>Art:</b> ART R101, R102, R103, R104A, R104B, R106A, R106B, R106C, R108A, R108B, R108C, R110A, R110B, R110C, R115A, R115B, R126A, R126B, R126C, R150A, R150B, R151A, R151B, R152A, R152B, R153, R154A, R154B, R155, R156A, R156B, R160
<b>Asian-American Studies:</b> AAS R101
<b>Astronomy:</b> R101, R101L
<b>Biology:</b> BIOL R100, R100L, R101*, R101L*, R120*, R120L*, R122, R122L ( <i>*No credit for R101/R101L if taken after R120, R120L. R101/L and R120/L combined: Maximum credit, one series</i> )
<b>Business:</b> BUS R101A, R101B, R111A, R120*, R121* ( <i>*R120 and R121 combined: maximum credit, one course</i> )
<b>Chemistry:</b> CHEM R104, R110*, R112+, R120, R122, R130+, R132 ( <i>*No credit for R100/L or R110 if taken after R120. R100/L and R110 combined: maximum credit, 5 units. +No credit for R112 if taken after R130.</i> )
<b>Chicano Studies:</b> CHST R101, R107, R114
<b>Child Development:</b> CD R102, R106
<b>Communication Studies:</b> COMM R101, R105, R107, R109, R110, R111, R113
<b>Computer Information Systems:</b> CIS R100, R101, R112A, R112B
<b>Economics:</b> R100*, R101, R102 ( <i>No credit for R100 if taken after R101 or R102</i> )
<b>Education:</b> EDU R122
<b>English:</b> R100**, R101, R102, R103, R104+, R105+, R107+, R108+, R111++, R112, R131, R132, 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> )
<b>Environmental Studies:</b> ESRM R100
<b>Geography:</b> GEOG R101, R101L, R102, R103, R104
<b>Geology:</b> R101, R101L, R103, R103L
<b>Health Education:</b> HED R101*, HED R102*, R103*, R104*, R105, R106, R107+, R107L+ ( <i>*R101, R102, R103, R104 combined: maximum credit, one course. +Any or all of these combined: maximum credit, 4 units</i> )
<b>History:</b> HIST R100A*, R100B*, R102, R103, R104, R105*, R106*, R107, R108, R109, R110, R111, R112, R113, R114, R115, R116, R117, R118, R119, R120, R121 ( <i>*R100A, R100B and R105, R106 combined: maximum credit, one series</i> )
<b>Interdisciplinary Studies:</b> IDS R101A, R101B, R102, R110
<b>Japanese:</b> JAPN R101*, R101A+, R101B+, R102 ( <i>*Corresponds to two years of high school study. +R101A and R101B combined are equivalent to R101</i> )
<b>Marine Studies:</b> MST R100, R100L, R103, R103L, R122
<b>Mathematics:</b> MATH R101*, R102*, R105+, R106++, R115, R118, R120++, R121, R122, R125 ( <i>*R101 and R102 combined: maximum credit, one course. +R105 and PSY R103 combined: maximum credit, one course. ++R106 and R120 combined: maximum credit, one course.</i> )
<b>Microbiology:</b> MICR R100, R100L
<b>Music:</b> MUS R101, R103A, R106, R107A, R107B, R107C, R107D, R110A, R110B, R110C, R110D, R116, R117, R118, R119
<b>Philosophy:</b> PHIL R100*, R101, R102, R103, R104, R105, R106, R107, R108, R109, R110, R111*, R112, R114 ( <i>*R100 and R111 combined: maximum credit, one course.</i> )
<b>Physical Education:</b> PE R116A, R116B, R119A, R119B, R124, R130*, R131A*, R131B*, R132A*, R133A*, R133B*, R141A*, R141B*, R143, R146*, R148*, R150*, R151A*, R155A*, R155B*, R156A*, R156B*, R159A*, R159B*, R160*, R161*, R165*, R166*, R167*, R168*, R169*, R170*, R171*, R172*, R177*, R178*, R185+, 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> )
<b>Physical Science:</b> PHSC R170+ ( <i>+No credit if taken after a college level course in physics or chemistry</i> )
<b>Physics:</b> 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> )
<b>Physiology:</b> PHSO R101
<b>Political Science:</b> POLS R100, R101, R102, R104, R105, R106, R108
<b>Psychology:</b> PSY R101, R103+, R104, R105, R107, R108, R110, R114, R131 ( <i>+PSY R103 and MATH R105 combined: maximum credit, one course.</i> )
<b>Sociology:</b> SOC R101, R102, R103, R104, R105, R106, R107, R108, R111, R114, R116, R122
<b>Spanish:</b> SPAN R101*, R101A*, R101B*, R102, R103, R104, R107, R108, R117, R118, R140*, R141 ( <i>*R101A and R101B combined are equivalent to R101. SPAN R101, R101B or R140 corresponds to two years of high school study.</i> )
<b>Television:</b> TV R108A, R108B

# Independent/Private Colleges and Universities

Students who plan to transfer to independent/private colleges and universities 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. For assistance in planning a transfer program to an independent institution, students should also meet with a counselor in the Oxnard College Transfer Center or Counseling Office.

California's independent colleges and universities are an excellent choice for many students. There are over 75 nonprofit, independent 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 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) and those offering Bachelor's degrees are listed below. You can explore these colleges at [www.aiccu.org](http://www.aiccu.org) and compare and contrast CSU/UC/Independent colleges at [www.californiacolleges.edu](http://www.californiacolleges.edu). Some of the universities listed below have local satellite campuses in the Ventura County area and vicinity. Contact information for these campuses can be found on page 76.

## Northern California

Drexel University - Sacramento  
Pacific Union College - Angwin  
Simpson University - Redding  
William Jessup University - Rocklin

## Central Valley

Fresno Pacific University - Fresno  
Humphreys College - Stockton  
University of the Pacific - Stockton

## San Francisco Bay Area

California College of the Arts - San Francisco  
Cogswell Polytechnical College - Sunnyvale  
Dominican University of California - San Rafael  
Golden Gate University - San Francisco  
Holy Names University - Oakland  
John F. Kennedy University - Pleasant Hill  
Menlo College - Atherton  
Mills College - Oakland  
New College of California - San Francisco  
Notre Dame de Namur University - Belmont  
Palo Alto University - Palo Alto  
Patten University - Oakland  
Saint Mary's College of California - Moraga  
Samuel Merritt College - Oakland  
San Francisco Conservatory of Music - San Francisco  
Santa Clara University - Santa Clara  
Saybrook University - San Francisco  
Stanford University - Stanford  
Touro University - California Vallejo  
University of San Francisco - San Francisco

## Central Coast

Thomas Aquinas College - Santa Paula  
Westmont College - Santa Barbara

## San Diego Metro Area

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

## Los Angeles Basin & Orange County

American Academy of Dramatic Arts L.A. - Hollywood  
American Jewish University - Bel Air  
Antioch University - Los Angeles  
Art Center College of Design - Pasadena  
Azusa Pacific University - Azusa  
Biola University - La Mirada  
Brandman University - Irvine  
California Baptist University - Riverside  
California Institute of Technology - Pasadena  
California Institute of the Arts - Valencia  
California Lutheran University - Thousand Oaks  
Chapman University - Orange  
Charles R. Drew Univ. of Medicine & Sci. - L.A.  
Claremont McKenna College - Claremont  
Concordia University - Irvine  
Harvey Mudd College - Claremont  
Hope International University - Fullerton  
La Sierra University - Riverside  
Laguna College of Art & Design - Laguna Beach  
Loma Linda University - Loma Linda  
Loyola Marymount University - Los Angeles  
Master's College, The - Santa Clarita  
Mount St. Mary's College - Los Angeles  
Occidental College - Los Angeles  
Otis College of Art and Design - Los Angeles  
Pacific Oaks College - Pasadena  
Pepperdine University - Malibu  
Pitzer College - Claremont  
Pomona College - Claremont  
Scripps College - Claremont  
Soka University - Aliso Viejo  
Southern Calif. Univ. of Health Sciences - Whittier  
University of La Verne - La Verne  
University of Redlands - Redlands  
University of Southern California - Los Angeles  
Vanguard Univ. of Southern California - Costa Mesa  
Western University of Health Sciences - Pomona  
Whittier College - Whittier  
Woodbury University - Burbank

## 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.

College or University	Accepts IGETC	Accepts CSU GE-Breadth Pattern	Additional GE	Website
Alliant International University	Yes	Yes	No	<a href="http://www.alliant.edu">www.alliant.edu</a>
Azusa Pacific University	Yes	Yes	Yes	<a href="http://www.apu.edu">www.apu.edu</a>
Biola University	Yes	Yes	Yes	<a href="http://www.biola.edu">www.biola.edu</a>
Brandman University	Yes	Yes	No	<a href="http://www.brandman.edu">www.brandman.edu</a>
California Baptist University	Yes	No	Yes	<a href="http://www.calbaptist.edu">www.calbaptist.edu</a>
California College of Arts	Yes	Yes	Yes	<a href="http://www.cca.edu">www.cca.edu</a>
California Lutheran University	Yes	No	Yes	<a href="http://www.callutheran.edu">www.callutheran.edu</a>
Chapman University	Yes	Yes	Yes	<a href="http://www.chapman.edu">www.chapman.edu</a>
Claremont McKenna College	Yes	Yes	Yes	<a href="http://www.claremontmckenna.edu">www.claremontmckenna.edu</a>
Concordia University	Yes	Yes	Yes	<a href="http://www.cui.edu">www.cui.edu</a>
Dominican University of California	Yes	Yes	Yes	<a href="http://www.dominican.edu">www.dominican.edu</a>
Fresno Pacific University	Yes	No	Yes	<a href="http://www.fresno.edu">www.fresno.edu</a>
Golden Gate University	Yes	Yes	Yes	<a href="http://www.ggu.edu">www.ggu.edu</a>
Holy Names University	Yes	No	Yes	<a href="http://www.hnu.edu">www.hnu.edu</a>
Hope International University	Yes	Yes	Yes	<a href="http://www.hiu.edu">www.hiu.edu</a>
Humphreys College	Yes	Yes	Yes	<a href="http://www.humphreys.edu">www.humphreys.edu</a>
Laguna College of Art & Design	Yes	Yes	Yes	<a href="http://www.lagunacollege.edu">www.lagunacollege.edu</a>
Loma Linda University	Yes	Yes	Yes	<a href="http://www.llu.edu">www.llu.edu</a>
Loyola Marymount University	Yes	Yes	Yes	<a href="http://www.lmu.edu">www.lmu.edu</a>
Marymount College	Yes	Yes	Yes	<a href="http://www.marymount.edu">www.marymount.edu</a>
Master's College, The	Yes	Yes	Yes	<a href="http://www.masters.edu">www.masters.edu</a>
Menlo College	Yes	No	Yes	<a href="http://www.menlo.edu">www.menlo.edu</a>
Mills College	Yes	Yes	Yes	<a href="http://www.mills.edu">www.mills.edu</a>
Mount St. Mary's College	Yes	Yes	Yes	<a href="http://www.msmc.la.edu">www.msmc.la.edu</a>
National University	Yes	Yes	No	<a href="http://www.nu.edu">www.nu.edu</a>
Notre Dame de Namur University	Yes	Yes	Yes	<a href="http://www.ndnu.edu">www.ndnu.edu</a>
Occidental College	Yes	Yes	Yes	<a href="http://www.oxy.edu">www.oxy.edu</a>
Pattern University	Yes	Yes	Yes	<a href="http://www.pattern.edu">www.pattern.edu</a>
Pepperdine University	Yes	Yes	Yes	<a href="http://www.pepperdine.edu">www.pepperdine.edu</a>
Pitzer College	Yes	Yes	Yes	<a href="http://www.pitzer.edu">www.pitzer.edu</a>
Point Loma Nazarene University	Yes	Yes	Yes	<a href="http://www.ptloma.edu">www.ptloma.edu</a>
Pomona College	Yes	Yes	Yes	<a href="http://www.pomona.edu">www.pomona.edu</a>
Saint Mary's College of California	Yes	No	Yes	<a href="http://www.stmarys-ca.edu">www.stmarys-ca.edu</a>
San Francisco Conservatory of Music	Yes	Yes	Yes	<a href="http://www.sfcm.edu">www.sfcm.edu</a>
Scripps College	Yes	No	Yes	<a href="http://www.scrippscollege.edu">www.scrippscollege.edu</a>
Simpson University	Yes	Yes	Yes	<a href="http://www.simpsonuniversity.edu">www.simpsonuniversity.edu</a>
University of La Verne	Yes	Yes	Yes	<a href="http://www.ulv.edu">www.ulv.edu</a>
University of Redlands	Yes	Yes	Yes	<a href="http://www.redlands.edu">www.redlands.edu</a>
University of San Diego	Yes	Yes	Yes	<a href="http://www.sandiego.edu">www.sandiego.edu</a>
University of San Francisco	Yes	Yes	Yes	<a href="http://www.usfca.edu">www.usfca.edu</a>
University of the Pacific	Yes	Yes	Yes	<a href="http://www.pacific.edu">www.pacific.edu</a>
Vanguard University of Southern California	Yes	Yes	Yes	<a href="http://www.vanguard.edu">www.vanguard.edu</a>
Westmont College	Yes	No	Yes	<a href="http://www.westmont.edu">www.westmont.edu</a>
Whittier College	Yes	Yes	Yes	<a href="http://www.whittier.edu">www.whittier.edu</a>
William Jessup University	Yes	Yes	Yes	<a href="http://www.jessup.edu">www.jessup.edu</a>
Woodbury University	Yes	No	Yes	<a href="http://www.woodbury.edu">www.woodbury.edu</a>

# California Lutheran University (CLU)

Founded in 1959, California Lutheran University is a selective comprehensive institution offering undergraduate and graduate degrees in the liberal arts and sciences and professional fields. The 225-acre campus is located in Thousand Oaks and enrolls approximately 2500 undergraduate students and over 1300 graduate students. There is also a satellite campus located in Oxnard. For more information go to [www.callutheran.edu](http://www.callutheran.edu).

## **CLU Admission Criteria for Transfers from Community College**

*If you have attended or are currently attending a community college, admission to CLU is guaranteed if you have met the following admission requirements:*

1. Freshman English (college level composition) with a grade of “C” or better
2. Successful completion of a college level math course
3. 30 transferable semester units
4. A 2.75 cumulative transferable GPA

*If you have not met the criteria for guaranteed admission, you may still be considered for admission as follows:*

- If you have not completed a college level math course, you may still be considered for admission if you have successfully completed intermediate algebra in college. No credit will be given for intermediate algebra because it is not a transferable course.
- If you have completed fewer than 30 transferable units, your high school grades and SAT/ACT scores will also be used in the admission decision. You must still meet the math, English, and GPA requirements as listed above. If you were not eligible for admission to CLU from high school, you must meet the 30 transferable unit minimum.

## **General Transfer Information**

1. Community college courses that are transferable to the UC and/or CSU system are generally transferable to CLU. Courses from non-accredited colleges are not transferable.
2. Courses which are technical, vocational, or “personal enrichment” in nature are not transferable.
3. A maximum of 70 community college semester credits may be transferred.
4. Pass/Fail or Credit/No Credit courses may not be used to meet general education or major requirements.
5. **General Education:** CLU accepts IGETC certification for either CSU or UC. Students must be IGETC certified **prior to enrolling** at CLU in order to get credit for IGETC certification. Students with IGETC certification will have their remaining general education courses at CLU waived except speech, foreign language, and religion. Students with IGETC certification must also meet CLU’s GPA requirement. CLU will need proof of the student’s IGETC certification.
6. **AA/AS Degrees:** CLU evaluates credit on a course-by-course basis, not based on any degrees earned previously. Students with an AA/AS degree must still meet CLU’s English, math and GPA requirements for transfer.
7. **Credit by Exam:** CLU gives credit for Advanced Placement (AP) courses based only on AP exam scores. Students who have taken AP exams need to have an official copy of their scores sent to CLU in order to receive credit. CLU awards up to 4 semester units of credit for each International Baccalaureate (IB) Higher Level exam score of 4 or higher. CLU also awards credit for CLEP subject examinations. A complete list of credits/minimum scores is available from the Center for Academic and Accessibility Resources at CLU.
8. All students must complete at least 124 semester units to graduate from CLU including their general education and major/minor requirements and at least 40 of these units must be upper division (300-400 level courses).
9. A personal preliminary transfer credit evaluation and campus tour may be provided by contacting the Office of Admissions at 1-877-CLU-FOR-U or send email questions to [admissions@callutheran.edu](mailto:admissions@callutheran.edu). The Adult Degree Evening Program (ADEP) can be contacted at 805-493-3127. CLU Admissions Counselors are also available by appointment in the Oxnard College Transfer Center. Contact the Transfer Center at 805-986-5837 to schedule an appointment.

*Courses that are transferable but do not meet CLU’s general education or major requirements will be credited as elective courses and will be counted toward the total number of units needed for the bachelor’s degree.*



# California Lutheran University General Education Requirements

<p><b>Area I: Proficiencies</b></p> <p><b>A. Written Communication</b></p> <ol style="list-style-type: none"> <li>1. Freshman English. One course with a grade of C or higher. <b>ENGL</b> R101 or AP, CLEP, or IB</li> <li>2. Writing-intensive courses; one upper division course to be taken at CLU.</li> </ol>
<p><b>B. Oral Communication - One course: <u>COMM</u> R101, R105, R109</b></p>
<p><b>C. Foreign Language</b> - Two sequential courses in one foreign language or successful completion of a foreign language course at the second semester level OR score on the CLU Foreign Language Placement Test indicating proficiency at the second semester level.</p> <p><b><u>ASL</u> R101, R102, R103, R104; <u>JAPN</u> R101, R101A and R101B, R102; <u>SPAN</u> R101, R101A and R101B, R102, R103, R104</b></p>
<p><b>Mathematical Reasoning</b> College level math course or qualifying score on the CLU Math Placement Test. MATH R014 is the minimum math required for admission but units will not transfer or fulfill general education.</p> <p><b><u>MATH</u> R101, R102, R105, R106, R115, R116, R118, R120, R121, R122, R125, <u>PSY</u> R103</b></p>
<p><b>Area II. Perspectives</b></p> <p><b>A. Humanities</b></p> <ol style="list-style-type: none"> <li>1. <b>History</b> – one course: <b><u>HIST</u></b> R100A, R100B, R102, R103, R104, R105, R106, R107, R108, R109, R110, R111, R112, R113, R114, R115, R116, R117, R118, R119, R120, R121</li> <li>2. <b>Literature</b> – one course: <b><u>ENGL</u></b> R102, R104, R105, R107, R108, R111, R112, R151, R152, R153, R154, R157; <b><u>SPAN</u></b> R117</li> <li>3. <b>Philosophy</b> – one course: <b><u>PHIL</u></b> R100, R101, R102, R105, R106, R107, R108, R111, R112, R114</li> <li>4. <b>Religion</b> – two courses: <b><u>PHIL</u></b> R104. Transfers with 60 or more transferable units upon enrollment need only one upper division course.</li> </ol>
<p><b>B. Natural Sciences</b> - Two courses from different disciplines, each with lab components</p> <p><b><u>ANAT</u> R101; <u>ANTH</u> R101; <u>AST</u> R101/L; <u>BIOL</u> R100/L, R101/L, R120/L, R122/L; <u>CHEM</u> R104, R110, R112, R120, R122, R130, R132; <u>ESRM</u> R100; <u>GEOG</u> R103, R104; <u>GEOL</u> R101/L, R103/L; <u>MST</u> R100/L, R103/L; <u>MICR</u> R100/L; <u>PHYS</u> R101, R102, R121, R122, R131, R132, R133; <u>PHSO</u> R101; <u>PHSC</u> R170</b></p> <p style="text-align: center;"><b>Transfers with 60 or more transferable units upon enrollment at CLU only need <i>one</i> lab</b></p>
<p><b>C. Social Sciences</b> - Two courses from different disciplines</p> <p><b><u>ANTH</u> R102, R105, R106; <u>CD</u> R102; <u>CHST</u> R114; <u>ECON</u> R101, R102; <u>GEOG</u> R102; <u>POLS</u> R100, R101, R102, R104, R105, R106, R107, R108; <u>PSY</u> R101, R102A, R104, R105, R106, R107, R108, R110, R111, R112, R114, R134, R135; <u>SOC</u> R101, R102, R103, R104, R105, R106, R107, R108, R114, R116, R118</b></p>
<p><b>D. Visual and Performing Arts</b> - Two courses, one of which must include participation in one of the visual and performing arts, and only one of which may be a one-credit course. Two courses in the participatory category can be substituted for the course in the lecture category below.</p> <p><b>Participatory Visual and Performing Arts Courses: <u>ART</u> R104A, R104B, R106A, R106B, R106C, R108A, R108B, R108C, R110A, R110B, R110C, R123C, R126A, R126B, R126C, R128A, R128B, R128C, R150A, R150B, R151A, R151B, R152A, R152B, R155, R156A, R156B; <u>MUS</u> R106, R107A, R107B, R107C, R107D, R110A, R110B, R110C, R110D, R116, R117, R118, R119</b></p> <p><b>Visual and Performing Arts Lecture Courses: <u>ART</u> R101, R102, R103; <u>MUS</u> R101, R103A, R116, R119, <u>TV</u> R117</b></p>
<p><b>E. Health and Well-Being:</b> One PE activity course (a maximum of 3 activity courses will count for credit. A maximum of 7 units accepted for Exercise Science majors only)</p> <p><b>NOTE:</b> Any student over the age of 25 at entrance will have the Health and Well-Being Requirement waived.</p>
<p><b>Area III. Cultures and Civilization</b></p> <p><b>A. Global Perspectives:</b> One semester course. This course sequence may also be used to meet a Perspectives requirement. <b><u>HIST</u> R100A, R100B, R110, R113, R114</b></p>
<p><b>B. U.S. Diversity*:</b> One course. This course may also be used to meet a Perspectives requirement. <b><u>AAS</u> R101; <u>AFAM</u> R101; <u>ANTH</u> R107; <u>CHST</u> R101, R107, R114; <u>HIST</u> R107, R108, R112, R117, R120, R121; <u>SOC</u> R103, R107, R108; <u>SPAN</u> R107</b></p>

\*The courses marked with an asterisk are not additional course requirements. They are content requirements which must be met through selection of courses which also meet major, elective or other core requirements.



## University of La Verne – Ventura County Regional Campus

In 1991, the University of La Verne established the Oxnard Campus to support the academic goals of working professionals in the Ventura County area through quality degree programs in business, education, health administration and more.

- Evening classes meet one night a week for ten weeks
- Classes are typically four semester units
- Online courses are available for certain General Education classes and some complete degree programs
- One-on-one academic advising is offered at the class site once a term, every term
- Textbooks are available by telephone or web, delivered to your home

Register for an information session online at [www.laverne.edu](http://www.laverne.edu) or call 877-GO-TO-ULV.

The University of La Verne's Ventura County Regional Campus is located at 2001 Solar Drive, Suite 250 in Oxnard. The University of La Verne now also offers classes on the Moorpark and Ventura College campuses.

### **TRANSFER CREDIT POLICIES**

- 1) All courses considered for transfer must have (1) been taken at a regionally accredited institution and (2) earned a grade of C- or better. Grades of PASS or CREDIT will also be considered acceptable for transfer.
- 2) A maximum of 44 semester hours of vocational/technical credit may be transferred and applied towards a bachelor's degree as elective credit.
- 3) For the purposes of General Education, the University of La Verne defines a course as earning a minimum of 2 semester hours of credit.
- 4) College preparatory and high school level courses are not transferable.
- 5) **CSU and IGETC Guidelines:** The University of La Verne honors CSU and IGETC guidelines when evaluating students' transfer credit as part of the initial admission evaluation, if the student is admitted to La Verne with 28 or more semester hours of degree applicable transfer credit.
  - a) There are three ways in which these guidelines may be applied:
    - i) Individual courses may be certified to meet particular CSU or IGETC general education areas:
    - ii) Individual students may be partially certified by the junior college upon fulfilling individual general education areas:
    - iii) Individual students may be fully certified by the junior college upon fulfilling the CSU or IGETC requirements for all of the general education areas.
- 6) Courses completed at other four-year accredited institutions or coursework taken after a student has matriculated to La Verne will be reviewed on a course-by-course basis.
- 7) **Credit by Exam:** Transfer credit for CLEP and DSST (DANTES) exams is awarded based upon the articulation of each individual exam. All CLEP and DSST exams are reviewed for major or general education requirements by university faculty. Credit for exams will be awarded based upon the articulation guidelines in effect at the time of a student's admission, not the date the test was originally completed. A combined maximum of 44 semester hours of credit by exam may be applied toward the bachelor's degree (AP and IB credits do not contribute to this total). Exams are normally articulated as lower division credit.
- 8) **Exam Duplication Policy:** A student is not eligible to earn credit by exam if that exam covers the same subject material that was covered in previously completed college level coursework. Furthermore, a student is not eligible to earn credit by exam if that exam covers material that is in the same general subject area as more advanced coursework that he or she previously completed. For example, if a student completed Calculus 1, he or she is not eligible to earn credit for a Pre-Calculus exam.
- 9) **AP and IB exams:** Transfer credit for AP and/or IB exams is awarded based on the articulation of each exam (charts showing credit awarded for each exam are available at [www.laverne.edu](http://www.laverne.edu).) Each exam is reviewed by university faculty to determine applicability toward major or general education requirements. If no major or degree requirement is specified as being met by a particular exam, general elective credit will be awarded.

# University of La Verne and Oxnard College General Education Transfer Agreement Plan

## BREADTH REQUIREMENTS

<b>CRITICAL SKILLS</b> - complete one course from each area below:	
<b>A. Written Communication A</b>	<b>ENGL</b> R101
<b>B. Written Communication B</b>	<b>ENGL</b> R102
<b>C. Oral Communication</b>	<b>COMM</b> R101, R107, R111
<b>D. Quantitative Reasoning</b>	<b>MATH</b> R105, R106, R115, R118, R120, R121
<b>AREAS OF KNOWLEDGE</b> - includes 5 areas, with requirements as noted under each area	
<b>1. SOCIAL AND BEHAVIORAL SCIENCE</b> – complete 2 courses from two different sub-areas	
<b>a. Behavioral Science</b>	<b>ANTH</b> R102, R103, R107, R111; <b>PSY</b> R101, R102A, R108; <b>SOC</b> R101, R102, R103
<b>b. Economics</b>	<b>ECON</b> R101, R102
<b>c. Political Science</b>	<b>POLS</b> R101, R102
<b>d. Inter-Area Social and Behavioral Science</b>	<b>GEOG</b> R102
<b>2. HUMANITIES</b> – complete 3 courses from three different sub-areas	
<b>a. History of Fine Arts</b>	<b>ART</b> R102, R103, R170; <b>MUS</b> R103A, R116, R119
<b>b. Foreign Language</b>	<b>ASL</b> R102; <b>JAPN</b> R102; <b>SPAN</b> R102, R141
<b>c. History</b>	<b>HIST</b> R100A, R100B, R102, R103, R104, R105, R106, R109
<b>d. Literature</b>	<b>ENGL</b> R104, R105, R107, R108, R111, R112, R131, R151, R152, R153, R154, R157
<b>e. Mass Media</b>	No comparable courses are currently offered at Oxnard College
<b>f. Philosophy and Religion</b>	<b>ANTH</b> R111; <b>PHIL</b> R101, R102, R103, R104, R105, R106, R107, R110
<b>g. Inter-Area Humanities</b>	<b>PHIL</b> R112, <b>IDS</b> R101A, R101B
<b>3. THE NATURAL WORLD</b> – complete 1 course from each of the two sub-areas and 1 lab course: If the course does not have an asterisk (*) be sure to enroll in the corresponding lab	
<b>a. Life Science</b>	<b>BIOL</b> R101, R120, R122
<b>b. Physical Science</b>	<b>AST</b> R101; <b>CHEM</b> R110*, R112*, R120*, R122*; <b>GEOL</b> R101; <b>PHSC</b> R170*; <b>PHYS</b> R101, R102, R121*, R122*, R131*
<b>4. CREATIVE AND ARTISTIC EXPRESSION</b> – select a minimum of 1 course or complete a combination of courses that total a minimum of 2 units	
<b>ART</b> R104A, R106A, R108A, R110A, R126A, R150A, R155; <b>DANC</b> R102A, R102B, R104A, R104B, R110 <b>ENGL</b> R103; <b>MUS</b> R101, R106, R107A, R110A, R118, R121	
<b>5. LIFELONG FITNESS</b> – select 1 Health course and 1 PE activity course; a minimum of 2 units is required	
<b>Health Courses:</b>	<b>HED</b> R101, R102, R104
<b>PE Activity Courses:</b>	<b>PE</b> R116A-R131B, R133A-R171

**IMPORTANT NOTES:** No course can be used to meet more than one Breadth area requirement. No course will be considered for transfer credit unless a grade of C- or better was received. Students who matriculate into the University of La Verne and who are fully certified for the California State University General Education Breadth (CSU GE-Breadth) pattern or the Intersegmental General Education Transfer Curriculum (IGETC) from a regionally accredited California Community College will be credited with fulfilling all of La Verne's General Education Breadth requirements with the exception of the Foreign Language requirement depending on the student's declared major. Students must provide proof of certification when the final transcript is sent to La Verne. Transfer students will be required to complete the University Values (UV) requirements. Please refer to the catalog at [www.laverne.edu](http://www.laverne.edu) for specific UV requirement guidelines.

# University of Southern California (USC)

Located in Los Angeles, a global center for arts, technology and international trade, the University of Southern California is one of the world's leading private research universities. USC enrolls more international students than any other U.S. university and offers extensive opportunities for internships and study abroad. With a strong tradition of integrating liberal and professional education, USC fosters a vibrant culture of public service and encourages students to cross academic as well as geographic boundaries in their pursuit of knowledge. The undergraduate population of USC is approximately 17,500 students.

## ADMISSION REQUIREMENTS

Transfer admission to USC is highly competitive and selective and they look for students with outstanding talents and leadership skills. In 2010, the average GPA of admitted transfer students was 3.7. Consistent progress toward a degree and strong academic performance are also important factors in admission decisions. Minimum requirements for admission are:

1. Intermediate algebra (non-transferable college course), unless you took advanced algebra in high school.
2. Lower division writing requirement: ENGL R102 at Oxnard College (must be taken for a grade).
3. There is no minimum of transfer units you must complete. However, if you have fewer than 30 units, the Office of Admission will focus primarily on your high school record and SAT results.
4. Many majors have additional admission requirements. See "Transferring to USC" at [www.usc.edu/transferring](http://www.usc.edu/transferring) or contact the Office of Admission at (213) 740-1111.

## GENERAL RULES

### 1. Grades:

- Courses must receive at least a grade of C- (or CR or P) to transfer.
- No more than 4 units of GE (one course) can be taken Pass/No Pass (P/NP or CR/NC). The lower division writing course (ENGL R102) cannot be taken pass/no pass. No more than 24 units total can be taken pass/no pass (including courses taken at USC). ("Pass/No Pass" means a course that is available for letter grade but allows the student to choose pass/no pass as an alternate grade choice. If a course is only offered pass/no pass, it is not included in the limit.)

### 2. Units:

- Most students may transfer in a maximum of 64 semester units. (Architecture and Engineering "3-2" students have different limits).
- Transferable courses are granted the number of semester units indicated on the transfer transcript, even if a USC equivalent course receives a different number of units.
- Units from a school on the quarter system are converted to semester units by dividing them by 1.5.

### 3. Restrictions on Transferability:

- **Effective dates:** Transfer credit for a course is determined by the agreement in effect at the time you began the course. It is advisable to check the agreement on-line every semester at [www.usc.edu/dept/ARR/articulation](http://www.usc.edu/dept/ARR/articulation).
- **Course repetition:** Courses taken for repeat credit will not be accepted for additional unit credit unless otherwise indicated on the complete articulation agreement available on-line. If two or more courses equivalent to each other are taken, only the first course passed will be granted credit though all attempts will be calculated into the GPA. A prerequisite course within the same discipline taken after the higher level course has been passed will not get credit (e.g., you can't get credit for SPAN R102 if taken after SPAN R103).
- **Non-traditional course formats:** Foreign language or laboratory science courses taught online or via distance learning, television or correspondence will not earn course equivalence and will not satisfy CORE requirements; they earn elective units only.
- Courses that are not granted equivalence on the articulation agreement may be applied toward major or minor requirements at the discretion of the USC dept. Courses that are lower-division at the sending school may only fulfill lower-division requirements at USC.
- **Transfer of units in certain categories of courses is limited including:** ASL (12 units), ESL (4 units), PE Theory (12 units), PE Activity (4 units), Drawing (12 units), Painting (12 units), 2-D Art (16 units), 3-D Art (12 units), Acting (12 units), Stagecraft (12 units), Production (theatre production, choreography, 12 units) and Dance (8 units). *Please see Oxnard College's articulation agreement at [www.usc.edu/dept/ARR/articulation/](http://www.usc.edu/dept/ARR/articulation/) for the most current list of courses with unit restrictions.*

# University of Southern California (USC)

(Continued)

- **The following courses/units will not transfer:** course work or degrees completed at U.S. institutions not accredited by a regional accrediting agency, courses in which the grade received was lower than a C-, courses in areas of study not offered by USC, duplicated material, courses/units awarded for placement exams or credit by exam, remedial/college preparatory/personal development courses (including math below the level of college algebra), and college extension credit courses not credited toward a degree at that college.
4. **USC students:** Once students have enrolled at USC, there are limitations on transfer coursework. As a USC student, you must complete all remaining GE and writing requirements at USC. You may take transfer courses in the summer *only* to fulfill diversity or foreign language, obtain equivalence to a USC course, or earn elective units. Pre-approval must be obtained prior to taking transfer courses
  5. **Business and Accounting Majors** will not receive units toward the major for business or accounting transfer courses unless the USC academic department makes an exception. All transfer students seeking admission must complete articulated prerequisite courses for admission consideration.
  6. **Journalism majors** will not receive units for journalism transfer courses unless the USC department makes an exception. **Architecture majors** will not receive units for architecture transfer courses unless the USC department makes an exception.
  7. **High School Students:** College courses taken before high school graduation cannot be used to fulfill any of the requirements listed in Part I except for GE categories I and III.
  8. **Advanced Placement (AP) and International Baccalaureate (IB) credit:** USC grants either 20 units of credit to students who earn the IB diploma with a score of 30 or higher OR 6 semester units of credit for each score of 5, 6, 7 on the IB Higher Level exams, up to a maximum of 4 exams, whichever is higher. AP credit can be earned in addition to IB credit for a maximum of 32 units. However, credit cannot be earned for AP and IB exams on the same topic. For more information on IB and AP credit policy see: [www.usc.edu/admission/undergraduate/apply/trans\\_credit](http://www.usc.edu/admission/undergraduate/apply/trans_credit).

## USC GENERAL EDUCATION:

Students may fulfill GE Categories I, II, III, and V with transfer courses taken *after* graduating from high school and before starting USC. Categories IV and VI (not shown) must be taken at USC. One course (or a combination of courses, if indicated by “with”) from each list below satisfies that requirement. The transfer institution department name and appropriate course number or numbers are listed. Courses must be at least 3 semester units or 4 quarter units to receive credit for GE in the categories listed below.

### CATEGORY I: Western Cultures and Traditions

**ART** R102, R103; **HIST** R105, R106, R111; **PHIL** R104, R105, R106

### CATEGORY II: Global Cultures and Traditions

**ANTH** R102, R107, R110, R113; **HIST** R113; **PHIL** R103

### CATEGORY III: Scientific Inquiry (requires a lab)

**BIOL** R100 with R100L, R101 with R101L, R120 with R120L, R122 with R122L; **CHEM** R120; **GEOG** R101 with R101L; **GEOL** R101 with R101L, R103 with R103L; **MST** R100 with R100L, R103 with R103L; **PHSC** R170; **PHYS** R101 with R101L, R121, R131

### CATEGORY V: Arts and Letters

**ENGL** R104, R105, R107, R108, R111, R112, R131, R151, R152, R153, R154, R157

### LOWER DIVISION WRITING REQUIREMENT:

**ENGL** R102 fulfills the lower division writing requirement if completed after high school graduation and before starting USC.

**DIVERSITY:** All students who entered any college in fall 1993 or later must meet USC’s diversity requirement. The following courses will satisfy this requirement:

**AAS** R101; **CHST** R101, R114; **HIST** R120, R121; **PSY** R107, R114; **SOC** R101, R103, R104, R107, R108

### COURSES THAT FULFILL THE LANGUAGE REQUIREMENT

Many majors require a third-semester foreign language course or equivalent.

(The International Relations major requires the equivalent of a fourth semester)

**SPAN** R103 Fulfills third level requirement. **SPAN** R104 will fulfill both the third and fourth level requirements

For more information and course to course equivalencies and requirements by major, see the complete articulation agreement at <http://www.usc.edu/dept/ARR/articulation/> (select articulation agreements with California Community Colleges).

# Glossary of Terms

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**Academic Renewal:** A process to have previous substandard college work (grades and credits) excluded from computation of the cumulative grade point average (GPA).

**Academic Year:** Fall and spring semester. The academic year traditionally begins with fall semester.

**Add Authorization Code:** 4-digit number given to a student by the instructor of a closed class. Enables student to add the closed class using MyVCCCD.

**Add Card:** A card used to add classes at the Admissions & Records Office during the first two weeks of instruction.

**Adding:** A student-initiated enrollment in a course, usually by use of an Add card, Authorization Code, or remote web access (MyVCCCD).

**Advisory:** A note that relates to a particular course, often referring to the preparation faculty suggest students have before enrolling in the course.

**Articulation:** The process by which courses from one college are evaluated and deemed comparable to courses from another institution and therefore acceptable in lieu of that institution's requirements.

**Articulation Agreement:** A formal written agreement specifying which courses at one college are accepted in lieu of courses at another college or university.

**Assessment Test:** Tests given to students prior to registration for classes in English and Math to evaluate skills. The results are used to help students select appropriate classes.

**ASSIST:** Articulation System Stimulating Interinstitutional Student Transfer. The website can be accessed at [www.assist.org](http://www.assist.org) and contains articulation agreements between the CSU, UC, and all California Community Colleges.

**Associate Degree (AA or AS):** A degree granted by a community college recognizing a student's satisfactory completion of an organized program of study of at least 60 semester units, including a major or area of emphasis, general education, and other graduation requirements.

**AA:** Associate in Arts (degree).

**AA-T:** Associate in Arts for transfer. See page 60.

**AS:** Associate in Science (degree).

**AS-T:** Associate in Science for transfer. See page 60.

**ASG:** Associated Student Government. The student government body at OC.

**Audit:** Enrolling in a class for "information only". No grade or credit awarded. An Audit **does not** satisfy the requirements for earning a degree or certificate. See page 23 for policies on Audits.

**Bachelor's Degree:** A degree granted by four-year colleges and universities. Usually the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.)

**BOGG:** Board of Governors Grant – a form of financial aid that pays enrollment fees for eligible students at a California Community College.

**Cal Grant:** California financial aid program available to college-bound students based on high school academic achievement and family financial need.

**Certificate of Achievement:** A certificate awarded which recognizes a student's satisfactory completion of an organized program of study.

**Challenge:** The process by which a student may meet a specific requirement through successful performance on a comprehensive exam. No units are awarded for successfully challenging a course but the requirement is met.

**College Work Study Program:** A program of federal financial aid which provides funds for student jobs on campus

**Co-requisite:** A course that is required to be taken during the same semester or in conjunction with another course.

**Course Description:** A brief statement about the content of a particular course.

**Course Load:** The number of units a student is taking in any given term. A full-time student is one who is enrolled in 12 or more course units of credit during a semester.

**Course Title:** The descriptive name of the course. It gives a general idea of the content of the course.

**CRN:** Course Reference Number listed in class schedule.

**CSU:** California State University. See page 78.

**CSU GE-Breadth:** General Education pattern for the CSU system. See page 68.

**Credit:** A term often used interchangeably with "units" to describe the number of hours a student earns for completing a course.

**Drop:** A withdrawal initiated by either a student, instructor, or administration.

**Elective:** A course not required in the major or program a student is following but which is acceptable for credit.

**EOPS:** Extended Opportunity Programs & Services. A state-funded program which provides both financial and learning skills assistance to students who may not otherwise have been able to attend college because of cultural, economic, or educational background.

**EAC:** Educational Assistance Center. Provides services to disabled students.

**Financial Aid:** Money available from the federal and state governments and various community sources to help meet college expenses. Financial Aid possibilities include grants, loans, scholarships, and work-study programs.

**Full-time Student:** A student enrolled in a minimum of 12 units for a regular semester or 4 units in a summer session.

**GE:** General Education. A required list of courses in a variety of subject areas that students must complete to earn an Associate or Bachelor's degree.

**GE Certification:** The formal recognition that a student has completed a prescribed program of General Education such as IGETC or CSU GE-Breadth. Students must meet with a counselor and complete appropriate paperwork and submit it to the Admissions & Records Office to have their GE Certification posted on their official transcripts.

**GPA:** Grade Point Average. A measure of a student's academic achievement at a college or university; calculated by dividing the total number of grade points received by the total number attempted. See page 21.

**Grade Point:** A numerical value assigned to a letter grade received in a course taken at a college or university multiplied by the number of credit hours awarded for the course.

**IGETC:** Intersegmental General Education Transfer Curriculum. A pattern of courses that can be used to satisfy general education requirements at both CSU and UC campuses

**Lab:** A study period during which students perform experiments or engage in activities to help them understand and learn the course material course.

**Lecture:** A class meeting whose primary function is the dissemination of information.

**Lower Division:** Courses at the freshman and sophomore level of college.

**LRC:** Learning Resource Center. Building that includes the Library and Learning Resources, and tutoring.

**Major:** An organized program of courses in a specific area of study, leading to a Certificate of Achievement or an Associate degree.

**Matriculation:** A process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective. A student is provided services including admission, orientation, assessment, counseling or advising, enrollment and follow-up to help ensure successful attainment of the stated educational goals.

**Maximum Unit Load:** A student may enroll for up to 19.5 units in a regular semester or up to 9 units during the summer.

**MyVCCCD-District Portal:** An online system that allows students to access the following services: Registration; Add/Drop Classes, View Class Schedules, Account Balances, Fee Payments, Grade and Transcripts, Educational Goal & Major Changes, Email/Mailing Address Changes, Campus Library Research, Enrollment Verification, and Degree/Certificate Progress Check. MyVCCCD can be accessed at <http://my.vcccd.edu>.

**Open Entry/Open Exit:** Courses that are structured so that students may enroll at any time during the semester. Course content is usually self-paced. Open exit indicates that as soon as the student accomplishes the requirements for the course, the course is completed.

**Prerequisite:** A requirement which must be completed prior to enrollment in a course and without which a student is highly unlikely to succeed.

**Probation:** Students may be placed on probation if they fail to maintain progress towards their declared academic goal or if their grade point average drops below 2.0 for any term. Students on probation are required to meet with a counselor to develop a plan to get off probation.

**PACE:** Program for Accelerated College Education

**PIN:** Personal Identification Number. A password that is used to access MyVCCCD.

**Proficiency Award:** Given to students who satisfactorily complete a course or sequence of courses designed to lead to specific type of employment or to update skills. These awards cannot be memorialized on transcripts.

**Quarter:** A fourth of an academic year. An academic year consists of Fall, Winter and Spring quarters. A quarter is typically 10 weeks.

**Semester:** Half of an academic year which consists of Fall and Spring. A semester is usually 16 to 18 weeks.

**Short-term Course:** A course that meets for less than the entire time frame for a regular-term course, generally 18 weeks for a Semester.

**Student Central:** An online resource for students that can be accessed at [my.vcccd.edu](http://my.vcccd.edu).

**Student Learning Outcomes:** A student learning outcome is a statement of expectation that articulates what students will know, do or think/feel as a result of our interaction with students, specifies how learning will be assessed, and documents the results of assessment and how those results will be used to improve learning.

**TCA:** Transfer Course Agreement. A list of courses approved for transfer unit credit toward a degree at any UC campus. See page 85.

**Telecourse:** Instructional television or video viewing courses, with some classroom attendance.

**Term:** An academic calendar unit, most often quarter or semester.

**Transcript:** An official unabridged and certified list of courses taken by a student in an institution of higher education showing identification of the student, as well as units of credit, attempted and earned and final grades for all courses.

**Transfer:** This term generally applies to the student who plans to continue his or her education at a four-year college or university.

**Transfer Credit:** Credit accepted from one college for application toward a degree at another college or university.

**Transfer Certification:** When a counselor at the community college evaluates a student's transcripts and finds that they have met all CSU GE-Breadth or IGETC requirements, they can request that the student's GE be certified by the Records Office.

**Transfer Requirements:** In order of importance, transfer students must satisfy requirements for admission, preparation for the major, and general education. Admissions requirements, at a minimum, include units, scholarship, and subject area preparation.

**UC:** University of California. See page 81.

**Undergraduate:** Courses taken in the freshman through senior year of college and up to completion of a Bachelor's degree.

**Unit:** 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 lab work per week throughout a term. For practical purposes, the following terms are synonymous: unit, semester unit, semester hours, credit, credit hours.

**Upper Division:** Courses at the junior and senior level of college that must be taken at a four-year university.

# Announcement of Courses

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## Course Identification/Course Numbering System

A course identification is comprised of the course discipline abbreviation and course number (for example, BUS R001). 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 a leading zero preceding the actual number. Sometimes an alphabetic character is appended to the course identification (for example, SPAN R101A). Courses numbered 100-199 are deemed baccalaureate level and CSU transferable.

## Courses Not Applicable for Associate Degree Credit

Most courses offered by Oxnard College are applicable for Associate degree credit. Therefore, only those courses that are not applicable for degree credit are so noted following the course description. All other courses without this notation do apply toward degree credit, whether to an associate degree, a certificate of achievement or a proficiency award.

Students enrolled in the courses noted below 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 these courses will not apply toward proficiency awards, certificates of achievement, or associate degrees:

**ACT**—all courses; **CIS** R020B; **DH** R050, R051; **DST**—R003; **EMP** R004, R005; **ENGL** All R030-series except R030T, R066, R066A-C, R068, R068A-C, R080, R084; **ESL**—all courses; **LS**—all courses; **MATH** R009, R009A-C, R010, R010A-D; **PG** R001.

## Definition of a Semester Unit

The semester unit value of the course is shown by a number (or numbers) following the course title. The semester unit is based on three hours of work and study: one hour of direct faculty instruction with two hours of out-of-class, student work or three hours of laboratory activity.

## Course Prerequisites, Corequisites, Advisories and Limitations on Enrollment

A prerequisite represents a set of skills or a body of knowledge that a student must possess prior to enrollment and without which the student is highly unlikely to succeed in the course or program. 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.

A corequisite represents a set of skills or a body of knowledge that a student must acquire through concurrent enrollment in another course and without which the student is highly unlikely to succeed.

An Advisory specifies the preparation suggested by the faculty that is expected to help students successfully complete a course. While strongly encouraged to do so, students do not have to satisfy recommended preparation guidelines to enroll in a course.

Course prerequisites, corequisites, and/or advisories are specified within course descriptions announced in this catalog; they are also specified in the schedule of classes. A course has no prerequisite or corequisite unless so designated. Students are expected to have completed the prerequisite course with a satisfactory grade—C or better or P (Pass)—and if applicable be enrolled in the corequisite requirement for all courses in which they enroll.

## Challenging a Prerequisite or Corequisite

If a student has equivalent past experience or course work and desires to challenge the validity of a prerequisite/corequisite, Education Code permits that process. The petition for the aforementioned challenge is available in the Counseling Office. The challenge process requires a student to show specific grounds for waiving the prerequisite or corequisite. The grounds upon which students may challenge are as follows:

1. The student will be subject to undue delay in attaining the goal of his/her educational plan because the prerequisite or corequisite has not been made reasonably available.
2. The prerequisite or corequisite was established in violation of the regulation or in violation of district-approved processes.
3. The prerequisite or corequisite is unlawfully discriminatory or it is being applied in an unlawfully discriminatory manner.
4. The student has the knowledge or ability to succeed in the course despite not meeting the prerequisite or corequisite.

Challenge forms with supporting documentation must be completed and submitted to the Counseling Office prior to the start of classes. Counselors will act on the challenge and notify the student of their decision prior to the first class meeting.

## Pass/No Pass Options

In the following section, which contains all course descriptions, the numbers (1) or (2) will be seen at the end of some descriptions. These numbers indicate that the so-designated courses are graded as follows:

- (1) Courses wherein all students are evaluated on a pass/no pass basis.
- (2) Courses wherein each student may elect by no later than the end of the first 30 percent of the term whether the basis of evaluation is to be credit-no credit or a letter grade.

In all other cases, courses will be graded in conformance with the college's grading policy, outlined elsewhere in this catalog.



## Field Trips

Students enrolled in any course in the Oxnard College curriculum may be required to attend extra-educational events, excursions, and/or field trips. Such activities are subject to the district's policy on field trips, Board Policy 4300, and to the provisions of the California Educational Code and Title 5, section 55220.

## Transferability

Courses that carry a number between R100 and R199 have been approved as baccalaureate level and are expected to transfer for credit to the CSU and most other private or out-of-state four-year institutions. The UC system has different criteria for accepting transfer coursework. To determine if a course is UC transferable, please see the TCA (Transfer Course Agreement) on page 85 or assist.org. Courses under which the statement "Transfer Credit: UC, CSU" or "CSU" appears to have been approved for at least elective credit by those systems as indicated. To determine if courses can be used to satisfy general education requirements, consult the CSU GE-Breadth and IGETC charts in the catalog. To determine if courses can be used to fulfill major or pre-major requirements at UC or CSU campuses, consult [www.assist.org](http://www.assist.org).

Courses numbered R001-R099 are not ordinarily offered in the university or four-year college (or if offered do not provide credit toward the bachelor's degree) and therefore are not usually applicable for transfer-credit, though the transfer institution may choose to accept them at their discretion.

## Offering of Courses as Described in the Catalog

Occasionally there may be course changes concerning prerequisites, contents, hours, transferability or units of credit made after publication of the catalog. Efforts will be made through the class schedules, MyVcccd, catalog addendums if published, public media, and at times of registration, to notify students of any changes other than as described in the catalog.

## Offering of Courses as Listed in the Schedule of Classes

The college reserves the right to cancel any class scheduled for any term if enrollment is insufficient as determined by the board of trustees.

## 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.

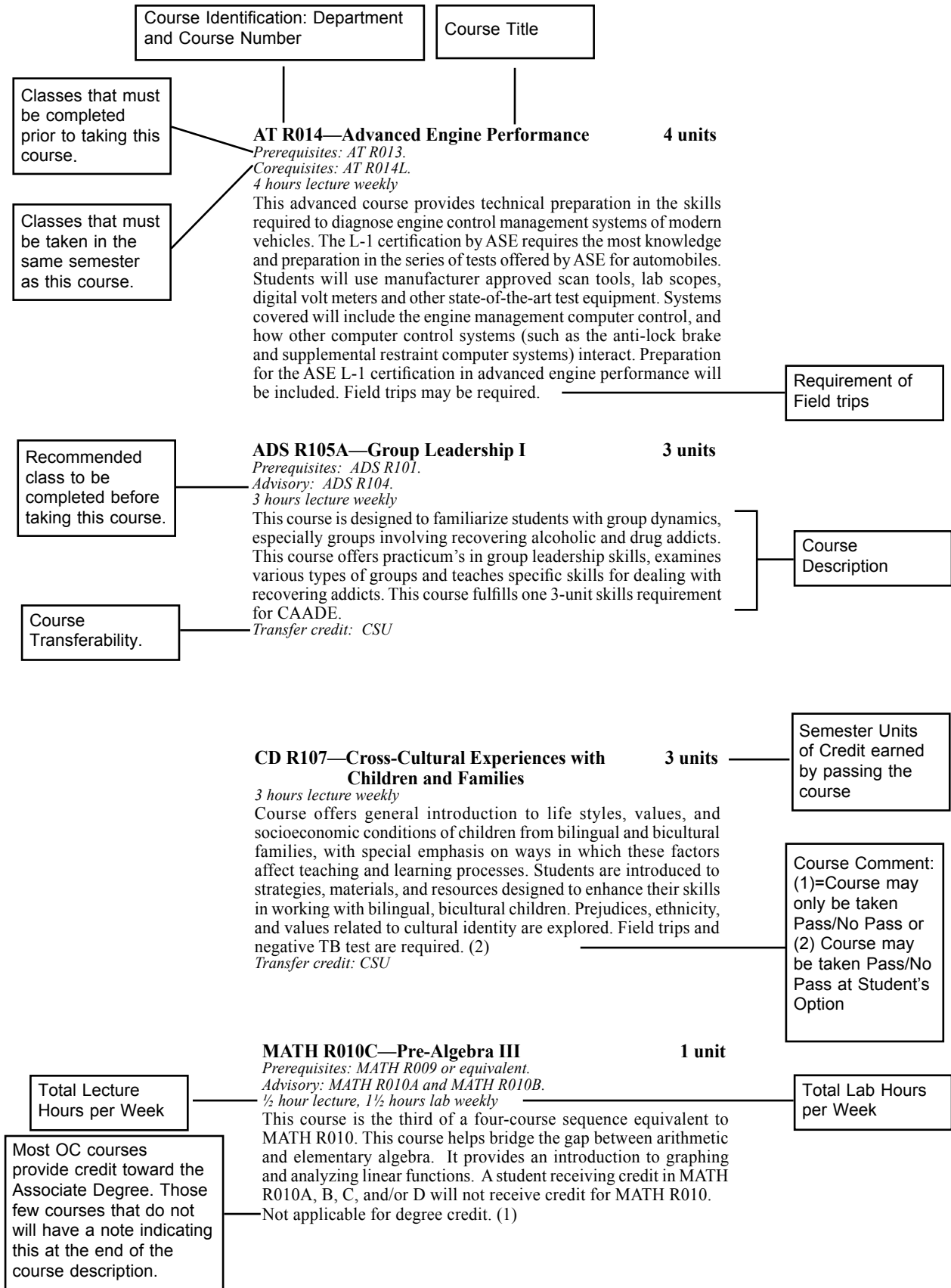
In the course number designations, the following subject or departmental title abbreviations are used:

AAS	Asian-American Studies
AB	Automotive Body Repair & Paint
AC	Air Conditioning & Refrigeration
ACCT	Accounting
ACT	Assistive Computer Technology
ADS	Addictive Disorders Studies

AFAM	African-American 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 & Office Technologies
CHEM	Chemistry
CHST	Chicano Studies
CD	Child Development
CIS	Computer Information Systems
COMM	Communication Studies
COT	Cooperative Work Experience
CRM	Culinary Arts & Restaurant Management
DA	Dental Assistant
DANC	Dance
DH	Dental Hygiene
DMS	Digital Media Studies
DST	Disability Studies
ECON	Economics
EDU	Education
EMP	Employment Preparation
EMT	Emergency Medical Technology
ENGL	English
ENGT	Engineering Technology
ESL	English as a Second Language
ESRM	Environmental Science & Resource Management
FT	Fire Technology
GEOG	Geography
GEOL	Geology
HED	Health Education
HIST	History
ICA	Intercollegiate Athletics
IDS	Interdisciplinary Studies
JAPN	Japanese
LA	Legal Assisting
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
POLS	Political Science
PSY	Psychology
SOC	Sociology
SPAN	Spanish
TV	Television

For convenience, the course descriptions in this catalog are arranged alphabetically according to subject grouping.

# How to Read the Course Descriptions



# Course and Program Descriptions

## ACCOUNTING

The accounting program provides an understanding of the accounting function and its application which is a system of recording business and financial transactions and analyzing, verifying, and reporting the results. This program offers basic training in accounting and related fields for both students seeking employment and those already employed but needing skills improvement. Successful program completion should qualify individuals for beginning positions in accounting occupations in government and business organizations. Students planning to transfer to a four-year college or university to pursue a bachelor's degree in Accounting should follow the Business major instead.

For more information, contact:  
Robert Cabral, [rcabral@vcccd.edu](mailto:rcabral@vcccd.edu)  
(805) 986-5800, ext. 1981

### Career Opportunities

#### A.A./Certificate Level

Account Clerk	Accounts Payable Clerk
Accounts Receivable Clerk	

#### B.A. Level

Accountant	Assistant Controller
Controller/Treasurer	Cost Accountant

### Faculty

Full-Time	Part-Time
Ed Bassey	Patricia Greene
Robert Cabral	Stephanie House

### ◆ Accounting

#### Associate in Science Degree

#### Certificate of Achievement

Required Courses:	Units	
ACCT R002	Income Tax Accounting	4
ACCT R003	Computerized Accounting	3
ACCT R101	Principles of Financial Accounting	3
ACCT R102	Principles of Managerial Accounting	3
ACCT R103	Cost Accounting	3
BUS R111A	Business Law I	3
BUS R120	Introduction to Business	3
CAOT R003B	Ten-Key Calculators	1
CAOT R123	Microsoft Excel	3
<b>Total Required Units</b>		<b>26</b>

### Program Student Learning Outcomes

Upon successful completion of the Accounting program students will be able to:

- Students will master an understanding of the Accounting cycle and computerized accounting.
- Students will complete exercises involving reflection, critical review and analysis of accounting problems in Financial and Managerial accounting.
- Students will prepare, interpret and summarize financial reports for external users.
- Students will demonstrate an understanding of professional ethics in accounting and the business world in general.

## Accounting Courses

**ACCT R001—Preparation for Accounting** **3 units**  
*3 hours 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. Same as BUS R001. (2)

**ACCT R002—Income Tax Accounting** **4 units**

*Advisory: ACCT R001 and CIS R020A.*  
*3 hours lecture, 3 hours lab weekly*

This course will provide an introduction to federal income tax principles, as it applies to individuals. Proper recognition and reporting of personal, business, and investment items of income and expense will be covered in the course. Field trips may be required. Formerly BUS R006A. (2)

**ACCT R003—Computerized Accounting** **3 units**

*Prerequisites: ACCT R001.*

*Advisory: CIS R021A.*  
*2 hours lecture, 3 hours lab weekly*

This course will provide basic concepts and techniques in using QuickBooks Pro, simplified commercial accounting software, as a powerful planning tool for small service and merchandizing businesses. Students will learn the accounting processes to enter and process data, create reports and interpret the results for effective business planning. Formerly CIS R042A. (2)

**ACCT R101—Principles of Financial Accounting** **3 units**

*Advisory: ACCT R001.*

*3 hours lecture weekly*

This course studies accounting as an information system, examining why it is important and how it is used by investors and creditors to make decisions. The course coverage includes the accounting information system and the recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the classified financial statements, and statement analysis. Field trips may be required. Formerly BUS R101A. (2)

*Transfer credit: UC, CSU*

**ACCT R102—Principles of Managerial Accounting** **3 units**

*Prerequisites: ACCT R101.*

*3 hours lecture weekly*

This course is the study of the use and reporting of accounting data for managerial planning, cost control, and decision making purposes. The course includes broad coverage of concepts, classifications, and behaviors of costs. Topics include cost systems, the analysis and use of cost information, cost-volume-profit analysis, contribution margin, profit planning, standard costs, relevant costs, and capital budgeting. This course also continues and concludes the introductory phase of accounting principles, including accounting problems and procedures unique to corporations and investments. Field trips may be required. Formerly BUS R101B. (2)

*Transfer credit: UC, CSU*

**ACCT R103—Cost Accounting** **3 units**

*Prerequisites: ACCT R101.*

*3 hours lecture weekly*

This course emphasizes how accounting data can be interpreted and used by management in planning and controlling business activities of the firm. The use of accounting data by investors is discussed wherever appropriate. Field trips may be required. Formerly BUS R102. (2)

*Transfer credit: CSU*

# 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 (C.A.A.D.E.).

For more information, contact Dr. Michael Webb at (805) 986-5800, ext. 1940

## Career Opportunities

Alcohol Counselor	Alcohol/Drug Treatment Spec. I-II
Addiction Counselor	Prevention Counselor
Forensic Corrections Treatment Spec. I-II	

## Faculty

Full-Time	Part-Time	Part-Time
Michael G. Webb	Elizabeth Herron	William Shilley
	Janice Peyton	Sarasue Spielman
	Rebecca Porter	Kathleen Staples
	Laurie Sanders	Luis Tovar

## ◆ Addictive Disorders Studies

### Associate in Science Degree Certificate of Achievement

This C.A.A.D.E.(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 C.A.A.D.E. 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 5300 Clark Avenue, Suite 3, Lakewood, CA 90712; Phone: 707-7-CAADE-1 (707-722-2331); Fax 562-866-2540; E-mail: [office@CAADE.org](mailto:office@CAADE.org).

Required Courses:	Units
ADS R101 Overview of Addictions	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 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 Dual Diagnosis	3
<b>Total Core Requirements</b>	<b>33</b>

Additional Required Courses:	Units
Complete any one (1) of the following:	
ADS R105B Group Leadership II	3
ADS R107B Alcohol/Drug Treatment of Adolescents	3
ADS R111 Management and Supervision in Alcohol Programs	3
ADS R112 Prevention Overview	3
ADS R115 Alcohol/Drugs/Nutrition	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 Consideration 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
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
PSY R102A Interpersonal Relations	3
<b>Total Required Units</b>	<b>36</b>

## Program Student Learning Outcomes

Upon successful completion of the Addictive Disorder Studies program students will be able to:

- Students will master concepts central to alcohol and drug addiction, i.e., brain, heredity, gender.
- Students will apply critical thinking to addiction data and become acquainted with the relationship to drugs and alcohol usage and crime.
- Students will be able to identify major factors that contribute to addiction.
- Students will learn how to deliver/articulate presentations both written and oral.
- Students will demonstrate familiarity with the standards of professional ethics in the field of substance abuse prevention.
- Students will apply their knowledge of addiction prevention in both theoretical and practical settings, including in the workplace and in society in general.
- Students will 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 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.

<b>Required Courses:</b>		<b>Units</b>
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
<b>Total Core Requirements</b>		<b>21</b>

### **Program Student Learning Outcomes**

Upon successful completion of the Addictive Disorder Studies for Alcohol/Drug Counselors program students will be able to:

- Students will master concepts central to counseling alcohol and/or drug addiction, i.e., interviewing skills, leadership method.
- Students will be able to identify major factors that lead to human resource processes of assistance, discipline and dismissal of employees.
- Students will demonstrate familiarity with the correct protocol in counseling clients.
- Students will apply their knowledge in a counseling setting in the workplace or in a treatment center.
- Students will be able to locate and use online resources resulting in the improved ability to refer clients to appropriate clinical resources.

### **◆ Addictive Disorders Studies in the Criminal Justice System**

#### **Associate in Science Degree Certificate of Achievement**

This certificate 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 C.A.A.D.E.; 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.

<b>Required Courses:</b>		<b>Units</b>
ADS R101	Overview of Addictions	3
ADS R104	Case Management and Basic Counseling Skills	3
ADS R106	Adult Children of Alcoholics	3
ADS R107B	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	Dual 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
<b>Total Core Requirements</b>		<b>36</b>

### **Program Student Learning Outcomes**

Upon successful completion of the Addictive Disorder Studies in Criminal Justice System program students will be able to:

- Students will master concepts central to alcohol and drug addiction, i.e., brain, heredity, gender.
- Students will apply critical thinking to addiction data and become acquainted with the relationship to drugs and alcohol usage and crime.
- Students will be able to identify major factors that contribute to addiction.
- Students will learn how to deliver/articulate presentations both written and oral.
- Students will demonstrate familiarity with the standards of professional ethics in the field of substance abuse prevention.
- Students will apply their knowledge of addiction prevention in both theoretical and practical settings, including in the workplace and in society in general.
- Students will improve information retrieval and organizational skills including the use of online resources, resulting in the ability to refer clients to the appropriate clinical resources.
- Students will master concepts central to the relationship of addiction that leads to significant involvement in the criminal justice system.

### **Addictive Disorders Studies Courses**

#### **ADS R098—Short Courses in Alcohol Studies ½-10 units** *Lecture and/or lab hours as required by unit formula*

Specialized workshops designed to update alcohol program personnel and others as required for in-service training in specific subject matter areas. Unit credit determined by length of instruction of the workshop as defined by current credit standards. (2)

**ADS R101—Overview of Addiction** **3 units**  
*3 hours 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. Fulfills one 3-unit chemical core requirement for the California Association of Alcohol/Drug Educators.  
*Transfer credit: CSU*

**ADS R102—Intervention, Treatment and Recovery** **3 units**  
*Prerequisites: ADS R101.*  
*3 hours lecture weekly*  
 This course will give students a comprehensive history of alcohol/drug treatment modalities and the rules of ethics 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**  
*3 hours 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. Fulfills one 3-unit chemical core requirement for 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**  
*3 hours 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. Fulfills one 3-unit skills requirement for CAADE.  
*Transfer credit: CSU*

**ADS R105A—Group Leadership I** **3 units**  
*Prerequisites: ADS R101.*  
*Advisory: ADS R104.*  
*3 hours 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 CAADE.  
*Transfer credit: CSU*

**ADS R105B—Group Leadership II** **3 units**  
*Prerequisites: ADS R105A.*  
*3 hours 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**  
*3 hours lecture weekly*  
 This course is specifically designed for potential counselors to develop self-awareness and examine their 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. Fulfills one 3 unit-skills requirement for the California Association for Alcohol Drug Educators (CAADE).  
*Transfer credit: CSU*

**ADS R107B—Alcohol/Drug Treatment of Adolescents** **3 units**  
*3 hours lecture weekly*  
 This course integrates biological, psychological, and social factors into a comprehensive model for understanding and treating alcohol and drug problems 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**  
*3 hours 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 CAADE and Domain VI of TAPS-21. (TAPS-21 is the Technical Assistance Publication Series which determines Addiction Counseling Competencies nationally and state wide.  
*Transfer credit: CSU*

**ADS R109—Counseling Addicted Families** **3 units**  
*3 hours 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 involving Hispanic, African-American, Native-American families, for example, 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 CAADE and Domain VC and VI of Taps-21 (Technical Assistance Publication Series; Addiction Counseling Competencies).  
*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.*  
*1 hour lecture, 6 hours 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, Alcoholics Anonymous, Narcotics Anonymous, and other private and public facilities for the prevention, intervention, and treatment of alcoholics/drug addicts. This course fulfills one 3 unit field studies requirement of CAADE. May be taken two times.  
*Transfer credit: CSU*

**ADS R110B—Alcohol and Drug Studies Field Experience II 3 units**

*Prerequisites: ADS R110A.  
1 hour lecture, 6 hours 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 CAADE. May be taken two times.

*Transfer credit: CSU*

**ADS R111—Management and Supervision in Alcohol Programs 3 units**

*Prerequisites: ADS R101, ADS R110A.  
3 hours lecture weekly*

This course focuses on five levels of alcohol program management; federal, state, and local governments, and 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 and 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 skill requirement for C.A.A.D.E. Also fulfills the requirements of Domain VIII of TAPS 21. Field trips may be required.

*Transfer credit: CSU*

**ADS R112—Prevention Overview 3 units**

*3 hours 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. Fulfills a 3-unit skills requirement of CAADE and Domain VI of TAPS-21. (The Technical Assistance Publication Series #21 now required by the State Department of Alcohol/Drug Programs to provide Addiction Counseling Competencies). Field trips may be required.

*Transfer credit: CSU*

**ADS R113—Dual Diagnosis 3 units**

*Prerequisites: ADS R108.  
3 hours 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 CAADE.

*Transfer credit: CSU*

**ADS R115—Alcohol/Drugs/Nutrition 3 units**

*Prerequisites: ADS R101.  
3 hours 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**

*Prerequisites: ADS R101 or equivalent.  
3 hours 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 well as intervention strategies.

*Transfer credit: CSU*

**ADS R117—Treatment Modalities in the Criminal Justice System 3 units**

*3 hours 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. (2)

*Transfer credit: CSU*

**ADS R118—Culture, Race, & Gender Considerations in CJS Treatment 3 units**

*3 hours 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. (2)

*Transfer credit: CSU*

**ADS R119—Community As Treatment in the Criminal Justice System 3 units**

*3 hours 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**

*3 hours 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. (2)

*Transfer credit: CSU*

**ADS R121—Alcohol/Drugs and Domestic Violence 3 units**

*3 hours 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.

*Transfer credit: CSU*

**ADS R122—Reducing Binge and Underage Drinking: A Collective Responsibility** **3 units**

*3 hours 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.

*Transfer credit: CSU*

**ADS R123 Alcohol, Drug Addiction and Trauma** **3 units**

*3 hours 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*

# AFRICAN-AMERICAN STUDIES

## African-American Studies Courses

**AFAM R101—African-American Ethnology** **3 units**

*Prerequisites: None. General or cultural anthropology preferred, but not required.*

*Advisory: General or cultural anthropology preferred, but not required. 3 hours lecture weekly*

An anthropological exploration of the ethnohistorical development of African lifestyles in the New World. Special emphasis will be on the African-American in the United States. Fieldwork in the local community will be part of the course.

*Transfer credit: UC, CSU*

# AIR CONDITIONING & REFRIGERATION

The field of air conditioning, heating, and refrigeration offers employment in the areas of service and repair, construction and installation, sales, manufacturing, and plant maintenance.

*For more information, please call (805) 986-5824*

## Career Opportunities

Sales	Manufacturing
Service and Repair	Plant Maintenance
Construction and Installation	

## Faculty

Full Time	Part-Time	Part-Time
Alan Ainsworth	Dirk DeKreek Jack Smith	Jack Stewart

## ◆ Air Conditioning/Refrigeration

### Associate in Science Degree Certificate of Achievement

Required Courses:	Units	
AC R010	AC & Refrigeration I	3
AC R010L	AC & Refrigeration I Lab	2
AC R011L	AC & Refrigeration II Lab	2
AC R020	Electrical Systems I	3
AC R020L	Electrical Systems I Lab	2
AC R021L	Electrical Systems II Lab	2
AC R030	Airside Systems	3
AC R030L	Airside Systems Lab	2
AC R040	Heating Control Systems	3
AC R040L	Heating Control Systems Lab	2
<b>Total Required Units</b>		<b>24</b>

## Program Student Learning Outcomes

Upon successful completion of the Air Conditioning and Refrigeration program students will be able to:

- Upon completion of the air conditioning program the student will demonstrate the ability to read, draft and comprehend various construction drawings and electrical schematics used in the air conditioning/ refrigeration industry.
- Upon completion of the air conditioning program the student will demonstrate the ability to troubleshoot and perform basic mechanical and electrical service/repairs on air conditioning and refrigeration systems.
- Upon completion of the air conditioning program students will be able to demonstrate the ability to locate and identify applicable codes, licensing requirements and best practices as they relate to the installation of various types of HVAC/R equipment.

## Air Conditioning & Refrigeration Courses

**AC R010—Air Conditioning & Refrigeration I** **3 units**

*3 hours 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 (AC R010L), this class 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. Field trips may be required.

**AC R010L—Air Conditioning & Refrigeration I Lab** **2 units**

*1 hour lecture, 3 hours 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. Field trips may be required.



**AC R011L—Air Conditioning & Refrigeration II Lab 2 units**

*Prerequisites: AC R010L.  
1 hour lecture, 3 hours 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 (AC 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. Field trips may be required.

**AC R020—Electrical Systems I 3 units**

*3 hours 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 (AC 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. Field trips may be required.

**AC R020L—Electrical Systems I Lab 2 units**

*1 hour lecture, 3 hours 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 (AC 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. Field trips may be required.

**AC R021L—Electrical Systems II Lab 2 units**

*Prerequisites: AC R020L.  
1 hour lecture, 3 hours 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 (AC 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. Field trips may be required.

**AC R030—Airside Systems 3 units**

*3 hours lecture weekly*

This course develops competency in the theoretical troubleshooting of air side problems in air conditioning and 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 (AC R030L), this course targets the service technician who wishes to develop skills in designing and troubleshooting building air conditioning/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. Field trips may be required.

**AC R030L—Airside Systems Lab 2 units**

*1 hour lecture, 3 hours lab weekly*

This course develops competency in the hands-on troubleshooting of air side problems in air conditioning systems through an understanding of the principles of air flow, the properties of air, theory of controls, reading of construction drawings, 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 (AC 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. Field trips may be required.

**AC R040—Heating and Control Systems 3 units**

*3 hours 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 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 (AC 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. Field trips may be required.

**AC R040L—Heating and Control Systems Lab 2 units**

*1 hour lecture, 3 hours lab weekly*

This course develops competency in the hands-on troubleshooting of mechanical and electrical problems, encountered in heating systems, through an understanding of their operating principles. 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 (AC 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. Field trips may be required.

# AMERICAN SIGN LANGUAGE

## Faculty

Full-Time	Part-Time
Julie Lovejoy	Debra Kaskus Antoinette Pineau Michele Smith

## American Sign Language Courses

### ASL R101—American Sign Language 1 **3 units**

*3 hours 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. (2)

*Transfer credit: UC, CSU*

### ASL R102—American Sign Language 2 **3 units**

*Prerequisites: ASL R101.*

*3 hours 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. (2)

*Transfer credit: UC, CSU*

### ASL R103—American Sign Language 3 **3 units**

*Prerequisites: ASL R102.*

*3 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

### ASL R104—American Sign Language 4 **3 units**

*Prerequisites: ASL R103.*

*3 hours 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. Field trips may be required. (2)

*Transfer credit: UC, CSU*

# ANATOMY

See courses in Biological Sciences

# ANTHROPOLOGY

The Anthropology program at Oxnard College offers lower division courses in biological anthropology, cultural anthropology, linguistics, archaeology and other areas of focus in anthropology, such as gender, prehistory, cultural history and cross cultural communication. Anthropology is an excellent transfer major, as it is the general study of our species, Homo sapiens, human beings. These courses are widely accepted at four year institutions for a bachelor's degree in anthropology, as well as for several other 4 year degrees. Anthropology's central questions have to do with where humans came from, how they got where they are today, where they are going, what their nature is and how cultures vary. Anthropology students develop critical thinking skills, communication skills for a global setting, information literacy, ethics and aesthetic awareness, as anthropology is a holistic field.

Students who have completed courses or A.A. degrees in anthropology have transferred to Stanford, UCLA, UCSB, UC Berkeley, UC Davis, UCSD, UC Irvine, UC Santa Cruz, USC, CSU Chico, CSU Northridge, CSU Channel Islands, SUNY, New York University, Pepperdine and many other universities.

*For more information contact:*

*Linda LeValley Kama'ila, Lead Faculty, Anthropology,*

*lkamaila@vcccd.edu*

*(805) 986-5800, ext. 1918*

## 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	Part-Time
Linda LeValley Kama'ila	John Greer Holly Woolson

## ◆ Anthropology

### Associate in Arts Degree

Required Courses:	Units
ANTH R101 Biological Anthropology	3
ANTH R102 Cultural Anthropology	3
<b>AND ONE of the two following courses:</b>	
ANTH R103 Introduction to Archaeology	3
ANTH R115 Introduction to Linguistics	3
	<b>9</b>

<b>Required Additional Courses:</b>	<b>Units</b>
Complete a minimum of 9 units from the following:	
ANTH R103 Introduction to Archaeology	3
ANTH R105 Sex, Gender and Culture	3
ANTH R106 Culture and Personality	3
ANTH R107 Introduction to Native America	3
ANTH R110 People and Cultures of the World	3
ANTH R113 Ancient Civilizations of the Americas	3
ANTH R111 Magic, Witchcraft, & Religion	3
ANTH R115 Introduction to Linguistics	3
MATH R105 Introductory Statistics	5
PHIL R108 World Mythology	3
PSY R103 Statistics for Behavioral Science	3
	<b>9-11</b>
<b>Total Required Units</b>	<b>18</b>

## Program Student Learning Outcomes

Upon successful completion of the Anthropology program students will be able to:

- Students will master concepts central to the anthropological perspective, i.e. culture; human evolution, genetics, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, and globalism.
- Students will apply logic, critical thinking, quantitative and qualitative reasoning to anthropological data and be able to distinguish amongst scientific laws, principles, hypotheses and theories.
- Students will be able to 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.
- Students will develop skills in ethnographic writing, speaking and presentation.
- Students will demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology.
- Students will 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.
- Students will improve information retrieval and organizational skills necessary to the current practice of anthropology, including the use of online resources and databases, resulting in the ability to conduct basic anthropological research under the supervision of faculty and provide an analysis of existing scholarly resources.

## Anthropology Courses

### ANTH R101—Introduction to Biological Anthropology 3 units

*3 hours lecture weekly*

Biological anthropology presents human biology and variation in its evolutionary context. It includes the study of the human genome, comparative anatomy, the biophysical contexts in which humans lived, the rise of human language, cognition, and technology. The coevolution of biology and culture is presented in light of recent evidence, using methods and data from archaeology, the fossil record and molecular anthropology. Field trips may be required. (2)

*Transfer credit: UC, CSU*

### ANTH R102—Introduction to Cultural Anthropology 3 units

*3 hours lecture weekly*

Humans have always been dependant upon culture for survival. Culture is the entire system of beliefs, behaviors, traditions, language, and cognition that is transmitted among humans. Different basic aspects of human culture are examined. Topics will include: biocultural change, how culture is transmitted from one generation to the next, kinship, human universals and the rise of modern peoples, including various post-modern subcultures, including pop culture and ethnic culture. Field trips will be required. (2)

*Transfer credit: UC, CSU*

### ANTH R103—Introduction to Archaeology 3 units

*3 hours lecture weekly*

Anthropological study of world prehistory and evolution of culture from its earliest known origins through the appearance of civilizations as revealed by archaeological record; nature of archaeological evidence and its analysis. (2)

*Transfer credit: UC, CSU*

### ANTH R105—Sex, Gender and Culture 3 units

*3 hours 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. Field trips may be required. (2)

*Transfer credit: UC, CSU*

### ANTH R106—Culture and Personality 3 units

*3 hours lecture weekly*

Comparative study of the relationship between culture and individual psychological processes. Child training and psycho-dynamics in non-Western cultures. Psychology of culture change. Personality disorders and psychotherapy studied cross-culturally. (2)

*Transfer credit: UC, CSU*

### ANTH R107—Introduction to Native America 3 units

*3 hours lecture weekly*

Survey of Native American cultures, including prehistory, adaptations, and social, political and religious beliefs. The effects of European contact and the situations of contemporary Native Americans considered. Field trips may be required. (2)

*Transfer credit: UC, CSU*

### ANTH R110—People and Cultures of the World 3 units

*3 hours lecture weekly*

Comparative study of human culture and elements of culture. Selected cultures studied and compared from anthropological perspectives. Emphasis on traditional societies and phenomena of culture change resulting from contact with modern societies. (2)

*Transfer credit: UC, CSU*

### ANTH R111—Magic, Witchcraft, & Religion, The Anthropology Belief 3 units

*3 hours 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. Field trips may be required.(2)

*Transfer credit: UC, CSU*

**ANTH R113—Ancient Civilizations of the Americas** **3 units**

3 hours lecture weekly

Presentation and discussion of evidence and theories related to the origins and development of civilizations of the New World from the perspective of archaeology, prehistory, and anthropology. Data, interpretations, and theoretical models will be considered dealing with the early civilizations and proto-civilizations in Mesoamerica, South America, and North America. (2)

Transfer credit: UC, CSU

**ANTH R115—Introduction to Linguistics** **3 units**

3 hours lecture weekly

Current thinking on language and linguistics from a variety of perspectives. Course provides an introduction to historical linguistics, language change, language learning, bilingualism, pidgins and creoles, sociolinguistics, gender and language, and brain and language. (2)

Transfer credit: UC, CSU

**ANTH R189—Topics in Anthropology** **½-3 units**

Lecture and/or lab as required by unit formula

Courses considering specialized, specific topics in Anthropology which are not covered in the general Anthropology offerings. Course may be taken four times.

Transfer credit: CSU

**ANTH R198A-Z—Short Courses in Anthropology** **½-10 units**

Lecture and/or lab hours as required by unit formula

Courses and/or workshops in selected areas of Anthropology to meet specific needs of college or community as requested and required. Field trips may be required. May be repeated for a maximum of 10 units. (2)

Transfer credit: CSU

**ANTH R199—Directed Studies in Anthropology** **1-3 units**

Prerequisites: A course in the specific field.

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, lab, and field work. Course may be taken two times.

Transfer credit: CSU

## AREA STUDIES

### Area Studies Courses

**AS R101A-Z—Introduction to Social Dynamics** **½-10 units**

Lecture and/or lab hours as required by unit formula

A set of courses designed to introduce the student to the historical, social, political and economic dynamics of foreign countries and regions. Courses will be arranged in a year-long sequence of variable length and units with attention to the needs of the students in programs offered in the college curriculum such as the International Business Program. Areas to be studied include: Africa, Australia, Asia: Far East, Asia: South/Southeast, Central and South America, Europe, Middle East, Pacific Rim, Soviet Union. Course may be taken four times. (1)

Transfer credit: CSU

**AS R102A-Z—Introduction to Culture, Fine Arts, and Literature** **½-4 units**

Lecture and/or lab hours as required by unit formula

A set of courses designed to introduce the student to the culture of foreign countries through a study of Fine Arts and Literature, with attention to the needs of students. Course may be taken two times. (2)

Transfer credit: CSU

## ART

The Fine Arts Division offers many courses listed in the college catalog in the areas of Two-dimensional and Three-dimensional Art. Studies in the Two-dimensional Fine Arts include drawing, life drawing, painting, color and design, and printmaking. The Fine Arts program serves students seeking to transfer or work towards an associate of arts degree.

The Oxnard College McNish Art Gallery is an integral part of instruction. It features eight exhibitions during the fall and spring semesters, which reflect professional work representing the 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 educational mission of Oxnard College through its educational program and formal exhibition of contemporary works of art. The gallery also serves the art appreciation, studio arts and liberal arts programs by providing an opportunity for learning about art.

In the three-Dimensional area there is a very strong ceramics program at Oxnard College with students who develop their craft from beginner to advanced ceramics levels. Students learn about the media of clay and learning how to sculpt, paint and fire their ceramics works with the industry-quality kilns in the department. Students who have graduated from the program have won countless awards for their works of art. The department welcomes students of all ability levels, particularly the beginner who has never touched clay before. Students should prepare themselves for a wonderful experience in the study of ceramics.

For more information, contact:

Christine Morla, Department Chair, [cmorla@vcccd.edu](mailto:cmorla@vcccd.edu)  
(805) 986-5800, ext. 1929

### Career Opportunities

Art Dealer	Artist's Agent	Photographer
Ceramicist	Painter	
Sculptor	Watercolor Artist	

### Faculty

Full-Time	Part-Time
Christine Morla	Jacquelyn Cavish
	Ichiro Irie
	Gina Lawson-Egan
	Janet Neuwalder
	Claudia Pardo
	M. Peggy Tranovich
	Jen Chi Wu

### ◆ Art

#### Associate in Arts Degree

Three options are offered for students choosing to major in Art. Students may choose a general Art major, a Two-dimensional Studio major, or a Three-dimensional Studio major.

Required Courses for the Art Major:		Units
ART R102	Art History I	3
ART R103	Art History II	3
ART R104A	Color and Design I	3
ART R104B	Color and Design II	3
ART R106A	Drawing and Composition I	3
ART R106B	Drawing and Composition II	3
ART R126A	Life Drawing I	3
ART R126B	Life Drawing II	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
<b>Total Units</b>		<b>30</b>

**Required Courses for Two-dimensional Studio Majors:**

ART R102	Art History I	3
ART R103	Art History II	3
ART R104A	Color and Design I	3
ART R104B	Color and Design II	3
ART R106A	Drawing and Composition I	3
ART R106B	Drawing and Composition II	3
ART R115A	Abstract Concepts I	3
ART R115B	Abstract Concepts II	3
ART R126A	Life Drawing I	3
ART R126B	Life Drawing II	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 Units 36****Required Courses for Three-dimensional Studio Majors:**

ART R102	Art History I	3
ART R103	Art History II	3
ART R150A	Beginning Ceramics I	3
ART R150B	Beginning Ceramics II	3
ART R151A	Intermediate Ceramics I	3
ART R151B	Intermediate Ceramics II	3
ART R152A	Ceramic Design I	3
ART R152B	Ceramic Design II	3
ART R155	Beginning Sculpture	3
ART R156A	Intermediate Sculpture I	3

**Total 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, ceramics, or sculpture. For major preparation requirements at UC and CSU campuses, see assist.org.*

**Program Student Learning Outcomes**

Upon successful completion of the Art 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.
- Students will 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.

**Art Courses****ART R098—Short Courses in Art ½-10 units**

*Lecture and/or lab hours as required by unit formula*

Specialized topics designed to inform or update interested persons in the various disciplines within art. (2)

**ART R101—Art Appreciation 3 units**

*3 hours lecture weekly*

This one-semester survey course is designed to acquaint non-art majors with major periods and styles of art of the western world. Through electronic media presentations and visits to galleries/museums, students will learn to compare and contrast works of art and develop understanding of the visual arts. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**ART R102—Art History I 3 units**

*3 hours lecture weekly*

This course is an introduction and survey of the history of art of the world, specifically, Western, Americas, and African, from prehistoric times to the present. Emphasis is placed on the techniques of producing art as well as an examination of the key figures in art history. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**ART R103—Art History II 3 units**

*3 hours lecture weekly*

This course is a continuation of the survey of painting, sculpture, and architecture of the western world from prehistoric times to the present. Emphasis is placed on the techniques of producing art as well as an examination of the key figures in art history. Field trips and/or museum visitations may be required. The second segment concludes at 20th century. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**ART R104A—Color and Design I 3 units**

*1½ hours lecture, 4½ hours lab weekly*

This course is an exploration of basic color theory conducted within two-dimensional contexts. Art projects introduce design principles—basic problems in line, shape texture, form, and color; working with practical theory, making a color wheel, mixing process with three primary colors, value grading, making and understanding tints, tones, shades and harmonies developed for certain design needs. Field trips may be required. This course may be taken two times. (2)

*Transfer credit: UC, CSU*

**ART R104B—Color and Design II 3 units**

*Prerequisites: ART R104A.*

*1½ hours lecture, 4½ hours lab weekly*

This course is a further development from ART R104A with usage of new materials adjusting levels of intensity and value of low yield color harmonies. Specific ideas of suitable procedures will be explored in projects designed for various segments in the design field, such as advertising, fabric, fashion interior. Field trips may be required. This course may be taken two times. (2)

*Transfer credit: UC, CSU*

**ART R106A—Drawing and Composition I 3 units**

*1½ hours lecture, 4½ hours lab weekly*

This course provides a basic drawing experience and stresses graphic representation of objects through a variety of media and techniques; particular emphasis is placed on the fundamental means of pictorial composition. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**ART R106B—Drawing and Composition II 3 units**

*Prerequisites: ART R106A.*

*1½ hours lecture, 4½ hours lab weekly*

This course is an investigation of intermediate drawing techniques, materials, and inspirations of the artist. Students at this level learn to use materials in a variety of ways such as line structures, mass structuring, and rendering, as well as applying more contemporary approaches to drawing. Field trips may be required. (2)

*Transfer credit: UC, CSU*

- ART R106C—Drawing and Composition III** 3 units  
*Prerequisites: ART R106B.*  
*1½ hours lecture, 4½ hours 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. Course may be taken two times. (2)  
*Transfer credit: UC, CSU*
- ART R108A—Beginning Oil Painting** 3 units  
*Prerequisites: ART R104B, ART R106B or equivalent.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This course is an introduction to basic oil painting materials and techniques. Experiment in representational and abstract painting will also be presented. Particular emphasis will be on the awareness of shape, form and color, surface and their importance in composition. Field trips may be required. (2)  
*Transfer credit: UC, CSU*
- ART R108B—Intermediate Oil Painting** 3 units  
*Prerequisites: ART R108A.*  
*1½ hours lecture, 4½ hours 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. (2)  
*Transfer credit: UC, CSU*
- ART R108C—Advanced Oil Painting** 3 units  
*Prerequisites: ART R108B.*  
*1½ hours lecture, 4½ hours 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. Course may be taken two times. (2)  
*Transfer credit: UC, CSU*
- ART R110A—Beginning Acrylic Painting** 3 units  
*1½ hours lecture, 4½ hours lab weekly*  
 This class is an introduction to basic acrylic painting materials and techniques. Experiment in representational and abstract painting will also be presented with emphasis on the awareness of shape, form and color, surface and their importance in composition. Basic acrylic palette and media water soluble. Field trips may be required. (2)  
*Transfer credit: UC, CSU*
- ART R110B—Intermediate Acrylic Painting** 3 units  
*Prerequisites: ART R110A.*  
*1½ hours lecture, 4½ hours 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. (2)  
*Transfer credit: UC, CSU*
- ART R110C—Advanced Acrylic Painting** 3 units  
*Prerequisites: ART R110B.*  
*1½ hours lecture, 4½ hours 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. Course may be taken two times. (2)  
*Transfer credit: UC, CSU*
- ART R115A—Abstract Concepts I** 3 units  
*Prerequisites: ART R110B, ART R112B, ART R126B, or equivalent.*  
*1½ hours lecture, 4½ hours 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. Course may be taken two times. (2)  
*Transfer credit: UC, CSU*
- ART R115B—Abstract Concepts II** 3 units  
*Prerequisites: ART R115A.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This course is a continuation of the 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. Course may be taken two times. (2)  
*Transfer credit: UC, CSU*
- ART R126A—Life Drawing I** 3 units  
*Prerequisites: ART R106A.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This course introduces drawing the human figure from live models, using a variety of media including pencil, charcoal, conté crayon, pastels, and mixed-media with representation depicted through gesture, contour and volume. Emphasis is placed on visual observations of structure, proportions, form and composition; use of linear and tonal concepts. Field trips may be required. (2)  
*Transfer credit: UC, CSU*
- ART R126B—Life Drawing II** 3 units  
*Prerequisites: ART R126A.*  
*1½ hours lecture, 4½ hours 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. (1)  
*Transfer credit: UC, CSU*
- ART R126C—Life Drawing III** 3 units  
*Prerequisites: ART R126B.*  
*1½ hours lecture, 4½ hours 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 (pose). 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. (2)  
*Transfer credit: UC, CSU*
- ART R150A—Beginning Ceramics I** 3 units  
*1½ hours lecture, 4½ hours lab weekly*  
 This is a beginning course in pottery-making, wheel-throwing, and coil-method. Glaze formulation and application will also be presented and practiced. Field trips may be required. A materials fee is required. (2)  
*Transfer credit: UC, CSU*
- ART R150B—Beginning Ceramics II** 3 units  
*Prerequisites: ART R150A.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This course is a continuation of wheel-throwing, coil skills, and introduction of slab method of construction, utilizing a slab roller, and review of glaze application. Field trips may be required. A materials fee is required. (2)  
*Transfer credit: UC, CSU*
- ART R151A—Intermediate Ceramics I** 3 units  
*Prerequisites: ART R150B.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This is an intermediate course on wheel-thrown, and coil construction techniques for creating pottery and sculpture. Additionally, further development in glaze formulation and application techniques will be addressed. Field trips may be required. A materials fee is required. (2)  
*Transfer credit : UC, CSU*

- ART R151B—Intermediate Ceramics II** **3 units**  
*Prerequisites: ART R151A.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This course will emphasize slab construction with continued development in wheel-thrown and coil-constructed forms. Both pottery and sculpture will be explored. Field trips may be required. (2)  
*Transfer credit: UC, CSU*
- ART R152A—Ceramic Design I** **3 units**  
*Prerequisites: ART R151B.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This is an advanced beginners course. Greater emphasis is placed on aesthetic awareness of form and balance. Students will continue to develop their work in Raku. Emphasis is on wheel throwing, coil building projects and advanced Raku glaze application. Field trips may be required. (2)  
*Transfer credit: UC, CSU*
- ART R152B—Ceramic Design II** **3 units**  
*Prerequisites: ART R152A.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This is an advanced beginners course. Emphasis is placed on the continued development of aesthetic awareness of form and balance. Students will continue to develop work in wheel-throwing, coil-building and advanced projects in Raku glaze application. Field trips may be required. A materials fee is required. Course may be taken two times. (2)  
*Transfer credit: UC, CSU*
- ART R153—Glaze Formulation** **3 units**  
*Prerequisites: ART R152B.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This course is a study of ceramic glazes through practical laboratory experiments. A gram scale will be used to keep accurate records of ingredients used to formulate base glazes and oxides used as colorants. Field trips may be required. A materials fee is required. Course may be taken four times. (2)  
*Transfer credit: UC, CSU*
- ART R154A—Beginning Abstract Concepts in Clay** **3 units**  
*Prerequisites: ART R152C.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This course introduces the use of low fire clay and glazes in the creation of original abstract forms, and is to include the use of electric kilns for clean firings. It is expected the student will already have a working knowledge of stoneware clay, hire fire glazes, and gas reduction methods. Field trips may be required. A materials fee is required. Course may be taken two times. (2)  
*Transfer credit: UC, CSU*
- ART R154B—Intermediate Abstract Concepts in Clay** **3 units**  
*Prerequisites: ART R154A.*  
*1½ hours lecture, 4½ hours lab weekly*  
 This course is a continuation of ART R154A to further the students understanding of the use of low fire clays and glazes. Additional instruction in the use of the electric kiln will be presented. Field trips may be required. A materials fee is required. Course may be taken two times. (2)  
*Transfer credit: UC, CSU*
- ART R155—Beginning Sculpture** **3 units**  
*1½ hours lecture, 4½ hours lab weekly*  
 This studio course is an introduction to fundamental concepts and history of three-dimensional form, as found in nature, sculpture, design and architecture. Assigned projects will explore expressive potential of three-dimensional forms using various materials and methods. Field trips may be required. (2)  
*Transfer credit: UC, CSU*
- ART R156A—Intermediate Sculpture I** **3 units**  
*Prerequisites: ART R155.*  
*1½ hours lecture, 4½ hours 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 sculptural problems. Field trips may be required. (2)  
*Transfer credit: UC, CSU*
- ART R156B—Intermediate Sculpture II** **3 units**  
*Prerequisites: ART R156A.*  
*1½ hours lecture, 4½ hours lab weekly*  
 Students will continue beyond the intermediate level to develop more advanced skills in sculpture. Progress relating to personal artistic growth and professional discipline is expected. Emphasis will be placed on in-depth study and working with ideas and techniques that will lead toward the development of a personal and independent body of work. Field trips may be required. (2)  
*Transfer credit: UC, CSU*
- ART R160—Intro to Digital Photography** **3 units**  
*1½ hours lecture, 4½ hours lab weekly*  
 The history, theory and aesthetics of digital photography will be explored in this course. Students will learn the fundamentals of digital camera, scanning and basic manipulation and printing. Field trips may be required. A materials fee is required. Course may be taken two times. (2)  
*Transfer credit: UC, CSU*
- ART R165—Portfolio/Gallery Presentation** **3 units**  
*Prerequisites: ART R106A.*  
*1½ hours lecture, 4½ hours 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. (2)  
*Transfer credit: CSU*
- ART R170—Introduction to Women in Art** **3 units**  
*3 hours 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. (2)  
*Transfer credit: CSU*
- ART R198A-Z—Short Courses in Art** **½-10 units**  
*Lecture and/or lab hours as required by unit formula*  
 Courses and/or workshops in selected areas of Art to meet specific needs of college or community as requested or required. Field trips may be required. May be repeated for a maximum of 10 units. (2)  
*Transfer credit: CSU*
- ART R199—Directed Studies in Art** **½-3 units**  
*Prerequisites: A course in the specific field.*  
*Lecture and/or lab hours as required by unit formula*  
 This course is designed for students interested in furthering their knowledge of art on an independent basis. This course offers opportunities for students with intermediate and/or advanced skills to engage in projects not included in the regular curriculum. Students are accepted only by written project proposal approved by the discipline prior to enrollment. Field trips may be required. Course may be taken four times. (2)  
*Transfer credit: CSU*

# ASIAN-AMERICAN STUDIES

## Asian-American Studies Courses

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### AAS R101—Introduction to Asian-American Studies 3 units

*3 hours lecture weekly*

An introductory course designed to engage students in learning about the historical, economic, political and cultural experiences and transformations experienced and managed by Asian immigrants to the United States and Asian-Americans. Students will look at the experiences of different root groups and societies contributing to the Asian-American community and will examine those experiences using a variety of materials, disciplinary techniques and analytical tools representing different disciplines within the Social Sciences including Anthropology, Sociology, Economics, History and Political Science. (2)

*Transfer credit: UC, CSU*

# ASSISTIVE COMPUTER TECHNOLOGY

Students are encouraged to seek guidance and support services through the Educational Assistance Center. 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.

## Faculty

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### Counselor

Judy McArthur

## Assistive Computer Technology Courses

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### ACT R001—Assistive Computer Technology 2 units

*1 hour lecture, 3 hours 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 may be taken two times. (1)

### ACT R002—Adapted Keyboarding 2 units

*1 hour lecture, 3 hours lab weekly*

This course teaches keyboarding basics to disabled students who must use adaptive technologies for successful access to the keyboard or monitor and/or are unable to successfully complete a mainstream keyboarding course. Not applicable for degree credit. Course may be taken four times. (1)

### ACT R011—Computer-Aided Learning 1 unit

*½ hour lecture, 1½ hours 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 may be taken two times. (1)

# ASTRONOMY

## Career Opportunities

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(Post bachelor's degree necessary)

Astronomer

Astrophysicist

## Faculty

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### Part-Time

Dale Synnes

Habib Taouk

## Astronomy Courses

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### AST R101—Introduction to Astronomy 3 units

*3 hours lecture weekly*

This course is an introduction to astronomy for both science and non-science students. 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. (2)

*Transfer credit: UC, CSU*

### AST R101L—Astronomy Laboratory 1 unit

*Prerequisites: AST R101 or concurrent enrollment.*

*Advisories: MATH R011.*

*3 hours 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. (2)

*Transfer credit: UC, CSU*

# AUTOMOTIVE BODY AND FENDER REPAIR

The Automotive Body and Fender Repair program at Oxnard College is designed to prepare students to enter the industry as entry-level technicians. The program provides continuous improvement training for employed technicians in the field. Students can complete an Associate of Science Degree or a Certificate of Achievement. Course work includes hands-on training in body, fender, collision repair, and automotive graphics. Students have the option of integrating course work training from other technical programs, such as the automotive technology and business courses designed to help students begin their own repair center.

*For more information, contact:*

*Jose Ortega, jortega@vcccd.edu*

*(805) 986-5800 ext. 2062*

## Career Opportunities

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Body and Fender Repair Trainee

Frame Specialist

Repair Estimator

Parts and Service Management

## Faculty

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### Full-Time

Jose Ortega



## ◆ Automotive Body and Fender Repair

### Associate in Science Degree Certificate of Achievement

Required Courses:		Units
AB R001	Auto Body/Fender Repair I	4
AB R002	Auto Body/Fender Repair II	4
AB R003	Estimating Damage/Repair	4
AB R004	Collision Damage/Repair	4
AB R005A	Painting/Refinishing I	2
AB R005B	Painting/Refinishing II	4
		<b>22</b>
Required Additional Courses:		Units
Complete a minimum of one course from the following courses:		
AB R005C	Auto Refinishing Final Detailing	2
AB R007A	Automotive Graphics	2
AB R007B	Advanced Automotive Graphics	2
AT R010	Fundamentals of Auto Technology	3
AT R015	Automotive Electrical Systems	4
		<b>2-4</b>
<b>Total Required Units</b>		<b>24-26</b>

### Program Student Learning Outcomes

Upon successful completion of the Automotive Body and Fender Repair program students will be able to:

- Upon completion of the Auto Body and Painting Program, students will demonstrate the ability to analyze and evaluate various damage areas of a vehicles. Estimate the coats of repair; indentify the safety and proper procedures of repair.
- Upon completion of the Auto Body and Painting Program, Students will 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, none structural body repairs, structural body repair, and final detailing of a vehicle.
- Upon completion of the Auto Body and Painting 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.

### Automotive Body

#### AB R001—Introduction to Automotive - Body and Fender 4 units

*2 hours lecture, 6 hours 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 may be taken two times. (2)

#### AB R002—Intermediate Auto Body and Fender Repair 4 units

*Prerequisites: AB R001.*

*2 hours lecture, 6 hours 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 may be taken two times. (2)

#### AB R003—Introduction to Estimating Auto Body Damage 4 units

*Prerequisites: AB R002.*

*2 hours lecture, 6 hours 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 may be taken four times. (2)

#### AB R004—Advance Auto Body Collision and Damage Repair 4 units

*Prerequisites: AB R003.*

*2 hours lecture, 6 hours lab weekly*

This course provides 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 may be taken four times. (2)

#### AB R005A—Auto Body Painting & Refinishing I 2 units

*1 hour lecture, 3 hours 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 may be taken three times. (2)

#### AB R005B—Auto Body Painting and Refinishing II 4 units

*Prerequisites: AB R005A.*

*2 hours lecture, 6 hours 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 may be taken two times. (2)

#### AB R005C—Auto Refinishing Final Detailing 2 units

*Prerequisites: AB R005B.*

*1 hour lecture, 3 hours lab weekly*

In this course students will learn the final detailing of a vehicle right before the customer picks the vehicle up. Topics to be covered include ultra-fine sanding of clear coats. They must visually identify paint problems, describe how to operate a buffing machine without burning through the clear-coat and final clean and detail a vehicle for improved customer satisfaction. Field trips may be required. Course may be taken four times. (2)

#### AB R007A—Automotive Graphics 2 units

*1 hour lecture, 3 hours lab weekly*

This is an introductory course that gives a comprehensive overview of automotive graphics including preparation and layout of pinstriping, touch-up, lettering, and murals. This course also includes graphics for commercial trucks and boats. Field trips may be required. Course may be taken two times. (2)

#### AB R007B—Advanced Automotive Graphics 2 units

*Prerequisites: AB R007A.*

*1 hour lecture, 3 hours 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 pin-striping, and customized quiles. Field trips may be required. Course may be taken two times. (2)

# AUTOMOTIVE TECHNOLOGY

The Automotive Technology program at Oxnard College is designed to prepare students as entry-level technicians for the automotive field. The program provides improvement training for working automotive technicians dealing with rapidly changing technologies. Students can complete an Associate of Science Degree or Certificate of Achievement. Courses include a full range of curriculum for this career: fundamentals of automotive, automotive electrical, engine performance, brake systems, steering and suspension, heating and air conditioning systems, and transmissions. 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:  
Andrew Cawelti, [acawelti@vcccd.edu](mailto:acawelti@vcccd.edu)  
(805) 986-5890

## Career Opportunities

Automotive Electrical Repair Specialist	Line Technician
Brake and Wheel Alignment Technician	Service Manager
Engine Performance Specialist	
Licensed Smog Technician	

## Faculty

Full-Time	Part-Time
Andrew Cawelti	Norman Roth
Richard Williams	Glenn Troub

## ◆ Automotive Technology

### Associate in Science Degree Certificate of Achievement

Required Courses:		Units
AT R010	Fundamentals of Auto Technology	3
AT R012	Automotive Air Conditioning	2
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
<b>Total Core Requirements</b>		<b>36</b>
Required Additional Courses:		Units
Complete a minimum of five units from the following courses:		
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 R045	Enhanced Clean Air Car Course State of California	5
<b>Total Required Units</b>		<b>41</b>

## Program Student Learning Outcomes

Upon successful completion of the Automotive Technology program students will be able to:

- Upon completion of the Automotive Technology 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, power tool and, typical equipment safety.
- Upon completion of the Automotive Technology Program, Students will be able to comprehend simple graphing concepts and common fractions & their decimal equivalents as they apply to automotive diagnosis and repair.
- Upon completion of the Automotive Technology Program, Students will be able to complete industry standard documents and related paperwork .
- Upon completion of the Automotive Technology Program, Students will be able to improve in their ability to identify, retrieve, comprehend and apply basic automotive technical information including but not limited to online information.

## Automotive Technology Courses

### AT R010—Fundamentals of Auto Technology 3 units

3 hours 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 R012—Automotive Air Conditioning 2 units

Advisory: AT R010.

1 hour lecture, 3 hours 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

Advisory: AT R010.

Corequisites: AT R013L.

4 hours 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

Advisory: AT R010.

Corequisites: AT R013 (first time only).

1 hour lecture, 3 hours 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. Course may be taken two times.

**AT R014—Advanced Engine Performance 4 units**

*Prerequisites: AT R013.  
Corequisites: AT R014L.  
4 hours 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 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.  
1 hour lecture, 3 hours 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 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. Course may be taken two times.

**AT R015—Automotive Electrical Systems 4 units**

*Advisory: AT R010.  
Corequisites: AT R015L.  
4 hours 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 (first time only).  
1 hour lecture, 3 hours 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. Course may be taken two times.

**AT R016—Auto Electronics 3 units**

*Advisory: AT R010 and AT R013.  
3 hours 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**

*Advisory: AT R010.  
Corequisites: AT R018L.  
4 hours 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 (first time only).  
1 hour lecture, 3 hours 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. Course may be taken two times.

**AT R020—ASE Mechanics Certification 3 units**

*Advisory: Employment in the automotive trade or an automotive major.  
3 hours 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**

*Advisory: AT R010.  
Corequisites: AT R026L.  
4 hours 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**

*Advisory: AT R010.  
Corequisites: AT R026 (first time only).  
1 hour lecture, 3 hours 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. Course may be taken two times.

**AT R030—Automotive Transmission and Drive Line 3 units**

*Advisory: AT R010  
Corequisite: AT R030L  
3 hours 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**

*Advisory: AT R010  
Corequisite: AT R030 (first time only)  
6 hours 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. May be taken two times.

**AT R033—Automotive Emission and Fuel Control Systems** **4 units**

*Advisory: AT R010.  
3 hours lecture, 3 hours 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 R045—Enhanced Clean Air Car Course, State of California** **5 units**

*Advisory: AT R013 and AT R015 or student must be an automotive major or have at least two years of automotive experience.  
4 hours lecture, 3 hours lab weekly*

This course is for automotive technology majors or employed auto technicians who are preparing to take the Bureau of Automotive Repair, State of California (BAR) Enhanced Clean Air Car Course Exam. This course covers automotive fuel systems, electrical systems, computer control systems, emission controls, and inspection procedures. This course will follow the state mandated lesson outline. The laws and regulations related to automotive repair in California will be covered in this course. Official vehicle inspection procedures will be taught in this course. Field trips may be required. Formerly AT R021.

**AT R050—Automotive Steering and Suspension** **6 units**

*Advisory: AT R010.  
5 hours lecture, 3 hours 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.

**AT R088—California Bureau of Automotive Repair Smog License Update Class** **1 units**

*Advisory: This course is for persons holding a current State of California Smog Inspection License and candidates for the Smog Inspection License.*

*¾ hour lecture, ¾ hour 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. (1)

**AT R098—Short Courses in Automotive Mechanics** **½-10 units**

*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 courses at Oxnard College introduce the student to gross anatomy, histology of human organ systems, the basic principles of molecular and cellular biology, lower division biochemistry which offers the study of biochemical and cellular design and the regulation of that metabolism. Basic laboratory techniques are employed for plant and animal tissue, organ culture preparation and virus cultivation. Directed Studies furthers the knowledge of Biology on an independent study basis.

An Associate in Arts Degree in Biology is offered.

*For more information, contact:  
Christiane Mainzer, [cmainzer@vcccd.edu](mailto:cmainzer@vcccd.edu)  
(805) 986-5800, ext. 1930*

## Career Opportunities

(Most careers require a bachelor's and advanced degree)

Biological Technician	Public Health Biologist
Health Technician	Laboratory Technician
Clinical Lab Technologist	Research Technician
Marine Biology	Forestry & Wildlife Biology
Environmental Policy	Ecology
Biotechnology	Fisheries
Zoology	

## Faculty

Full-Time	Part-Time	Part-Time
Michael Abram	Kevin Flint	Michael Nicholson
Lorraine Buckley	Joe Frantz	Jan Schienle
James Harber	Gabriel Garcia	Bryan Swig
Shannon Newby	Melissa Graham	Rachel Ulrich
	Stephanie Mutz	Neil Ziegler

## ◆ Biology

### Associate in Arts Degree

*Program under revision. See General Studies Degree - Patterns II & III with Natural Sciences or Mathematics emphasis.*

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
BIOL R199 Directed Studies in Biology	2

**Required Units from Core Courses** **12**

**Elective Courses:** **Units**  
*Students must select at least 15 units from Group A and at least 13 units from Group B.*

Group A:	Units
CHEM R120 General Chemistry I	5
CHEM R122 General Chemistry II	5
CHEM R130 Organic Chemistry I	5
MATH R105 Introductory Statistics	5
MATH R120 Calculus with Analytic Geometry I	5
MATH R121 Calculus with Analytic Geometry II	5
PHYS R131 Physics for Scientists & Engineers 1	5
PHYS R132 Physics for Scientists & Engineers 2	5

Group B:		Units
BIOL R130	Biochemistry	3
BIOL R135	Molecular Biology	3
BIOL R135L	Molecular Biology Laboratory	2
BIOL R140L	Tissue Culture Laboratory	3
BIOL R145L	Applied Microbiology Laboratory	3
BIOL R150L	Biotechnology Laboratory	3
BIOL R170	Biological Marine Resource Management	1
MICR R100	Principles of Microbiology	3
MICR R100L	Principles of Microbiology Lab	2
PHSO R101	Human Physiology	5
<b>Required Units from Elective Groups A &amp; B</b>		<b>28</b>
Total Required Units		40

## Program Student Learning Outcomes

Upon successful completion of the Biology program students will be able to:

- Students will use logic and the scientific method to draw well supported conclusions from information provided.
- Students will display written and verbal competency in the description and analysis of biological subject matter and data.
- Students will integrate ideas and values from different disciplines (i.e. mathematics, chemistry) to explain biological concepts or ideas.
- Students will conduct research and information gathering using a variety of sources such as texts, tables, graphs, maps, media, personal communication, observation, and electronic databases.
- Students will understand and communicate complex relationships between natural and human systems.
- Students will be able to recognize applications of biology in everyday life.
- Students will be able to acquire knowledge and skills sufficient to allow one to pursue more advanced study in biological sciences or find employment in biology-related fields.



## Anatomy Courses

### **ANAT R101—General Human Anatomy** **4 units**

*Prerequisites: BIOL R101 or BIOL R120.*

*2 hours lecture, 6 hours lab weekly*

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 is appropriate and 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. (2)

*Transfer credit: UC, CSU*

## Biology Courses

### **BIOL R100—Marine Biology** **3 units**

*3 hours lecture weekly*

This course is a broad survey of the plants and animals found in the oceans. Topics include an overview of marine plants, invertebrates, fish, and mammals, a survey of marine habitats including coral reefs, kelp forests, and the deep sea, and an introduction to Oceanography. We will also discuss human impacts and conservation efforts as they relate to marine biology. Applications of the scientific method in marine biology are emphasized. (Same as MST R100) (2)

*Transfer credit: UC, CSU*

### **BIOL R100L—Marine Biology Laboratory** **1 unit**

*Prerequisites: BIOL R100 or concurrent enrollment.*

*3 hours lab weekly*

This laboratory course includes use of the scientific method, the identification and anatomy of marine plants, invertebrates, and fish; field studies of local marine habitats; and an introduction to Oceanography. (Same as MST R100L). Field trips may be required. (2)

*Transfer credit: UC, CSU*

### **BIOL R101—General Biology** **3 units**

*3 hours lecture weekly*

This is a survey course that presents the major principles and phenomena governing biological systems. Topics include biological chemistry, the cellular basis of life, metabolism, nutrition, reproduction, genetics, DNA modification, evolution and recombinant DNA technologies. This course is designed for non-biology majors. It will satisfy the requirements for certain dental hygiene, nursing and physical therapy programs. Field trips may be required.

*Transfer credit: UC, CSU*

### **BIOL R101L—General Biology Laboratory** **1 unit**

*Prerequisites: BIOL R101 or concurrent enrollment.*

*3 hours lab weekly*

This is a laboratory course designed to be taken in conjunction with BIOL R101. The laboratory exercises deal with the scientific method, basic biochemistry, microscopy, cellular organization, cellular energy transformation, molecular genetics and evolution. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**BIOL R120—Principles of Biology I** **4 units**

*Prerequisites: CHEM R120.*

*4 hours lecture weekly*

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. This course is applied towards fulfilling University biology prerequisites and the Community College Biotechnology Certificate. Field trips may be required.

*Transfer credit: UC, CSU*

**BIOL R120L—Principles of Biology I Lab: Intro to Cellular and Molecular Biology** **1 unit**

*Prerequisites: BIOL R120 or concurrent enrollment.*

*3 hours lab weekly*

This is a laboratory course designed to complement the BIOL R120 lecture course. 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. This course is recommended for biological sciences majors seeking transfer to university programs as well as students anticipating careers in a broad range of health care and medical professions. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**BIOL R122—Principles of Biology II** **4 units**

*Prerequisites: BIOL R120 and BIOL R120L.*

*4 hours lecture weekly*

This course is designed to complete the study of basic principles of biology for biological science majors. Topics include the diversity and evolutionary relationships of the major plant divisions and animal phyla. Emphasis is placed on evolution of as well as the development, structure and functions of vertebrate organ systems. Ecosystem structure, population ecology and evolutionary concepts are presented. Field trips may be required.

*Transfer credit: UC, CSU*

**BIOL R122L—Principles of Biology II Lab** **1 unit**

*Prerequisites: BIOL R120 and BIOL R120L or equivalent; BIOL R122 or concurrent enrollment.*

*3 hours lab weekly*

This course is designed to complete the study of basic principles of biology laboratory for biological science majors. Topics include the diversity and evolutionary relationships of the fungi, major plant divisions, and animal phyla. Dissections of representative organisms are required. Emphasis is placed on the development, structure and functions of vertebrate organ systems. Ecosystem structure, population ecology, and evolutionary concepts are presented. Field trips may be required.

*Transfer credit: UC, CSU*

**BIOL R170—Biological Marine Resource Management** **1 unit**

*Corequisites: GEOL R178 or MST R178.*

*3 hours 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. Field trips will be required. Course may be taken two times. (Same as MST R170) (2)

*Transfer credit: CSU*

**BIOL R199—Directed Studies in Biology** **1-3 units**

*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. All studies will require laboratory and library research, as well as written reports. Course may be taken two times.

*Transfer credit: CSU*

**Microbiology Courses****MICR R100—Principles of Microbiology** **3 units**

*Prerequisites: BIOL R120 or both ANAT R101 and PHSO R101.*

*3 hours 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. (2)

*Transfer credit: UC, CSU*

**MICR R100L—Principles of Microbiology Laboratory** **2 units**

*Prerequisites: MICR R100 or concurrent enrollment.*

*6 hours 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. (2)

*Transfer credit: UC, CSU*

**Physiology Courses****PHSO R101—Human Physiology** **5 units**

*Prerequisites: CHEM R110 and ANAT R101.*

*3 hours lecture, 6 hours lab weekly*

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. This course satisfies requirements for general education as well as transfer to universities and is required for health-care and certificated programs. Field trips may be required.

*Transfer credit: UC, CSU*

# BUSINESS

The Business program offers a wide variety of courses in business management, marketing and accounting, leading to the degrees of Associate in Arts and Science and Certificates in Accounting, 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](mailto:rcabral@vcccd.edu)  
(805) 986-5800, ext. 1981

## Career Opportunities

### A.A./Certificate Level

Account Clerk	Accounts Payable Clerk
Accounts Receivable Clerk	Management Trainee
Assistant Manager	Sales Trainee
Sales Representative	Buyer
Finance Operations	Fashion Director
Market Research Assistant	Manufacturer Representative

### B.A. Level

Cost Accountant	Assistant Controller
Controller/Treasurer	Human Resource Manager
Small Business Owner	Small Business Manager
Advertising Manager	Accountant
International Business Management	Manufacturers Representative
Sales Executive/Sales Management	

## Faculty

Full-Time	Part-Time
Ed Bassey	Josepha Baca
Robert Cabral	Stephanie House
	Patricia Greene
	Sandy Iverson
	Larry Kennedy
	Dennis Polen

## ◆ 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](http://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 Principles of Financial Accounting	3
ACCT R102 Principles of Managerial Accounting	3
ECON R101 Principles of Macroeconomics	3
ECON R102 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 Mathematics for Business Applications	5
OR	
MATH R120 Calculus with Analytic Geometry I	5

### Choose one additional major preparation course:

BUS R111A Business Law I	3
BUS R140 Business Communications	3
MATH R105 Introductory Statistics	5
<b>Total Required Units</b>	<b>23-25</b>

## Program Student Learning Outcomes

Upon successful completion of the Business program students will be able to:

- Students will 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.
- Students will apply rules and principles to new business situations.
- Students will formulate ways of accessing and interpreting business information from beyond their immediate spheres.
- Students will demonstrate personal conduct that reflects an ethical understanding of complex business, economic and social issues.
- Students will demonstrate collaboration skills by working effectively with others in group settings - both inside and outside the classroom.
- Students will acquire skills for employment in a variety of public and private organizations.

## ◆ 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 Principles of Financial Accounting	3
ACCT R102 Principles of Managerial Accounting	3
BUS R111A Business Law I	3
BUS R120 Introduction to Business	3
BUS R121 Introduction to Management	3
BUS R122 Human Resource Management	3
BUS R132A Marketing	3
BUS R140 Business Communications	3
PSY R102A Interpersonal Relations	3
Complete one of the following courses:	
BUS R030 Concepts in Business Math	3
CIS R100 Introduction to Computer Information Systems	3
COMM R101 Introduction to Oral Communication	3
ECON R101 Principles of Macroeconomics	3
ECON R102 Principles of Microeconomics	3

**Total Required Units 30**

## Program Student Learning Outcomes

Upon successful completion of the Business Management program students will be able to:

- Students will write clearly and accurately in a variety of management contexts and formats while checking, editing, and revising their written work for correct information, appropriate emphasis, form, style, and grammar.
- Students will apply rules and principles to management situations.
- Students will demonstrate personal conduct that reflects an ethical understanding of complex business management, economic and social issues.
- Students will demonstrate collaboration skills by working effectively with others in group settings - both inside and outside the classroom.
- Students will acquire skills for employment in management and leadership positions in a variety of public and private organizations.

## Business Courses

*(Accounting courses can be found on page 99)*

### **BUS R001—Preparation for Accounting** 3 units

*3 hours 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. Same as ACCT R001. (2)

### **BUS R030—Concepts in Business Math** 3 units

*3 hours lecture weekly*

This course provides a review of math fundamentals and relates math principles and operations to business oriented problems such as payroll, invoicing, financial statements and ratios, markups and markdowns, and interest. Business math is required for the following certificate and degree programs: Accounting, Retail Management, and Administrative Assistant. Field trips may be required. (2)

### **BUS R103—Business Mathematics** 3 units

*Advisories: MATH R011.*

*3 hours 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. (2)

*Transfer credit: CSU*

### **BUS R104—Business English** 3 units

*3 hours 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. (2)

*Transfer credit: CSU*

### **BUS R111A—Business Law I** 3 units

*3 hours lecture weekly*

This course is a general review of law as it relates to businesses, individuals and society. The course includes the law of contracts, personal property, real property, the rights and obligations of businesses as they relate to other businesses, individuals and society. Field trips may be required. (2)

*Transfer credit: UC, CSU*

### **BUS R120—Introduction to Business** 3 units

*3 hours lecture weekly*

This course is a survey and study of business and its relationship to government, the international marketplace and the Internet and provides students with a foundation in important concepts of business including forms of business ownership, organization, marketing, laws and regulations. This course is a required course in four Oxnard College business majors: Accounting, Business Management, Marketing and Computer Information Systems. Field trips may be required. (2)

*Transfer credit: UC, CSU*

### **BUS R121—Introduction to Management** 3 units

*3 hours 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. (2)

*Transfer credit: UC, CSU*

### **BUS R122—Human Resource Management** 3 units

*3 hours 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. (2)

*Transfer credit: CSU*

### **BUS R124A—Leadership with Communication** ½ unit

*Lecture hours as required by unit formula.*

This course is designed to meet the leadership and communication training needs of supervisory personnel within a public or human services setting. Topics include a review of effective writing skills, utilizing writing assistance tools, identifying sources for self-improvement, planning and delivering effective communication formats, developing positive oral tone, and delivering effective written attitudes. Field trips may be required. (2)

*Transfer credit: CSU*

### **BUS R124B—Respect in the Workplace and Personal Accountability** ½ unit

*Lecture hours as required by unit formula.*

This course is designed to meet the respect and personal accountability training needs of supervisory personnel within a public or human services setting. Topics include the importance of respect in the workplace, the components for respect, and classifying gender communication forms. In addition, the course will review levels of workplace personal accountability and responsibility, along with judging effective methods of accountability and apology, devising systems for accountability, and resolving workplace negativity. Field trips may be required. (2)

*Transfer credit: CSU*

### **BUS R124C—Conflict Resolution** ½ unit

*Lecture hours as required by unit formula.*

This course is designed to meet the conflict resolution training needs of supervisory personnel within a public or human services setting. Topics include: teaching mutual respect and trust during conflict resolution, utilizing a four-step conflict resolution model; identifying individual strengths needed for resolution; utilizing skills needed to successfully resolve conflicts; modeling respectful speaking and listening skills. Field trips may be required. (2)

*Transfer credit: CSU*



**BUS R124D—Leadership in Supervision** ½ unit  
*Lecture hours as required by unit formula.*

This course is designed to provide training in leadership for supervisors. Topics include learning to identify essential leadership qualities for effective management, defining the art of effective leadership, knowing the difference between management and leadership, effective communication styles, listening and speaking techniques of an effective leader and manager, and how to enable others to increase their effectiveness as leaders in the workplace. Field trips may be required. (2)  
*Transfer credit: CSU*

**BUS R124E—Team Building and Group Dynamics** ½ unit  
*Lecture hours as required by unit formula.*

This course is designed to provide training in team building and group dynamics for supervisors. Topics include: characteristics of high performance teams; understanding how teams work together; common problems teams encounter and how to solve them; team player styles and diversity; stages of team growth; tips and techniques for team building in the workplace; long-term benefits of teamwork and collaboration; assessing and solving common team problems; and team player action plans. Field trips may be required. (2)  
*Transfer credit: CSU*

**BUS R124F—Cultural Awareness in Organizations** ½ unit  
*Lecture hours as required by unit formula.*

This course is designed to provide training in cultural awareness for supervisors. Topics include stereotypes across cultures, benefits of cultural competency; assessing cultural competency; social and entertaining differences; verbal and non-verbal communication styles; and styles of agreements.  
*Transfer credit: CSU*

**BUS R125—Personal Finance** 3 units  
*3 hours lecture weekly*

This course provides an overview of financing 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. (2)  
*Transfer credit: CSU*

**BUS R130—Sales Management** 3 units  
*3 hours 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. (2)  
*Transfer credit: CSU*

**BUS R132A—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. (2)  
*Transfer credit: CSU*

**BUS R140—Business Communications** 3 units  
*Advisory: ENGL R101, and word processing skills.  
Prerequisites: BUS R104.  
3 hours lecture weekly*

Business communications develops effective business and professional communication in written, oral, and non-verbal modes. This course includes business correspondence, report writing, listening, collaborative communication, and oral reports. Business communications is required in the Accounting, Business Management, Marketing, Retail Management, Supervision, Computer Information Systems, Office Microcomputers, and Administrative Assistant A.S. and certificate curricula. Field trips may be required. (2)  
*Transfer credit: CSU*

**BUS R189—Topics in Business** ½-3 units  
*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 course.  
*Transfer credit: CSU*

**BUS R198A-Z—Short Courses in Business** ½-10 units  
*Lecture and/or lab hours as required by unit formula*

Workshops in selected areas of business and information systems to meet specific needs of college or community as required or requested by persons whose needs are not met by regular course offerings.  
*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 for technician-level jobs or university 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	
Medical Doctor*	Veterinarian*

\*Students with chemistry degrees have been notably successful in these areas.

## Faculty

Full-Time	Part-Time	Part-Time
Luanne Crockett	Steven Han	Payam Minoofar
Yong C. Ma	Krys Miller	Sergey Trusovs

## ◆ 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. \*Submitted for State Approval.

Required Core Courses for the A.A. in Chemistry	Units
CHEM R120 General Chemistry I	5
CHEM R122 General Chemistry II	5
MATH R120 Calculus with Analytic Geometry I	5
<b>Total Required Core Units</b>	<b>15</b>

#### Required Additional Courses

Complete a minimum of 5 units from the following:	Units
CHEM R130 Organic Chemistry I	5
OR	
CHEM R112 Elementary Organic and Biological Chemistry	5
<b>Total Units</b>	<b>5</b>

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
<b>Total Sequence Units</b>	<b>10</b>

#### Total Required Units for A.A. Degree in Chemistry 30

Proposed plan of study for A.A. degree in Chemistry:

<b>Year 1:</b> <u>Fall Semester</u>	<u>Spring Semester</u>
CHEM R120	CHEM R122
MATH R120	CHEM R112

<b>Year 2:</b> <u>Fall Semester</u>	<u>Spring Semester</u>
PHYS R101	PHYS R102
PHYS R101L	PHYS R102L

Alternate proposed plan of study for A.A. degree in Chemistry:

<b>Year 1:</b> <u>Fall Semester</u>	<u>Spring Semester</u>
CHEM R120	CHEM R122
MATH R120	

<b>Year 2:</b> <u>Fall Semester</u>	<u>Spring Semester</u>
PHYS R101	PHYS R102
PHYS R101L	PHYS R102L
CHEM R130	

### 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. \*Submitted for State Approval.

Required Courses for the A.S. in Chemistry	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 Units for A.S. Degree in Chemistry 40

Proposed plan of study for A.S. degree in Chemistry:

<b>Year 1:</b> <u>Fall Semester</u>	<u>Spring Semester</u>
CHEM R120	CHEM R122
MATH R120	MATH R121

<b>Year 2:</b> <u>Fall Semester</u>	<u>Spring Semester</u>
CHEM R130	CHEM R132
PHYS R131	PHYS R132

### Program Student Learning Outcomes

Upon successful completion of the Chemistry program students will be able to:

- Students will Use logic to draw well supported conclusions from information given.
- Students will apply rules and principles to new situations.
- Students will use tables, graphs, charts, and diagrams to explain concepts or ideas.
- Students will conduct research and information gathering using a variety of sources such as: texts, tables, graphs, maps, media, personal communication, observation and electronic databases.

### Chemistry Courses

#### **CHEM R104—General, Organic, and Biological Chemistry 5 units**

*Advisory: MATH R009.  
4 hours lecture, 3 hours lab weekly*

This course is required for nursing majors. 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. (2)

*Transfer credit: UC, CSU*

**CHEM R110—Elementary Chemistry** **5 units**

*Prerequisites: MATH R011 or 1 year high school algebra or equivalent. 4 hours lecture, 3 hours 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 biochemistry. The course serves as an introduction to lab techniques with experiments illustrating principles covered in lectures. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**CHEM R112—Elementary Organic and Biological Chemistry** **5 units**

*Prerequisites: CHEM R110.*

*4 hours lecture, 3 hours 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. (2)

*Transfer credit: UC, CSU*

**CHEM R120—General Chemistry I** **5 units**

*Prerequisites: CHEM R110 or high school chemistry, and MATH R014.*

*3 hours lecture, 6 hours lab weekly*

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. (2)

*Transfer credit: UC, CSU*

**CHEM R122—General Chemistry II** **5 units**

*Prerequisites: CHEM R120.*

*3 hours lecture, 6 hours lab weekly*

CHEM R122 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. (2)

*Transfer credit: UC, CSU*

**CHEM R130—Organic Chemistry I** **5 units**

*Prerequisites: CHEM R120 and CHEM R122.*

*3 hours lecture, 6 hours lab weekly*

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. (2)

*Transfer credit: UC, CSU*

**CHEM R132—Organic Chemistry II** **5 units**

*Prerequisites: CHEM R130.*

*3 hours lecture, 6 hours lab weekly*

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. (2)

*Transfer credit: UC, CSU*

# 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 studies that will help students understand and appreciate Chicana/o culture.

**Faculty****Full-Time**

Linda Chaparro  
Tomas Salinas

**Part-Time**

Marianne Carrasco  
Thomas Carrasco  
Xilomen Herrera  
Xocoyotzin Herrera  
George Rodriguez

**Chicana/o Studies Courses****CHST R101—Introduction to Chicana/o Studies** **3 units**

*3 hours 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, psychology, and political science). Field trips may be required.

*Transfer credit: UC, CSU*

**CHST R107—History of Mexicans in the United States** **3 units**

*3 hours 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. Field trips may be required. (Same as HIST R107) (2)

*Transfer credit: UC, CSU*

**CHST R114—Psychological Issues of the Mexican People in the Southwest** **3 units**

*3 hours lecture weekly*

Course analyzes experiences of people of Mexican descent living in the Southwest from a psychological perspective. Examines nature of individual and group conflict, explores problems of social participation in a dominant culture and its psychological implications. Course describes emergence of distinctive identities of people of Mexican descent. (Same as PSY R114)

*Transfer credit: UC, CSU*

# CHILD DEVELOPMENT

The Child Development program offers classes in English and Spanish 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 Child Development 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:

Elvia Rivero, Lead Faculty, Child Development,  
erivero@ycccd.edu

(805) 986-5800, ext. 2041

Kim Karkos, Director/Coordinator Child Development  
Center, kkarkos@ycccd.edu

(805) 986-5800, ext. 7620

## Career Opportunities

Teacher Aide	Family Childcare Provider
Instructional Aide	Nanny
Preschool Teacher	Program Site Supervisor
Infant/Toddler Specialist	School Age Teacher
Cruise Ship Childcare Provider	
Early Childhood Program Director	

## Faculty

### Full-Time

Patricia Mendez  
Elvia Rivero

## ◆ Child Development

### Associate in Science Degree Certificate of Achievement

A student who successfully completes the 24 units in Child Development may provide service in the care, development and instruction of children in a child care and development program, and supervise teacher aides and teacher associates degree holders. This certificate is in accordance with the Child Development Permit Matrix and the Early Childhood Education Competencies by the California Department of Education.

Required Courses:	Units
CD R100 Introduction to Curriculum for the Young Child	3
CD R102 Human Development	3
CD R103 Programs for Young Children	3
CD R106 Child, Family, and Community	3
CD R107 Cross-Cultural Experiences with Children and Families	3
CD R111 Child Development Principles and Practicum I	3
CD R112 Child Development Principles and Practicum II	3
CD R129 Child Nutrition, Health, and Safety	3
<b>Total Required Units</b>	<b>24</b>

## Recommended elective courses for the Associate in Science Degree:

All Associate Degrees require a minimum of 60 units, comprised of the major, general education and electives as necessary to complete the 60 units. The Child Development department recommends the courses below to satisfy any electives required to complete the Associate in Science Degree in Child Development.

CD R108	The Exceptional Child	3
CD R113	Programs for Infants and Toddlers	3
CD R118	Infant/Toddler Theory of Practice	3
CD R131	Art in Early Childhood	3
CD R132	Science in Early Childhood	3
CD R133	Language Arts in Early Childhood	3
CD R134	Movement and Music in Early Childhood	3

## Program Student Learning Outcomes

Upon successful completion of the Child Development program students will be able to:

- Students will be able to analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- Students will differentiate characteristics of typical and atypical development at various stages.
- Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all young children.
- Apply effective guidance and interaction strategies that support all children's social learning, identity and self confidence.

## Child Development Courses

### CD R100—Introduction to Curriculum for the Young Child 3 units

3 hours lecture weekly

This course offers an introduction to the curriculum that is developmentally appropriate for young children. The students will learn the design and implementation of lesson plans and the development of activities that are based on sound child development practices and that are based on observation and assessment of children from birth to five years. The course covers curriculum areas along with organization of materials and resources. Negative TB test or chest x-ray required. Field trips may be required. (2)

Transfer credit: CSU

### CD R102—Human Development 3 units

3 hours lecture weekly

This course offers an introduction to the history, the philosophies that support early childhood development and the methods that are used to educate children in their primary years. Requirements and opportunities are explored in Early Childhood Education through both private and public child care centers. Curriculum areas are also covered, along with organization of materials and resources. Teaching techniques based upon an understanding of the young child as an active learner socially, physically, emotionally, and cognitively are examined. Field trips may be required and a negative TB test or chest X-ray is required.

Transfer credit: UC, CSU

- CD R103—Programs for Young Children** **3 units**  
*3 hours lecture weekly*  
 This course offers an introduction to the history, the philosophies that support early childhood opportunities are explored in Early Childhood Education through both private and public child care centers. Curriculum areas are also covered, along with organization of materials and resources. Teaching techniques based upon an understanding of the young child as an active learner socially, physically, emotionally, and cognitively are examined. Field trips and negative TB or chest X-ray are required.  
*Transfer credit: CSU*
- CD R106—Child, Family, and Community** **3 units**  
*3 hours lecture weekly*  
 Course allows students to gain an awareness of the relation and interdependency that exists between the home, the school and the community as they support the development of the child. Patterns of child rearing in contemporary society are covered as well as interaction of family, culture, and community. Individual and social resources for family health and welfare and improving child development techniques are explored. Field trips may be required and a negative TB test is required.  
*Transfer credit: UC, CSU*
- CD R107—Cross-Cultural Experiences with Children and Families** **3 units**  
*3 hours lecture weekly*  
 Course offers general introduction to life styles, values, and socioeconomic conditions of children from bilingual and bicultural families, with special emphasis on ways in which these factors affect teaching and learning processes. Students are introduced to strategies, materials, and resources designed to enhance their skills in working with bilingual, bicultural children. Prejudices, ethnicity, and values related to cultural identity are explored. Field trips and negative TB test are required. (2)  
*Transfer credit: CSU*
- CD R108—The Exceptional Child** **3 units**  
*3 hours lecture weekly*  
 Characteristics and problems of the developmentally delayed, socially handicapped, and those with emotional problems, as well as the mentally gifted child, will be covered. 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. Field trips may be required. (Same as PSY R111) (2)  
*Transfer credit: CSU*
- CD R111—Child Development Principles and Practicum I** **3 units**  
*Prerequisites: CD R100 or CD R103 or concurrent enrollment.*  
*2 hours lecture, 3 hours lab weekly*  
 Basic principles of child development programs and their application to development of appropriate school experience for young children are covered. A variety of learning experiences considering environment, materials and equipment, and play routines in relation to child needs are discussed. Observation and limited participation in a preschool classroom are included. Field trips and negative TB test or chest X-ray are required.  
*Transfer credit: CSU*
- CD R112—Child Development Principles and Practicum II** **3 units**  
*Prerequisites: CD R111.*  
*2 hours lecture, 3 hours lab weekly*  
 This course furthers expand the knowledge of child development. Students will have the opportunity to engage in supervised practice with preschool age children in a variety of center options: Head Start, State Pre-School, Private Non-profit and Profit centers as well as the Oxnard College Child Development Center. Students will plan and execute activities focused on all child development domains: Math, Science, Art, Blocks, Sand, Dramatic Play and Outdoor play. Requires proof of negative TB clearance. Field trips will be required.  
*Transfer credit: CSU*
- CD R113—Programs for Infants and Toddlers** **3 units**  
*Prerequisites: CD R102.*  
*3 hours lecture weekly*  
 This course will cover the normal development of children from birth to age 3 and the environment and activities which meet 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 and cultural and ethnic differences will be covered. A negative TB test and field trips are required.  
*Transfer credit: CSU*
- CD R115—Management for Child Development Programs: Administration and Supervision** **3 units**  
*Prerequisites: CD R103.*  
*3 hours 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*
- CD R116—Management and Administration of Programs for Young Children** **3 units**  
*Prerequisites: CD R115 or equivalent.*  
*3 hours 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 CD R115. The course will cover material for programs from infant through school age. Field trips may be required. Negative TB tests are required. (2)  
*The Child Development Permit of Title 5 ECE/CD programs requires this course for Site Supervisors (Option 1) and Program Directors California.*  
*Transfer credit: CSU*
- CD R117—Adult Supervision/Mentor Teacher** **2 units**  
*Prerequisites: CD R112.*  
*2 hours lecture weekly*  
 This is a course that will study the methods and principles of supervising student teachers in early childhood classrooms. Emphasis is on the role of experienced classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. (2)  
*Transfer credit: CSU*
- CD R118—Infant/Toddler Theory of Practice** **3 units**  
*Prerequisites: CD R113.*  
*2 hours lecture, 3 hours 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. A negative TB test or chest X-ray required. Field trips may be required. (2)  
*Transfer credit: CSU*
- CD R129—Child Nutrition, Health and Safety** **3 units**  
*3 hours lecture weekly*  
 Instruction is given in health protection and resources provided by home, school, and community. Emphasis is placed on the study of nutritional needs, health and safety practices, and characteristics of good health as well as recognition of symptoms of communicable diseases. Habits and attitudes essential for the general physical and mental health of teacher, parent, and child are developed in this course. Field trips and negative TB test are required. Each student will receive a multimedia first aid Red Cross card. (2)  
*Transfer credit: CSU*

## Child Development Center

(Located at the north end of the campus)  
Monday -Friday: 7:00 a.m. - 5:30 p.m.  
Phone (805) 986-5801

Oxnard College's Child Development Center offers quality early care and preschool education to children from two through 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 as well 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. Call (805) 986-5801 for more information.

### CD R131—Art in Early Childhood 3 units 3 hours 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. The instructors will offer demonstrations, visual aids including films, and field trips are included in the course. Materials fee is required.  
*Transfer credit: CSU*

### CD R132—Science in Early Childhood 3 units 3 hours 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. Material fee is required. Field trips will be required.  
*Transfer credit: CSU*

### CD R133—Language Arts in Early Childhood 3 units 3 hours lecture weekly

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. Materials fee is required. Field trips may be required.  
*Transfer credit: CSU*

### CD R134—Movement and Music in Early Childhood 3 units 3 hours 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. Materials fee is required. Field trips may be required. (2)  
*Transfer credit: CSU*

### CD R189—Topics in Child Development ½-3 units *Lecture and/or lab hours as required by unit formula*

These are courses that consider specialized specific topics in child development which are not covered in the general Child Development offerings. Field trips may be required. (2)  
*Transfer credit: CSU*

### CD R198A-Z—Short Courses in Child Development ½-10 units *Lecture and/or lab hours as required by unit formula*

Courses and/or workshops in selected areas of Child Development are offered to meet specific needs of college or community as requested. Field trips may be required. (2)  
*Transfer credit: CSU*

### CD R199—Directed Studies in Child Development ½-3 units *Prerequisites: A course in the specific field.*

*Lecture and/or lab hours as required by unit formula*  
This course is designed for selected students interested in furthering their knowledge of child development on an independent basis. Students will be involved in research, lab experience, and field work. Field trips may be required. Course may be taken two times. (2)  
*Transfer credit: CSU*

## 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 technician-level jobs or 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.S. Degree is awarded upon satisfactory completion of a minimum of 60 semester units of which 28 semester units are required for the Major. The A.A. Degree is awarded upon satisfactory completion of a minimum of 60 semester units of which 26 semester units are required for the Major.

### Career Opportunities

Aquarium Science	Hydrology
Coastal Conservation	Mariculture
Coastal Environmental Policy	Marine Archeology
Coastal Recreation Management	Marine Microbiology
Ecosystem Restoration	Minerals Management
Environmental Consulting	Natural Rsrc. Planning
Environmental Engineering	Oceanography
Environmental Law	Wildlife & Fisheries
Estuarine Ecology	Wildlife Management

### Faculty

Full-Time	Part-Time
Lorraine Madsen Buckley	Kevin Flint
James Harber	Joseph Saenz
Shannon Newby	Byr.an Swig
Thomas O'Neil	Neil Ziegler

## ◆ Coastal Environmental Studies

### Associate in Science in Coastal Environmental Studies\*

\*Submitted for State Approval.

#### Environmental Studies Core Course (3 units required) Units

ESRM R100	Introduction to Environmental Science and Resource Management	3
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<b>Coastal Studies Core Course (3 units required)</b>		<b>Units</b>
MST R122	Aquaculture	4
MST R160	Introduction to Research	4
MST R175	Marine Sampling Techniques and Field Studies	3
MST R170	Biological Marine Resource Management	1
MST R178	Geological Marine Resource Management	1
MST R190	Experiential Education in Marine Studies	1
MST R195	Communicating Ocean Science	3
MST R198A-Z OR	Short Courses in Marine Studies	0.5 – 10
MST R199	Directed Studies in Marine-Related Topics	1 - 3
<b>Earth Science (4 units required)</b>		<b>Units</b>
GEOL R101	Physical Geology	3
GEOL R101L OR	Physical Geology Laboratory	1
GEOL R103	Introduction to Oceanography	3
GEOL R103L	Introduction to Oceanography Laboratory	1
<b>Life Science (5 units required)</b>		<b>Units</b>
BIOL R122	Principles of Biology II	4
BIOL R122L	Principles of Biology II	1
<b>Mathematics (5 units required)</b>		<b>Units</b>
MATH R106	Mathematics for Business Applications	5
OR		
MATH R120	Calculus with Analytic Geometry I	5
<b>Physical Science (5 units required)</b>		<b>Units</b>
CHEM R122	General Chemistry II	5
<b>Social Science (3 units required)</b>		<b>Units</b>
ECON R101	Introduction to the Principles of Macroeconomics	3
OR		
ECON R102	Introduction to the Principles of Microeconomics	3
(both are required for a B.S. in ESRM at CSUCI)		
<b>Total Required Units for the A.S. in Coastal Environmental Studies</b>		<b>28</b>



### Associate in Arts in Coastal Environmental Studies\*

\*Submitted for State Approval.

#### **Environmental Studies Core Course (3 units required) Units**

ESRM R100	Introduction to Environmental Science and Resource Management	3
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#### **Coastal Studies Core Course (3 units required) Units**

MST R100	Marine Biology	3
MST R100L	Marine Biology Laboratory	1
MST R122	Aquaculture	4
MST R160	Introduction to Research	4
MST R175	Marine Sampling Techniques and Field Studies	3
MST R170	Biological Marine Resource Management	1
MST R178	Geological Marine Resource Management	1
MST R190	Experiential Education in Marine Studies	1
MST R195	Communicating Ocean Science	3
MST R198A-Z OR	Short Courses in Marine Studies	0.5 – 10
MST R199	Directed Studies in Marine-Related Topics	1 - 3

#### **Earth Science (4 units required) Units**

GEOL R101	Physical Geology	3
GEOL R101L OR	Physical Geology Laboratory	1
GEOL R103	Introduction to Oceanography	3
GEOL R103L	Introduction to Oceanography Laboratory	1

#### **Life Science (4 units required) Units**

BIOL R101	General Biology	3
BIOL R101L	General Biology Laboratory	1

#### **Mathematics (4 units required) Units**

MATH R105	Introductory Statistics	5
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#### **Physical Science (5 units required) Units**

CHEM R122	General Chemistry II	5
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#### **Social Science (3 units required) Units**

ANTH R102	Introduction to Cultural Anthropology	3
OR		
GEOG R102	World Regional Geography	3

**Total Required Units for the A.A. in Coastal Environmental Studies** **26**

### Program Student Learning Outcomes

Upon successful completion of the Coastal Environmental Studies program students will be able to:

- Students will use logic and the scientific method to draw well supported conclusions from information .
- Students will apply mathematical concepts such as: whole numbers, percentages, estimates, and statistical methods to scientific phenomena in the field and laboratory.
- Students will use tables, graphs, charts, and diagrams to explain concepts or ideas.
- Students will conduct research and information gathering using a variety of sources such as: texts, tables, graphs, maps, media, personal communication, observation and electronic databases.
- Students will understand and communicate complex relationships between natural and human systems.

# COMMUNICATION STUDIES

## Career Opportunities

(Post-bachelor's degree necessary)

Lawyer	Management Trainee
Lecturer	Politician
Linguist	Speech Therapist

## Faculty

Full-Time	Part-Time	Part-Time
Amy Edwards	Gary Amar	Leslie Radford
	Monica Conway	

## ◆ Communication Studies

### Associate in Arts in Communication Studies 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 60 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 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).
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 69 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 for a comprehensive list of these designated majors and areas of emphasis/options within the Communication Studies major.

California State University, Bakersfield  
 California State University, Channel Islands  
 California State University, Chico  
 California State University, Dominguez Hills  
 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 Francisco State University  
 San José State University  
 California State University, San Marcos  
 Sonoma State University

Required Core Courses (3 units):	Units
COMM R101 Introduction to Oral Communication	3
<b>List A - Required Additional Courses (6 units):</b>	
COMM R110 Small Group Communication	3
COMM R111 Interpersonal Communication	3
<b>List B - Select two of the following courses (6 units):</b>	
COMM R105 Oral Interpretation of Literature	3
COMM R113 Intercultural Communication	3
TV R100 Electronic Media Studies	3
<b>List C - Select two of the following courses (3 units):</b>	
ENGL R102 Critical Thinking Through Composition and Literature	3
Any course from list B not selected above	3
<b>Total Required Units</b>	<b>18</b>

## Program Student Learning Outcomes

Upon successful completion of the Communication Studies program students will be able to:

- Students will be able to display written and oral communication skills by critically evaluating information, analyzing structure, developing arguments, and supporting positions.
- Students will be able to think and listen critically and be able to evaluate their own communication competence.
- Students will be able to understand the interdependencies of culture and communication in dyads, groups, organizations, and communities.
- Students will be able to apply interpersonal, group, and intercultural concepts and theories to their personal communication encounters.
- Students will be able to apply appropriate communication theories to verbal, nonverbal, and mediated messages, texts, and/or interactions.

## Communication Studies Courses

### COMM R100—ESL Academic Oral Communication 3 units

*Advisory: ESL R046.*

*3 hours lecture, 1 hour 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. Formerly SPCH R100. (2)

*Transfer credit: CSU*



**COMM R101—Introduction to Oral Communication** **3 units**

*Advisory: ENGL R101.  
3 hours lecture weekly*

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 discriminative listening. Field trips may be required. Formerly SPCH R101. (2)

*Transfer credit: UC, CSU*

**COMM R105—Oral Interpretation of Literature** **3 units**

*3 hours lecture weekly*

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. Formerly SPCH R105. (2)

*Transfer credit: UC, CSU*

**COMM R107—Argumentation and Debate** **3 units**

*3 hours lecture weekly*

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. Formerly SPCH R107. (2)

*Transfer credit: UC, CSU*

**COMM R109—Readers' Theatre** **3 units**

*3 hours 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. Formerly SPCH R109. (2)

*Transfer credit: UC, CSU*

**COMM R110—Small Group Communication** **3 units**

*3 hours lecture weekly*

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. Formerly SPCH R110. (2)

*Transfer credit: UC, CSU*

**COMM R111—Interpersonal Communication** **3 units**

*3 hours lecture weekly*

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. Formerly SPCH R111. (2)

*Transfer credit: UC, CSU*

**COMM R113—Intercultural Communication** **3 units**

*3 hours lecture weekly*

This course provides an introduction to intercultural communication principles and processes. It aids 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 course allows students to examine and improve their intercultural communication competence. Field trips may be required. Formerly SPCH R113. (2)

*Transfer credit: UC, CSU*

**COMM R199—Directed Studies in Communication** **1-3 units**

*Prerequisites: A course in the communication studies field.  
1 - 3 hours lecture weekly*

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. Formerly SPCH R199. (2)

*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:*

*Maria Pinto-Casillas, mpintocasillas@vcccd.edu  
(805) 986-5800, ext. 2055*

## Career Opportunities

### A.S./Certificate/Proficiency Level

Administrative Assistant	Office Manager
Customer Service Support	Receptionist
Data Entry Operator	Records Management (Filing Clerk)
Medical Office Assistant	Secretary
Office Assistant	

## Faculty

Full-Time	Part-Time
Hank Bouma	Sandy Iverson
Diane Eberhardy	Kathlynn Spencer
Maria Pinto-Casillas	Cherri Ziegler
	Alexandra Zuromski

## ◆ 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.

Required Courses:	Units
BUS R030	Concepts in Business Math 3
BUS R104	Business English 3
CAOT R001A	Keyboarding I 1
CAOT R001B	Keyboarding II 1
CAOT R002	Keyboarding Speed & Accuracy 1½
CAOT R003A	Filing 1
CAOT R003B	Ten-Key Calculators 1
CAOT R003C	Proofreading Skills 2
CAOT R009	Office Procedures 3
CAOT R123	Microsoft Excel 3
CAOT R129	Microsoft PowerPoint 3
CAOT R130	Microsoft Word 3
CIS R021A	Introduction to Windows Concepts 1
CIS R126	Introduction to the Internet/WWW 3
<b>Total Core Units</b>	
<b>29.5</b>	

<b>Required Additional Courses:</b>		<b>Units</b>
Complete a minimum of three units from the following courses:		
ACCT R001	Preparation for Accounting	3
ACCT R003	Computerized Accounting	3
ACCT R101	Principles of Financial Accounting	3
BUS R120	Introduction to Business	3
CAOT R124	Microsoft Access	3
<b>Total Required Units</b>		<b>32.5</b>

## **Program Student Learning Outcomes**

Upon successful completion of the Administrative Assistant program students will be able to:

- Students will be able to keyboard by touch effectively.
- Students will be able to apply effective telephone techniques.
- Students will be able to apply filing rules.
- Students will be able to enter numbers by touch using a numeric keypad.
- Students will be able to use applications software to create and save office and business related documents.
- Students will be able to use an operating system to manage files and folders effectively in an office environment.
- Students will be able to identify the ethical, cultural, and societal issues related to technology.
- Student will demonstrate an understanding of basic computer knowledge and skills.
- Student will demonstrate an understanding of basic Internet/ WWW knowledge and skills.

## **◆ Office Occupations Preparation Program**

### **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.

<b>Required Courses:</b>		<b>Units</b>
CAOT R001A	Keyboarding I	1
CAOT R002	Keyboarding Speed and Accuracy	1½
CAOT R003A	Filing	1
CAOT R003B	Ten-Key Calculators	1
CAOT R003C	Proofreading Skills	2
CAOT R009	Office Procedures	3
CAOT R123	Microsoft Excel	3
CAOT R130	Microsoft Word	3
CIS R021A	Introduction to Windows Concepts	1
<b>Total Required Units</b>		<b>16.5</b>

For additional program information call 986-5800, Ext. 1979.

## **Program Student Learning Outcomes**

Upon successful completion of the Office Occupations Preparation Program students will be able to:

- Students will be able to keyboard by touch effectively.
- Student will demonstrate an understanding of basic computer knowledge and skills.
- Students will be able to apply effective telephone techniques.
- Students will be able to apply filing rules.
- Students will be able to enter numbers by touch using a numeric keypad.
- Students will be able to use an operating system to manage files and folders effectively in an office environment.
- Students will be able to use applications software to create and save office and business related documents.

## **◆ Computer Applications and Office Technologies Courses**

### **CAOT R001A—Keyboarding I 1 unit**

*½ hour lecture, 1½ hours lab weekly*

This course is for the beginning student. This course provides instruction on letter, number, symbol, and special keys and develops fundamentals skills in the operation of the keyboard. Course may be taken two times. Formerly CIS R001A. (2)

### **CAOT R001B—Keyboarding II 1 unit**

*Prerequisites: CAOT R001A.*

*½ hour lecture, 1½ hours 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. Formerly CIS R001B. (2)

### **CAOT R002—Keyboarding Speed and Accuracy 1½ units**

*Advisory: CAOT R001A.*

*½ hour lecture, 3 hours 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 may be taken two times. Formerly CIS R002. (2)

### **CAOT R003A—Filing 1 unit**

*¾ hour lecture, ¾ hours lab weekly*

This course is a quick but thorough review of filing rules and principles. Students will learn alphabetic, numeric, and government filing procedures. Formerly CIS R003A. (2)

### **CAOT R003B—Ten-Key Calculators 1 unit**

*½ hour lecture, 1½ hours laboratory weekly*

Students will learn to operate the ten-key keyboard by touch. This course includes practical business problems that are solved using a ten-key calculator. Drill and numeric keyboarding timings will round out the student's training. Formerly CIS R003B. (2)

### **CAOT R003C—Proofreading Skills 2 units**

*Advisory: ENGL R066.*

*2 hours lecture weekly*

This course provides skill development in proofreading skills with emphasis on finding and correcting typographical, grammatical, formatting, and content errors. Students will learn proofreading techniques, identification of spelling, grammar, punctuation and capitalization errors among other related topics required to successfully proofread a variety of business documents. Formerly CIS R003K. (2)

**CAOT R009—Office Procedures 3 units**

*Advisory: CAOT R001B or CAOT R002 and CAOT R003C.  
3 hours 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. Formerly CIS R009. (2)

**CAOT R122—Microsoft Office 3 units**

*2½ hours lecture, 1½ hours 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. Formerly CIS R122. (2)

*Transfer credit: CSU*

**CAOT R123—Microsoft Excel 3 units**

*2½ hours lecture, 1½ hours 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. Formerly CIS R123A. (2)

*Transfer credit: CSU*

**CAOT R124—Microsoft Access 3 units**

*2½ hours lecture, 1½ hours 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. Formerly CIS R024A. (2)

*Transfer credit: CSU*

**CAOT R129—Microsoft PowerPoint 3 units**

*2½ hours lecture, 1½ hours 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. Formerly CIS R129. (2)

*Transfer credit: CSU*

**CAOT R130—Microsoft Word 3 units**

*2½ hours lecture, 1½ hours lab weekly*

This course provides a solid foundation in the use of a word processor utilizing MS Word. This includes the knowledge and skills needed to perform formatting specifications required for business and research documents. Formerly CIS R130. (2)

*Transfer credit: CSU*

# COMPUTER INFORMATION SYSTEMS

Computer Information Systems (CIS) is the use of computers and Information to enable organizations and people to be more productive and creative. The CIS program prepares students to pursue a technology career with an understanding of how technology facilitates achieving business objectives and goals. Students prepare for careers in a variety of business, government, and educational settings.

*For more information, contact:*

*Henry Bouma, hbouma@vccd.edu  
(805) 986-5800, ext. 2054*

*Dr. Diane Eberhardy, deberhardy@vccd.edu  
(805) 986-5800 ext. 1993*

**Career Opportunities**

Applications Programmer	Office Systems Manager
Computer Consultant	Systems Analyst
Customer Service Support Tech	Web Designer
Database Administrator	

**Faculty**

Full-Time	Part-Time
Hank Bouma	Billy Davis
Diane Eberhardy	Sandy Iverson
Maria Pinto-Casillas	Kathlynn Spencer
	Alexandra Zuromski

**◆ Computer Information Systems****Associate in Science Degree Certificate of Achievement**

The Computer Information Systems program is designed for students who are interested in the implementation and administration of technology in a business environment. The program provides the skills necessary for career entry or advancement in such positions as application programmers, systems analysts and computer support specialists.

Required Courses:	Units
CAOT R124	Microsoft Access 3
CIS R100	Introduction to Computer Information Systems 3
CIS R101	Programming Principles and Design 3
CIS R104	Introduction to Windows 3
CIS R110	Visual Basic 3
CIS R120	Systems Analysis & Design 3
CIS R127	Web Design and Programming 3
ENGT R150	Introduction to Computer Network Technology 3
<b>Total Core Units 24</b>	

Required Additional Courses:	Units
Complete a minimum of six units from the following courses:	
BUS R120	Introduction to Business 3
BUS R140	Business Communications 3
ENGT R130	Administering Microsoft Windows Desktop Operating System 3
ENGT R131	Administering Microsoft Windows Server 3
<b>Total Required Units 30</b>	

**Program Student Learning Outcomes**

Upon successful completion of the Computer Information Systems program students will be able to:

- The student must demonstrate an understanding of the basic principles of computer programming and design.
- The student must demonstrate an understanding of basic computer knowledge and skills.
- The student must demonstrate an understanding of basic Internet/WWW knowledge and skills.
- The student must demonstrate an understanding of systems analysis and design.
- Students will be able to identify the ethical, cultural, and societal issues related to technology.

## ◆ Office Information Systems

### Associate in Science Degree Certificate of Achievement

This program is designed for students interested in learning popular computer application systems that are in demand for a variety of professions. Students will be prepared to seek employment as an administrative assistant, office clerk/receptionist, or in the fields of information technology or office management. This program is oriented to applying computer application systems skills to a business, industry, or government environment using microcomputer systems.

Required Courses:		Units
CAOT R123	Microsoft Excel	3
CAOT R124	Microsoft Access	3
CAOT R129	Microsoft PowerPoint	3
CAOT R130	Microsoft Word	3
CIS R100	Introduction to Computer Information Systems	3
CIS R104	Introduction to Windows	3
CIS R126	Introduction to the Internet/WWW	3
CIS R127	Web Design and Programming	3
CIS R142	Web Pages with Dreamweaver	3
<b>Total Core Units</b>		<b>27</b>

Complete a minimum of three units from the following courses:

CIS R128C	Photoshop I	3
CIS R128D	Photoshop II	3
CIS R144	Web Pages with Flash	3
<b>Total Required Units</b>		<b>30</b>

### Program Student Learning Outcomes

Upon successful completion of the Office Information Systems program students will be able to:

- The student must demonstrate an understanding of the basic functions and features of word processing, spreadsheet, database, and presentation software.
- The student must demonstrate an understanding of basic computer knowledge and skills.
- The student must demonstrate an understanding of basic Internet/WWW knowledge and skills.
- The student must demonstrate an understanding of basic photo editing knowledge and skills.

### Computer Information Systems Courses

#### CIS R007—Office Occupations Preparation 1-12.5 units

*Lecture and/or lab hours as required by unit formula.*

This course is for students with little or no previous office training and who have immediate job goals in mind. The course may include training in keyboarding, keyboarding speed and accuracy development; document processing using Word; basic knowledge of Windows and Excel; filing; business problems calculation using a ten-key; spelling, vocabulary, telephone techniques, e-mail etiquette, Internet research, job skills, and other office procedures skills. Field trips may be required. Course may be taken three times. (1)

#### CIS R020A—Introduction to Microcomputers 3 units

*2½ hours lecture, 1½ hours lab weekly*

This course provides an initial introduction to computer technology for students who have no experience or limited experience with computers. A basic introduction of the fundamentals of computers in topics such as computer terminology, the history of computers, the components of computers, the Internet and World Wide Web, computer communications, computer networks, network operating systems, operating system software and application software, storage media, word processing, spreadsheets, database management, presentation software, information privacy, and computer security. Students will obtain hands-on experience with various software applications. (2)

#### CIS R021A—Introduction to Windows Concepts 1 unit

*¾ hour lecture, ¾ hours lab weekly*

Microsoft Windows® is an Operating System with graphical user interface (GUI). By learning Microsoft Windows® students will be able to organize and manage a computer. Students will learn the fundamental concepts of Windows® (desktop management, opening, moving, and sizing windows; help and support); file, document and folder management (how to create and modify documents, save, close, and print, create folders); and working with Windows Explorer® (expanding drives and folders, copy disks, copy files from folder to folder, rename files, delete files). This course is a prerequisite or advisory for the software applications courses. (2)

#### CIS R100—Introduction to Computer Information Systems 3 units

*3 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

#### CIS R101—Programming Principles and Design 3 units

*3 hours lecture weekly*

This is an introductory course in computer program design and development. Emphasis is on basic analytical and problem-solving techniques of algorithm development. Students will utilize program specification sheets, structure charts, flowcharts and pseudo-code in developing designs for business applications programs. Structured programming techniques will be stressed throughout the course. This course is recommended prior to or concurrent with the first course taken in a computer programming language. Students are encouraged to take CIS R100 prior to this course. Field trips may be required. (2)

*Transfer credit: UC, CSU*

#### CIS R104—Introduction to Windows 3 units

*2½ hours lecture, 1½ hours lab weekly*

Students will be introduced to the various components that make up the Windows operating system. The primary focus for this course will be the Windows XP Professional and Windows XP Home Edition operating systems. 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 XP 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. (2)

*Transfer credit: CSU*

- CIS R110—Visual Basic** **3 units**  
*Advisory: CIS R110.*  
*2½ hours lecture, 1½ hours lab weekly*  
 This course provides a solid foundation in the fundamentals of object-oriented programming in the Visual Basic .NET language. The course will emphasize basic concepts of programming, problem solving, and programming logic. (2)  
*Transfer credit: CSU*
- CIS R120—Systems Analysis & Design** **3 units**  
*Prerequisites: CIS R100.*  
*3 hours lecture weekly*  
 This course is a comprehensive introduction to business information systems analysis and design. Students will be introduced to the role of business information systems, the analysis of information systems, the design of information systems, system implementation, and computer-aided systems engineering tools. Field trips may be required. (2)  
*Transfer credit: CSU*
- CIS R126—Introduction to the Internet/WWW** **3 units**  
*2½ hours lecture, 1½ hours lab weekly*  
 Students will be introduced to the various services that make up the Internet. The primary focus for this course will be the World Wide Web. Students will learn the basic components that make up the Internet and how to interact with the World Wide Web. Particular emphasis will be placed on such topics as browser programs, communicating with e-mail, searching the web for information, information resources on the web, downloading and storing data, real-time communication, Internet security, and e-commerce. (2)  
*Transfer credit: CSU*
- CIS R127—Web Design and Programming** **3 units**  
*2½ hours lecture, 1½ hours lab weekly*  
 This course provides an overview of web design and programming. The course addresses style and coding of website development. This includes the website creation process linking both graphical design and programming together utilizing HTML/XHTML, CSS, XML, and JavaScript. The latest technologies in web design will be emphasized throughout the course. (2)  
*Transfer credit: CSU*
- CIS R128C—Photoshop I** **3 units**  
*2½ hours lecture, 1½ hours lab weekly*  
 This course will introduce students to basic topics in using 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. (2)  
*Transfer credit: CSU*
- CIS R128D—Photoshop II** **3 units**  
*Prerequisites: CIS R128C.*  
*2½ hours lecture, 1½ hours lab weekly*  
 This course will introduce students to advanced topics in Photoshop. Students will learn to manipulate digital images using such features as typographic design, vector drawing, advanced layer techniques, advanced compositing, image links, rollovers, and image animation. (2)  
*Transfer credit: CSU*
- CIS R142—Web Pages with Dreamweaver** **3 units**  
*2½ hours lecture, 1½ hours lab weekly*  
 This course provides instruction on the design and development of web pages using Macromedia 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. (2)  
*Transfer credit: CSU*
- CIS R144—Web Pages with Flash** **3 units**  
*2½ hours lecture, 1½ hours lab weekly*  
 This course provides instruction on the design and development of web pages using Macromedia Flash. 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 using Flash components quickly and easily as well as create sophisticated web sites for business purposes. (2)  
*Transfer credit: CSU*
- CIS R189—Topics in Computer Information Systems** **½-10 units**  
*Lecture and/or lab hours as required by unit formula*  
 This class offers specialized topics designed to inform or update interested persons in various disciplines within the field of business and computer information systems. Unit credit is determined by length of course. Field trips may be required. (2)  
*Transfer credit: CSU*
- CIS R198A-Z—Short Courses in Computer Information Systems** **½-10 units**  
*Lecture and/or lab hours as required by unit formula*  
 This class offers courses in selected areas of computer information systems to meet specific needs of college or community as required or requested by persons whose needs are not met by regular course offerings. This course is transferable. Field trips may be required. (2)  
*Transfer credit: CSU*
- CIS R199—Directed Studies in Computer Information Systems** **1-3 units**  
*Prerequisites: Completion of at least one full semester of a computer programming language or a minimum of 12 units in computer applications.*  
*3-9 hours lab weekly as required by unit formula*  
 This course is designed for students interested in furthering their knowledge of computer information systems on an independent study basis. Assignments may include writing programs for campus use. Field trips may be required. Course may be taken two times. (1)  
*Transfer credit: CSU*

## COOPERATIVE WORK EXPERIENCE

### Cooperative Work Experience Courses

- COT R190G—General Cooperative Work Experience** **1-3 units**  
*Corequisites: Concurrent enrollment in at least one other course.*  
*3½ - 11 hours weekly*  
 Cooperative Work Experience-General is for work training that is not necessarily directly related to the major. Each unit of credit requires 60 hours of unpaid employment during the semester. Cooperative Work Experience-General is available to all students, regardless of major or educational plans. Course may be taken four times. A maximum of 6 college units may be earned in Cooperative Work Experience-General. Concurrent enrollment in at least one other course is required. (2)  
*Transfer credit: CSU*

**COT R190V—Occupational Cooperative Work 1-4 units Experience**

*Corequisites: Concurrent enrollment in at least one major related course. 3½ - 14 hours weekly*

Cooperative Work Experience-Occupational is for work training that is directly related to the major. Each unit of credit requires 60 hours of unpaid employment during the semester. Cooperative Work Experience-Occupational is available in all vocation programs (Addictive Disorders Studies, Air Conditioning & Refrigeration, Automotive, Business, Child Development, Computer Information Systems, Computer Science, Dental Hygiene, Electronics, Engineering, Engineering Technology, Environmental Technology, Fire Technology, Hotel & Restaurant Management, Journalism, Legal Assisting, Multimedia Studies, Television, and Travel & Tourism). Course may be taken four times. A maximum of 16 college units may be earned in Cooperative Work Experience-Occupational. Concurrent enrollment in at least one major related class is required. (2)

*Transfer credit: CSU*

**COT R191G—General Cooperative Paid Work Experience 1-3 units**

*Corequisites: Concurrent enrollment in at least one other course. 4 - 13 hours weekly*

General Cooperative Paid Work Experience is for work training that is **not** necessarily directly related to the major. 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 plans. Course may be taken four times. A maximum of 6 college units may be earned in General Cooperative Paid Work Experience. Concurrent enrollment in at least one other course is required. (2)

*Transfer credit: CSU*

**COT R191V—Occupational Cooperative Paid Work Experience 1-4 units**

*Corequisites: Concurrent enrollment in at least one other course. 4 - 17 hours weekly*

Occupational Cooperative Paid Work Experience is for work training that is directly related to the major. Each unit of credit requires 75 hours of paid employment during the semester. Cooperative Paid Work Experience-Occupational is available in all vocation programs (Addictive Disorders Studies, Air Conditioning & Refrigeration, Automotive, Business, Child Development, Computer Information Systems, Computer Science, Dental Hygiene, Electronics, Engineering, Engineering Technology, Environmental Technology, Fire Technology, Hotel & Restaurant Management, Journalism, Legal Assisting, Multimedia Studies, Television, and Travel & Tourism). Course may be taken four times. A maximum of 6 college units may be earned in Occupational Cooperative Paid Work Experience. Concurrent enrollment in at least one major related class is required. (2)

*Transfer credit: CSU*

# CULINARY ARTS & 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.

*For more information, contact:  
Frank Haywood, fhaywood@vcccd.edu  
or call (805) 986-5869*

## 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	

## Faculty

Full-Time	Part-Time	Part-Time
Frank Haywood	Dirk Boon	Richard Harnden
	Joe Carabajal	Robert Holberg
	Martin Finfrook	Henri Patey

## ◆ 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.

Upon completion of the following classes, students will receive a Certificate of Achievement from the Ventura County Community College District.

To receive the A.S. Degree, students must also complete General Educational requirements. It is recommended that students make an appointment with a counselor to complete an educational plan.

Required Courses:	Units
CRM R100	Introduction to Hospitality 2
CRM R102A	Quantity Food Preparation 7
CRM R102B	Food Preparation Management 4
CRM R103A	Baking Techniques 6
CRM R104	Sanitation 3
CRM R105	Gourmet/Garde Manger 4
CRM R107	Dining Room Service 3½
CRM R109	Management by Menu 3

### Total Required Units for VCCCD Certificate 32½

Students who wish to work toward certification from the *American Culinary Federation Educational Institute (ACFEI)* must also complete the following classes:

CRM R106	Nutrition in Food Service	2
CRM R114	Hospitality Supervision	3

## ◆ 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.

Upon completion of the following classes, students will receive a Certificate of Achievement from Ventura County Community College District.

To receive the A.S. Degree, students must also complete General Educational requirements. It is recommended that students make an appointment with a counselor to complete an educational plan.

Required Courses:		Units
CIS R020A	Introduction to Microcomputers	2
CRM R100	Introduction to Hospitality	2
CRM R102A	Quantity Food Preparation	7
CRM R102B	Food Preparation Management	4
CRM R104	Sanitation	3
CRM R108	Facilities and Equipment	3
CRM R110	Food and Beverage Cost Control	3
CRM R114	Hospitality Supervision	3
CRM R115	Hospitality Marketing	3
Take a minimum of two (2) classes from the following:		
CRM R107	Dining Room Service	3½
CRM R109	Management by Menu	3
CRM R111	Food Purchasing and Receiving	3½
CRM R112	Food and Beverage Management	3
<b>Total Required Units</b>		<b>36 - 37.5</b>

#### Recommended Electives:

BUS R030	Concepts in Business Math	3
CRM R106	Nutrition in Food Service	2

### Program Student Learning Outcomes

Upon successful completion of the Culinary Arts and Restaurant Management program students will be able to:

- Students are proficient at understanding 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.
- Students understanding of the basics procedures and communicating clearly, allows them to express originality, imagination and innovation, i.e. creating and producing pastry items.
- Students are somewhat proficient in being able to identify major figures in history, "the great chefs" and their contribution to the industry.
- Students demonstrate competencies the ability in operating, disassembling, assembling, and maintenance of foodservice equipment.
- Students 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.
- Students are adept at applying quantitative reasoning to obtain objective solutions to equations, i.e. food costing, recipe conversion, and costing.
- Students are capable of communicating clearly and effectively with Chefs and Managers through verbal and/or nonverbal messages. i.e. using terms related to the field.
- Students are capable of applying critical thinking skills in reasoning and problem solving, i.e. read, analyze, and assemble a recipe.

## Culinary Arts & Restaurant Management Courses

### CRM R100—Introduction to the Hospitality Industry 2 units

*2 hours lecture weekly*

The course will provide an overview of the hospitality industry, its history and interrelationships of hotel, restaurant, travel, and leisure industries. 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. Field trips may be required. (2)

*Transfer credit: CSU*

### CRM R102A—Quantity Food Preparation 7 units

*Prerequisites: Negative TB test.*

*3 hours lecture, 12 hours 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. (2)

*Transfer credit: CSU*

### CRM R102B—Food Preparation Management 4 units

*Prerequisites: CRM R102A and negative TB test.*

*2 hours lecture, 6 hours 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. (2)

*Transfer credit: CSU*

### CRM R102E—CRM Foods Laboratory 2 units

*Prerequisites: Negative TB test.*

*6 hours lab weekly*

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 are stressed. Field trips may be required. Course may be taken four times. (2)

*Transfer credit: CSU*

### CRM R103A—Baking Techniques 6 units

*Prerequisites: CRM R102A and Negative TB test.*

*3 hours lecture, 9 hours lab weekly*

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. Field trips may be required. (2)

*Transfer credit: CSU*

**CRM R104—Sanitation and Environmental Control** **3 units**

*3 hours lecture weekly*

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. Field trips may be required. (2)  
*Transfer credit: CSU*

**CRM R105—Gourmet Cooking & Garde Manger** **4 units**

*Prerequisites: CRM R102A, CRM R102B, negative TB test.*

*2 hours lecture, 6 hours lab weekly*

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. Field trips may be required. Course may be taken two times. (2)

*Transfer credit: CSU*

**CRM R106—Nutrition in Food Service** **2 units**

*2 hours lecture weekly*

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. Field trips may be required. (2)

*Transfer credit: CSU*

**CRM R107—Dining Room Service** **3½ units**

*2 hours lecture, 4½ hours lab weekly*

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. Field trips may be required. (2)

*Transfer credit: CSU*

**CRM R108—Facilities and Equipment** **3 units**

*3 hours lecture weekly*

This course provides a look at the steady growth of the food service industry combined with the need to control costs through more efficient facilities. Students will study the task of designing food service facilities step by step, from developing the initial concept to planning the project. Principles of design (the process itself, financing, construction, equipment, and final inspections) are covered in depth. Field trips may be required. (2)

*Transfer credit: CSU*

**CRM R109—Management by Menu** **3 units**

*3 hours lecture weekly*

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. Field trips may be required. (2)

*Transfer credit: CSU*

**CRM R110—Food & Beverage Cost Control** **3 units**

*3 hours lecture weekly*

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. Field trips may be required. (2)

*Transfer credit: CSU*

**CRM R111—Food Purchasing and Receiving** **3½ units**

*Advisory: CRM R102A*

*3 hours lecture, 1½ hours lab weekly*

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. Field trips may be required. (2)

*Transfer credit: CSU*

**CRM R112—Food and Beverage Management** **3 units**

*3 hours 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 Web site addresses link students with valuable food and beverage resources. Field trips may be required. (2)

*Transfer credit: CSU*

**CRM R114—Supervision in the Hospitality Industry** **3 units**

*3 hours 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. (2)

*Transfer credit: CSU*

**CRM R115—Marketing of Hospitality Services** **3 units**

*3 hours 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. (2)

*Transfer credit: CSU*

## DANCE

### Dance Courses

**DANC R102A—Modern Dance I** **2 units**

*1 hour lecture, 3 hours 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. Course may be taken two times. (Same as PE R116A) (2)

*Transfer credit: CSU*

**DANC R102B—Modern Dance II** **2 units**

*Prerequisites: DANC R102A or equivalent.*

*1 hour lecture, 3 hours 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. Course may be taken two times. (Same as PE R116B) (2)

*Transfer credit: CSU*

**DANC R104A—Modern Jazz I** **2 units**

*1 hour lecture, 3 hours 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. Course may be taken two times. (Same as PE R119A) (2)

*Transfer credit: CSU*



**DANC R104B—Modern Jazz II****2 units***Prerequisites: DANC R104A or equivalent.**1 hour lecture, 3 hours 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. Course may be taken two times. (Same as PE R119B) (2)

*Transfer credit: CSU***DANC R110—Mexican Folklorico Dance****2 units***1 hour lecture, 3 hours 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. Course may be taken four times. (Same as PE R124) (2)

*Transfer credit: CSU*

## DENTAL ASSISTING

The Dental Assisting Program prepares students for 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, taking and developing dental radiographs, removing sutures, 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 and off-campus externship experiences.

*For more information, contact the Dental Assisting Program at (805) 986-5823.*

**Faculty****Full Time**

Armine Derdarian, DDS  
Christina Tafoya, DDS

**Part Time**

Janice Burke, RDH, RDA  
Dominica Barksdale, RDA  
Brenda Casillas-Sanchez,  
RDH, RDA  
Erica Eads, RDH, RDA

**◆ Dental Assisting****Certificate of Achievement**

Required Courses:		Units
DA R010	Introduction to Dental Assisting	3
DA R011	Beginning Radiology	3
DA R012	Dental Materials for the DA	3
DA R013	Occupational Health	1
DA R014	Introduction to Chairside Dental Assisting	2
DA R015	Dental Specialties	2
DA R020	Advanced Dental Assisting	2
DA R021	Practice Management for the Dental Assistant	3
DA R022	Clinical Dental Experiences	3
DA R023	Ethics and Jurisprudence for the Dental Assistant	1
DA R024	Dental Assisting Seminar	2
DA R025	Dental Health Education	2
<b>Total Required Units</b>		<b>27</b>

## Program Student Learning Outcomes

Upon successful completion of the Dental Assisting program students will be able to:

- Students graduating from the OCDAP will 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.
- Students graduating from the OCDAP will be able 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.
- Students graduating from the OCDAP will be able to examine the ethical and legal decisions inherent to the dental field and distinguish between unethical and illegal actions.
- Students graduating from the OCDAP will be able to manage their fundamental roles in the dental practice.
- Students graduating from the OCDAP will be able to operate dental radiographic equipment properly and safely.

## Dental Assisting Courses

**DA R010—Introduction to Dental Assisting 3 units***Prerequisites: Admittance to Dental Assisting program per application process.**3 hours 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 will be required.

**DA R011—Beginning Radiology 3 units***Prerequisites: Admittance to Dental Assisting program per application process.**2 hours lecture, 3 hours 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. Materials fee is required.

**DA R012—Dental Materials for the DA 3 units***Prerequisites: Admittance to Dental Assisting program per application process.**2 hours lecture, 3 hours lab weekly*

This 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. Materials fee is required.

**DA R013—Occupational Health 1 unit***Prerequisites: Admittance to Dental Assisting program per application process.**1 hour lecture weekly*

This 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.

**DA R014—Introduction to Chairside Dental Assisting 2 units**

*Prerequisites: Admittance to Dental Assisting program per application process.*

6 hours lab weekly

This 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. Materials fee is required. Field trips may be required.

**DA R015—Dental Specialties 2 units**

*Prerequisites: Admittance to Dental Assisting program per application process.*

1 hour lecture, 3 hours lab weekly

This 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: Successful completion of all first semester Dental Assisting Program courses (DA R010, DA R011, DA R012, DA R013, DA R014, and DA R015).*

1 hour lecture, 3 hours lab weekly

This course focuses on the development of the pre-clinical skills required for the registered dental assisting student. Students are required to meet standards of competency for each registered dental assisting task. This class is designed to prepare students for the practical component of the California Registered Dental Assistant examination. Mannequins are used for most instruction. Materials fee is required.

**DA R021—Practice Management for the Dental Assistant 3 units**

*Prerequisites: Successful completion of all first semester Dental Assisting Program courses (DA R010, DA R011, DA R012, DA R013, DA R014, and DA R015).*

2 hours lecture, 3 hours lab weekly

This course focuses on instruction for the non-clinical functions which dental assistants are required to perform with emphasis 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. Students will learn soft dent integrated record system.

**DA R022—Clinical Dental Experiences 3 units**

*Prerequisites: Successful completion of all first semester Dental Assisting Program courses (DA R010, DA R011, DA R012, DA R013, DA R014, and DA R015)*

1 hour lecture, 6 hours lab weekly

This class incorporates practical experience working in a private practice in all fields of dentistry through a clinical externship. Experiences are in chairside and office management techniques, with emphasis on performance of Registered Dental Assistant tasks. Seminars are used to evaluate and review clinical application. Written reports are required. Field trips may be required.

**DA R023—Ethics and Jurisprudence for the Dental Assistant 1 unit**

*Prerequisites: Successful completion of DA R010.*

1 hour lecture weekly

This class is the study of the fundamental factors necessary to be employed. 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.

**DA R024—Dental Assisting Seminar 2 units**

*Prerequisites: Successful completion of all first semester Dental Assisting Program courses (DA R010, DA R011, DA R012, DA R013, DA R014, and DA R015).*

2 hours lecture weekly

This course focuses on the preparation for the dental assisting certificate examination.

**DA R025—Dental Health Education 2 units**

*Prerequisites: Successful completion of DA R010.*

2 hours 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) 986-5823*

### Faculty

**Full-Time**

Richard Enriquez, DDS  
Margaret Newville, RDH  
Christina Tafoya, DDS

**Part-Time**

Janice Burke, RDH  
Armine Derdarian, DDS  
Glen Dewar, RDH  
Keith Johnson, DDS  
Missy Mattox, RDH  
Susan McDonald, RDH  
Elaine Siebers, 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	Intro to Microcomputers*	3
DH R001	Pre-Dental Hygiene	1
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
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
<b>Total Prerequisites</b>		<b>37</b>

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 director at 986-5823 for details on the selection process.

*The program requires full-time enrollment.*

Required Dental Hygiene Courses		Units
DH R010	Oral Biology	3
DH R011	Oral Radiology	3
DH R012	Head and Neck Anatomy	2
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
<b>Total Dental Hygiene Required Courses</b>		<b>55</b>

## Program Student Learning Outcomes

Upon successful completion of the Dental Hygiene program students will be able to:

- Students graduating from the OCDHP will be competent in performing the common local anesthetic techniques used in the practice of dental hygiene.
- Students graduating from the OCDHP will be able to analyze oral structures/tissues and evaluate these oral structures/tissues for pathology and treat any pathology appropriately.
- Students graduating from the OCDHP will be able to construct dental hygiene treatment plans and employ these plans to provide comprehensive dental hygiene treatment to patients.
- Students graduating from the OCDHP will be able to manage their fundamental roles in the dental practice.
- Students graduating from the OCDHP will be able to operate dental radiographic equipment properly and safely.
- Students graduating from the OCDHP will be able to evaluate patients' medical/dental histories and make appropriate adjustments to their dental hygiene treatment.

## Dental Hygiene Courses

### DH R001—Pre-Dental Hygiene 1 unit

*1 hour 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. A materials fee is required. 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. Advisory: MATH R011 or MATH R011A and MATH R011B, BIOL R101, BIOL R101L, and CIS R020A.*

*3 hours 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. Advisory: MATH R011 or MATH R011A and MATH R011B, BIOL R101, BIOL R101L, and CIS R020A.*

*2 hours lecture, 3 hours 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. Advisory: MATH R011 or MATH R011A and MATH R011B, BIOL R101, BIOL R101L, and CIS R020A.*

*2 hours lecture, 1½ hour 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.

*Advisory:* MATH R011 or MATH R011A and MATH R011B, BIOL R101, BIOL R101L, and CIS R020A.

1 hour 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.

*Advisory:* MATH R011 or MATH R011A and MATH R011B, BIOL R101, BIOL R101L, and CIS R020A.

3 hours 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 R014.

*Advisory:* MATH R011 or MATH R011A and MATH R011B, BIOL R101, BIOL R101L, and CIS R020A.

6 hours 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. Materials fee is required. 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.

1 hour lecture, 3 hours lab weekly

DH R020 is a course to teach 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.

4 hours 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.

2 hours 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.

9 hours 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. Materials fee is required. 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.

3 hours 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.

2 hours 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.

1 hour 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.

1 hour 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.

1 hour lecture, 3 hours 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. Materials fee is required. 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.

2 hours 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.

12 hours 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. Materials fee is required. 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.

2 hours 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.

2 hours 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.

1 hour lecture, 3 hours 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. Materials fee is required. 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.

1 hour 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.

2 hours 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.

12 hours 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. Materials fee is required. 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.

3 hours 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.

1 hour 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.

3 hours lab weekly

This course provides clinical practice for students as they prepare to take the state dental hygiene licensure examination. Materials fee is required. Field trips may be required. Not applicable for degree credit. (1)

**DH R051—Clinical Skills Review** **½ unit**

*Prerequisites:* Successful completion of the Oxnard College Dental Hygiene Program.

1½ hours lab weekly

This course provides the opportunity for additional instruction in dental hygiene clinical skills and related studies. Materials fee is required. Field trips may be required. Not applicable for degree credit. Course may be taken two times, as space and availability permit. (1)

**DH R098—Short Courses in Dental Hygiene** **½-10 units**

*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. A materials fee and field trips may be required.

## DIGITAL MEDIA STUDIES

### Digital Media Studies Courses

**DMS R120A—Adobe Photoshop I** **3 units**

2½ hour lecture, 1½ hours lab weekly

This course will introduce students to basic topics in using 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. (Same as CIS R128C) (2)

*Transfer credit:* CSU

**DMS R121A—Adobe Illustrator I** **3 units**

2½ hour lecture, 1½ hours 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. (2)

*Transfer credit:* CSU

**DMS R122A—Adobe InDesign I** **3 units**

2½ hour lecture, 1½ hours 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. (2)

*Transfer credit:* CSU

**DMS R130—Adobe Acrobat***2½ hour lecture, 1½ hours 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. (2)

*Transfer credit: CSU***3 units****DMS R131A—Web Pages with Dreamweaver***2½ hour lecture, 1½ hours 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. (Same as CIS R142) (2)

*Transfer credit: CSU***3 units****DMS R132A—Web Pages with Flash***2½ hour lecture, 1½ hours lab weekly*

This course provides instruction on the design and development of web pages using Flash. 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 using Flash components quickly and easily as well as create sophisticated web sites for business purposes. (Same as CIS R144) (2)

*Transfer credit: CSU***3 units****DMS R133—Cascading Style Sheets***2½ hour lecture, 1½ hours 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. (2)

*Transfer credit: CSU***3 units**

## DISABILITY STUDIES

Students are encouraged to seek guidance and support services through the Educational Assistance Center. 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.

**Faculty**

Full-Time	Counselor
Della Newlow	Judy McArthur

**Disability Studies Courses****DST R003—Learning Disabilities Testing** **½ unit***1½ hours lab weekly*

This course is designed to assess eligibility for educational support services with the Learning Disabilities Program as defined by the Chancellor's Office of the California Community Colleges and Title Five Regulations. Students will be provided information regarding the nature of learning disabilities, their current academic achievement, learning styles and modality strengths and weaknesses, and the use of appropriate accommodations. Not applicable for degree credit. Course may be taken four times. (1)

## ECONOMICS

Economics teaches analytical reasoning, offers an explanation of the working of economies in a global context, and enables us to understand how consumers and sellers make decisions in a market environment. An undergraduate degree in economics opens the doors to many different areas of specialization that lead to numerous and often lucrative careers in business, finance, banking, government and academia. Undergraduate specializations within economics exist in the areas of Economics, Business Economics, Mathematical Economics, Finance, Public Finance, International Development Economics, Experimental Economics, Environmental Economics, Energy Economics, Industrial Economics, Political Economy, among others. In addition to these areas, after completing undergraduate education in economics one can also complete graduate studies in Finance, Business Administration, Business Management, Public Administration, and Public Policy.

*For more information, contact:*

Ishita Edwards, Lead Faculty, [iedwards@vcccd.edu](mailto:iedwards@vcccd.edu)  
(805) 986-5800, ext. 1961

**Career Opportunities**

Actuary	Attorney
Cost Accountant	Econometrician
Energy Economist	Entrepreneur
Environmental Economist	Public Financial Analyst
Investment/Financial Analyst	Statistical Analyst
Resource Management Economist	
Administrator in Business or Government	
Economist/Economic Development Planner for City Economic Development Agencies	
Economist in International Agencies, (United Nations, International Monetary Fund, World Bank, USAID)	
Economist with Government Agencies, Financial/Banking Institution or Businesses/Private Corporations	
Financial Analyst in Private Corporation	
Managerial Positions in Banks and Corporations	
Professor at University or College or High School Teacher	
Various Careers in International Business	

**Faculty**

Full-Time	Part-Time
Ishita Edwards	Gary Gluck

**◆ Economics****Associate in Arts Degree**

Required Courses:	Units
ECON R100 Modern American Economy	3
ECON R101 Principles of Macroeconomics	3
ECON R102 Principles of Microeconomics	3
ECON R199 Directed Studies in Economics (Research Project)	3
<b>Total Core Units</b>	<b>12</b>

<b>Elective Courses:</b>	<b>Units</b>
In addition, majors shall take six units from the following:	
ACCT R101 Principles of Financial Accounting	3
ACCT R102 Principles of Managerial Accounting	3
HIST R100A History of World Civilizations I	3
HIST R100B History of World Civilizations II	3
HIST R103 History of the United States II	3
MATH R105 Introductory Statistics	5
MATH R106 Mathematics for Business Applications	5
MATH R120 Calculus with Analytical Geometry I	5
PHIL R107 Introduction to Logic	3
PHIL R111 Thinking Critically and Analytic Writing	3
POLS R100 Introduction to Politics	3
POLS R101 Government of the United States: Institutions/Politics	3
POLS R104 International Relations	3
POLS R106 Political Aspects of Economic Problems	3
POLS R108 Comparative Politics	3
PSY R101 General Psychology	3
SOC R101 Introduction to Sociology	3
<b>Elective Units</b>	<b>6</b>
<b>Total Required Units</b>	<b>18</b>

## Program Student Learning Outcomes

Upon successful completion of the Economics program students will be able to:

- Students will demonstrate a good grasp of a variety of micro and macroeconomic theories, and be able to apply these correctly to economic issues and events.
- Students will 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.
- Students will demonstrate the ability to apply appropriate graphs, data, and quantitative analysis, to economic issues and events.
- Students will demonstrate an awareness of global economic issues and be able to apply economic theories and analyses to issues and events from a global perspective.
- Students will 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.
- Students will 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.
- Students will be able to 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 Courses

### **ECON R100—Modern American Economy 3 units**

*3 hours 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. (2)

*Transfer credit: UC, CSU*

### **ECON R101—Introduction to the Principles of Macroeconomics 3 units**

*Advisory: MATH R011.*

*3 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

### **ECON R102—Introduction to the Principles of Microeconomics 3 units**

*Advisory: MATH R011.*

*3 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

### **ECON R199—Directed Studies in Economics 1-3 units**

*Prerequisites: At least one course in lower division Economics.*

*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

## Education Courses

### **EDU R122—Introduction to Education 3 units**

*3 hours lecture weekly*

This introductory course is designed to provide students with the fundamental knowledge of the American educational system, using a 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 30 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. Field trips may be required. (Same as SOC R122)

*Transfer credit: UC, CSU*



# EMERGENCY MEDICAL TECHNOLOGY

## ◆ Emergency Medical Technology

### Proficiency Award

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 R169	Emergency Medical Technician	6
<b>Total Required Units</b>		<b>6</b>

## ◆ Emergency Medical Technician- Refresher Courses

### Proficiency Award

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
<b>Total Required Units</b>		<b>1½</b>

## Emergency Medical Technology Courses

### EMT R069—Emergency Medical Technician, Refresher 1½ units

*1½ hours lecture, ½ hour 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. Field trips may be required. Not applicable for degree credit. Formerly FT R069B. NOTE: This class is repeatable if legally mandated.

### EMT R169—Emergency Medical Technician - Basic 6 units

*5 hours lecture, 3 hours 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 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 and 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. Materials fee is required. Field trips may be required. Formerly FT R169A.

*Transfer credit: CSU*

# EMPLOYMENT PREPARATION

## Employment Preparation Courses

### EMP R001—Personal Development 3 units *3 hours lecture weekly*

This course provides an opportunity for persons with disabilities to move beyond the traditional educational setting in making plans for their lives. Small group and lecture formats are used as students review goal-setting, decision-making, disability-related law, problem-solving and personal advocacy. (2)

### EMP R004—Pre-Employment Skills 2 units *2 hours lecture weekly*

This class will help students with disabilities who have no or very little work experience. This introduction to the world of work will include the vocabulary of employment, social skills, personal presentation, identification of strengths and needs in an employment setting. Not applicable for degree credit. (2)

### EMP R005—Job Seeking Strategies 2 units *2 hours lecture weekly*

This course is for students with disabilities who wish to improve their job-seeking skills and will help students become better acquainted with their rights and obligations as employees. Topics will include decision-making, interview techniques, strategies for completing applications, and employer/employee responsibilities. Not applicable for degree credit. (2)

### EMP R006—Career Exploration 2 units *2 hours lecture weekly*

This course is designed to give students with disabilities an overview of occupational choices in light of interests, abilities, education, experience and research of employment trends. Legal protections and requirements will be examined in regard to current legislation. Assignments will include job shadowing, job try-out, and Internet job search. Job coaching will be available, if required. Field trips may be required. (2)

# ENGINEERING TECHNOLOGY

The Engineering Technology program prepares students for excellent career opportunities that are in demand such as an electrical and electronics technician, computer network engineer, information technology specialist, and computer technician.

The Department offers an Associate in Science Degree or Certificate of Achievement in Engineering Technology and Computer Networking. The program is also articulated with 4-year universities which gives students the option of completing lower division Engineering Technology or Computer Networking (IT) coursework at Oxnard College and then transferring to a 4-year university to complete a bachelor's degree. The program is part of a consortium of community colleges and area high technology industries funded by the National Science Foundation called Project CREATE which helps to ensure that our curriculum is current and approved by industry.

This is the only Engineering Technology Program in the VCCCD and the only community college in the area offering training in the lucrative field of programmable logic controllers (PLCs). In addition, many individual courses help prepare students for certification exams that are in demand by industry such as the International Society of Certified Electronics Technicians (ISCET) Associate-Level CET Exam, Cisco Certified Entry Networking Technician (CCENT), Cisco Certified Network Associate (CCNA), CompTIA A+, CompTIA Network+, CompTIA Security+, and the Microsoft Certified Professional (MCP) Exam. Oxnard College is an approved PearsonVUE Testing Center location and our relationship with Cisco and CompTIA provides students with significant discounts on certification exams.



For more information, contact:  
 Alex Lynch, [alynch@vcccd.edu](mailto:alynch@vcccd.edu)  
 (805) 986-5840

## Career Opportunities

Computer Network Engineer  
 Engineering Technologist  
 Information Technology Specialist  
 PC Technician  
 Programmable Logic Controller (PLC) Technician  
 Sales Representative

## Faculty

Full-Time	Part-Time
Alex Lynch	Richard Carmichael Dirk DeKreek Doug Hardie Jess Sandoval Albert Wolfkiel

## ◆ Computer Networking

### Associate in Science Degree Certificate of Achievement\*

\*Pending for State Approval.

Required Courses	Units
ENGT R120 Cisco CCNA Computer Networking 1 & 2	4
ENGT R121 Cisco CCNA Computer Networking 3 & 4	4
ENGT R130 Administering Microsoft Windows Desktop Operating System	3
ENGT R142 A+ Computer Technician & Certification Preparation	4
ENGT R145 CompTIA Security+ Certification Preparation	3
ENGT R150 Introduction to Computer Network Technology	3
<b>Total Core Units</b>	<b>21</b>
Required Additional Courses:	Units
Complete a minimum of 9 units from the following courses:	
CIS R101 Programming Principles and Design	3
CIS R112A JAVA Programming I	3
CAOT R122 Microsoft Office	3
COT R190V Occupational Cooperative Work Experience	1-4
ENGT R108 Fundamentals of Electronics and Electric Technology	3
ENGT R110 Direct Current Engineering	4
ENGT R111 Alternating Current Engineering	4
ENGT R127 Cisco Wireless Fundamentals	3
ENGT R131 Administering Microsoft Windows Server	3
ENGT R143 CompTIA Linux+ Fundamentals & Certificate Preparation	3
ENGT R144 Network+ Certification Preparation	4
<b>Electives Units</b>	<b>9</b>
<b>Total Required Units</b>	<b>30</b>

## Program Student Learning Outcomes

Upon successful completion of the Computer Networking program students will be able to:

- Upon completion of the Computer Networking Program, students will be able to read, comprehend and interpret various types of published ideas.

- Upon completion of the Computer Networking Program, students will be able to write clearly and accurately in a variety of contexts and formats while checking, editing, and revising their written work for correct information, appropriate emphasis, form, style, and grammar.
- Upon completion of the Computer Networking Program, students will be able to use logic to draw well supported conclusion from information given.
- Upon completion of the Computer Networking Program, students will be able to apply rules and principles to new situations.
- Upon completion of the Computer Networking Program, students 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.

## ◆ Engineering Technology

### Associate in Science Degree Certificate of Achievement\*

\*Pending for State Approval.

Required Courses	Units
ENGT R108 Fundamentals of Electronics and Electric Technology	3
ENGT R110 Direct Current Engineering	4
ENGT R111 Alternating Current Engineering	4
ENGT R112 Digital and Analog Circuits	4
ENGT R114 Introduction to Programmable Logic Controllers	4
ENGT R115 Advanced Programmable Logic Controllers	4
<b>Total Core Units</b>	<b>23</b>
Required Additional Courses	Units
Complete a minimum of 7 units from the following courses:	
ENGT R120 Cisco CCNA Computer Networking 1 & 2	4
ENGT R121 Cisco CCNA Computer Networking 3 & 4	4
ENGT R130 Administering Microsoft Windows Desktop Operating System	3
ENGT R142 A+ Computer Technician & Certification Preparation	4
ENGT R144 Network+ Certification Preparation	4
ENGT R150 Introduction to Computer Network Technology	3
<b>Electives Units</b>	<b>7</b>
<b>Total Required Units</b>	<b>30</b>

## Program Student Learning Outcomes

Upon successful completion of the Engineering Technology program students will be able to:

- Upon completion of the Engineering Technology Program, students will be able to read, comprehend and interpret various types of published ideas.
- Upon completion of the Engineering Technology Program, students will be able to use logic to draw well supported conclusion from information given.
- Upon completion of the Engineering Technology Program, students will be able apply rules and principles to new situations.
- Upon completion of the Engineering Technology Program, students 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.

## Engineering Technology Courses

### ENGT R098—Short Courses in Engineering Technology $\frac{1}{2}$ -10 units

Lecture/lab hours depending on unit formula.

Specialized topics designed to inform or update interested persons in various disciplines within the engineering technology industry. Length of course determines unit credit. Field trips may be required. Course may be taken four times. (2)

### ENGT R108—Fundamentals of Electronics and Electric Technology 3 units

*2½ hours lecture, 1½ hours lab weekly*

This course is designed to encourage students to explore the exciting world of electrical and electronic engineering and to provide foundation level knowledge to help students succeed in higher level courses in this field. This course will cover theory and application of electric and electronic systems and components including circuits, electro-magnetic fields, energy sources, and communication devices. Students will learn the fundamentals of voltage, current, resistance, and how to measure these values using electronic testing equipment such as multimeter and oscilloscope. Field trips may be required. (2)

Transfer credit: CSU

### ENGT R110—Direct Current Engineering 4 units

Advisory: ENGT R108.

*2 hours lecture, 6 hours lab weekly*

This course is an introductory study of the nature of electricity and the process employed in the analysis and documentation of direct current electric circuits. Topics include current, voltage, resistance, power, series circuits, parallel circuits, and mathematical circuit equations such as Ohm's Law and Kirchhoff's Laws. This course includes hands-on labs using electronic testing equipment such as a multimeter and oscilloscope to test and troubleshoot DC electric circuits. Field trips may be required.

Transfer credit: CSU

### ENGT R111—Alternating Current Engineering 4 units

Prerequisites: ENGT R110.

*2 hours lecture, 6 hours lab weekly*

This course provides students with the basic concepts and theory of alternating current (AC) principles using a combination of lecture, hands-on labs, and numerous practice problems. The lab experiments provide the student with practical experiences to reinforce AC concepts by designing, constructing, testing, and verifying AC circuits. Students will receive instruction on electrical safety, the proper use of electronic testing equipment, and troubleshooting techniques. Field trips may be required.

Transfer credit: CSU

### ENGT R112—Digital and Analog Circuits 4 units

*2 hours lecture, 6 hours lab weekly*

This course helps prepare students new to the field of engineering technology for the more rigorous study of digital and analog circuits found at four-year engineering schools and the skill sets needed to apprentice with an electrical engineer. Through a combination of theory and laboratory practice, students will evaluate, design, construct, test, and troubleshoot both analog and digital circuits. Field trips may be required.

Transfer credit: CSU

### ENGT R114—Introduction to Programmable Logic Controllers 4 units

Advisory: ENGT R112.

*2 hours lecture, 6 hours lab weekly*

This is an introductory course on the principles of how 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

### ENGT R115—Advanced Programmable Logic Controllers 4 units

Prerequisites: ENGT R114.

*2 hours lecture, 6 hours lab weekly*

This course is designed for people who have previous experience in PLC programming and would like to improve their programming and troubleshooting skills. Students will learn advanced programming techniques to create, modify, and troubleshoot Industrial PLC applications. Students will also gain an understanding of networking PLC systems together over an Ethernet and IP network and troubleshooting common PLC hardware issues. This course will enhance career prospects in the lucrative PLC automation industry. Field trips may be required.

Transfer credit: CSU

### ENGT R120—Cisco CCNA Computer Networking 1 & 2 4 units

*3 hours lecture, 3 hours lab weekly*

This course is offered by the Oxnard College Cisco Networking Academy. It provides instruction in computer basics, Local Area Networks (LANs), switching, the 7-layer OSI model, cabling, wireless networking, security, and network topologies. This course also covers Wide Area Networks (WANs), router configuration, TCP/IP protocols, Internet Protocol (IP) addressing, and routing protocols. This course along with ENGT R121 prepares students to take the Cisco Certified Networking Associate (CCNA) Certification Exam. Field trips may be required.

Transfer credit: CSU

### ENGT R121—Cisco CCNA Computer Networking 3 & 4 4 units

Prerequisites: ENGT R120.

*3 hours lecture, 3 hours lab weekly*

This course is offered by the Oxnard College Cisco Networking Academy. This course is taken after Cisco CCNA Computer Networking 1&2 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

### ENGT R127—Cisco Wireless Fundamentals 3 units

*2½ hours lecture, 1½ hours lab weekly*

This course is offered by the Oxnard College Cisco Networking Academy. This is an introductory course in wireless networking technology. At the completion of this course students will have the ability to design, implement, administer, and troubleshoot a Wireless Local Area Network (WLAN) by configuring client adapters, access points, and wireless bridges. This is a core course in the Computer Networking A.S. Degree track in the Engineering Technology Department. Field trips may be required.

Transfer credit: CSU

### ENGT R130—Administering Microsoft Windows Desktop Operating System 3 units

Advisory: ENGT R150.

*2½ hours lecture, 1½ hours lab weekly*

This course helps to prepare students to become proficient in the latest Microsoft Desktop Operating System and prepare for a Microsoft Certified Technology Specialist certification. Students will receive instruction and hands-on training on the following topics; Windows Operating System installation, user accounts, file and folder permissions, customizing the desktop, installing hardware and drivers, encrypting and backing up data, monitoring resources, auditing log files, securing the OS, networking the OS, remote management, group policy, system restoration, and virtualization. Field trips may be required.

Transfer credit: CSU

**ENGT R131—Administering Microsoft Windows Server 3 units**

*2½ hours lecture, 1½ hours lab weekly*

This course provides in-depth, hands-on introduction to the latest Microsoft Windows Server operating system administration including configuring server roles, maintaining server availability with clusters, planning a TCP/IP network infrastructure, and deploying security features. This is one of the two required core courses to become a Microsoft Certified Professional (MCP) and prepares students for related Microsoft exam. This course is an elective in the Computer Networking A.S. Degree track in the Engineering Technology Department. Field trips may be required.  
*Transfer credit: CSU*

**ENGT R142—A+ Computer Technician & Certification Preparation 4 units**

*2 hours lecture, 6 hours lab weekly*

This course provides instruction and hands-on training in the areas of hardware installation, software configuration, diagnosing problems, preventative maintenance, repairing, and basic networking. 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*

**ENGT R143—CompTIA Linux+ Fundamentals & Certificate Preparation 3 units**

*2½ hours lecture, 1½ hours lab weekly*

This course provides instruction and hands-on training on the Linux operating system, which has surged in popularity. 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 to earn a CompTIA Linux+ 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*

**ENGT R144—CompTIA Network + Fundamentals 4 units**

*Advisory: ENGT R150.  
3 hours lecture, 3 hours 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*

**ENGT R145—CompTIA Security+ Certification Preparation 3 units**

*2½ hours lecture, 1½ hours lab weekly*

The Security+ course covers a wide variety of topics including communication security, infrastructure security, cryptography, access control, authentication, external attack and operational and organization security. This course prepares students to take a CompTIA Security+ Certification Exam that validates security knowledge. Field trips may be required.  
*Transfer credit: CSU*

**ENGT R150—Introduction to Computer Network Technology 3 units**

*3 hours 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. (2)  
*Transfer credit: CSU*

**ENGT R198A-Z—Short Courses in Engineering Technology 1½-6 units**

*Lecture and/or lab hours as required by unit formula*

Courses and/or workshops in selected areas of Engineering Technology are developed to meet specific needs of the industry as requested or required. Field trips may be required.  
*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. 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 sections of the English and American literature survey courses. And we regularly schedule a variety of elective courses in creative writing, literature, and cinema.

The English program also offers multiple sections of transfer-level and developmental writing courses to give students the writing skills to succeed in college, to write in the workplace, and to meet university transfer requirements. We also have developmental and college-level reading and vocabulary courses, some of which can be completed at the student's own pace in the college Learning Center.

*For more information, contact:*

*James Merrill, Department Chair, [jmerrill@vcccd.edu](mailto:jmerrill@vcccd.edu)  
(805) 986-5800, ext. 1949*

### Career Opportunities

#### B.A. Level

(Most careers require a bachelor's degree)

Copywriter	Copy Editor
Editor	Journalist
Lawyer	Proofreader
Novelist	Playwright
Report Writer	

#### Faculty

Full-Time	Part-Time
Teresa Bonham	Elaine Alarcon-Totten
Elissa Caruth	Betty Benson
Gaylene Croker	Eric Boys
Patricia Dozen	Susan Brown
Lynn Fauth	Deborah DeVries
James Merrill	Deborah Finch
Jeannette Redding	Elizabeth Hermes
Anthony Rodriguez	Susan Jones
Matilde Sánchez	Patrick Newton
Shelley Savren	Margaret M
Vernon Simmen	Patricia Scroggins
Karen Sutton	Peggy Smith
Beverly Young	

## ◆ English

### Associate in Arts Degree

Required Courses:		Units
ENGL R102	Critical Thinking through Composition and Literature	3
ENGL R104	English Literature I	3
ENGL R105	Survey of English Literature II	3
ENGL R107	American Literature I	3
ENGL R108	American Literature II	3
<b>Total Core Units</b>		<b>15</b>
Additional Required Courses:		Units
Complete six additional units from the following:		
COMM R101	Introduction to Oral Communication	3
ENGL R103	Creative Writing	3
ENGL R111	Shakespeare	3
ENGL R112	Literature by Women	3
ENGL R130	Fundamentals of Screenwriting	3
ENGL R131	Cinema: A Literary View	3
ENGL R132	Cinema: History and Culture	3
<b>Total Required Units</b>		<b>21</b>

### Program Student Learning Outcomes

Upon successful completion of the English program students will be able to:

- The student will identify the literary elements of works in various genres and articulate how those elements contribute to a work's overall effect and theme.
- The student will think critically and analytically about an individual literary work or groups of works and synthesize a thesis about that work or works.
- The student will express and support an original thesis in a well-organized, clearly written, correctly documented essay.
- The student will identify major authors and works of British literature from the Old English through the Postmodern Periods.
- The student will identify major authors and works of American literature from the Pre-colonial through the Postmodern Periods.
- The student will relate individual works to literary and cultural trends of the periods covered.
- The student will, depending on courses taken, produce creative expressions in poetry, prose, drama, creative non-fiction, or screenplays.

### English Courses

#### ENGL R030—English Skills ½-3 units

*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. (1)

#### ENGL R030K—Individualized Study Skills ½ unit

*1.5 hours lab weekly*

This course offers students the opportunity to work at their own pace to improve their study skills to promote college success, using a variety of materials in a laboratory setting. Course may be taken two times. (1)

#### ENGL R030R—Individualized Reading ½ unit

*1.5 hours lab weekly*

This course is designed to enhance students' reading ability by assessing needs, prescribing appropriate learning materials, and assessing progress. Students will work at their own pace to improve their reading skills, using a variety of materials in a laboratory setting. Course may be taken two times. (1)

#### ENGL R030S—Individualized Spelling ½ unit

*1.5 hours lab weekly*

This course is designed to improve students' spelling ability by assessing needs, prescribing appropriate learning materials, and assessing progress. Students will work at their own pace to improve their study skills, using a variety of materials in a laboratory setting. Course may be taken two times. (1)

#### ENGL R030T—Techniques of Tutoring 1 unit

*1 hour lecture weekly*

This course is designed to provide students with general strategies for tutoring in a variety of subject areas. Students will learn about interpersonal skills, study skills, learning styles, and basic principles of learning and memory. Techniques for group and individualized tutoring sessions will be discussed. This course meets certification guidelines of the College Reading and Learning Association. Field trips may be required. (2)

#### ENGL R030V—Individualized Vocabulary Development ½ unit

*1.5 hours lab weekly*

This course offers students the opportunity to work at their own pace to develop their vocabularies, using a variety of materials in a laboratory setting.

#### ENGL R056—Reading Skills 4 3 units

*Advisory: ESL R054.*

*3 hours 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. Field trips may be required. Not applicable for degree credit. (2)

#### ENGL R066—Grammar and Writing 4 3 units

*Prerequisites: ESL R064.*

*2 hours lecture, 3 hours 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. Field trips may be required. Not applicable for degree credit. (2)

#### ENGL R066A—Grammar and Writing 4 Part A 1 unit

*Prerequisites: Placement as measured by the college assessment process.*

*Advisory: ESL R064.*

*½ hour lecture, 1½ hours lab weekly*

This course is designed primarily to instruct the low-advanced ESL learner or native speaker of English desiring instruction in the forms and beginning usage of compound and complex sentence structure and other grammar points. A student receiving credit in ENGL R066A, B, and/or C will not receive credit in ENGL R066. This course may be taken a maximum of two times and is not applicable for degree credit. (1)

**ENGL R066B—Grammar and Writing 4 Part B 1 unit**

*Prerequisites: Placement as measured by the college assessment process.*

*Advisory: ESL R064; ENGL R066A.  
½ hour lecture, 1½ hours lab weekly*

This course is designed primarily to instruct the low-advanced ESL learner or native speaker of English desiring instruction in the forms and usage of compound and complex sentence structure and other grammar points. The course includes an introduction to writing paragraphs. A student receiving credit in ENGL R066A, B, and/or C will not receive credit in ENGL R066. This course may be taken a maximum of two times and is not applicable for degree credit. (1)

**ENGL R066C—Grammar and Writing 4 Part C 1 unit**

*Prerequisites: Placement as measured by the college assessment process.*

*Advisory: ESL R064; ENGL R066A & ENGL R066B.  
½ hour lecture, 1½ hours lab weekly*

This course is designed primarily to instruct the low-advanced ESL learner or native speaker of English desiring instruction in the forms and usage of compound and complex sentence structure and other grammar points. The course focuses on paragraph writing skills as well as introduces students to essay writing. A student receiving credit in ENGL R066A, B, and/or C will not receive credit in ENGL R066. This course may be taken a maximum of two times and is not applicable for degree credit. (1)

**ENGL R068—Basic Composition 5 units**

*Prerequisites: Placement as measured by the college assessment process.*

*5 hours 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 R068A—Basic Composition Part A 2½ units**

*Prerequisites: Placement as measured by the college assessment process.*

*1 hour lecture, 4½ hours lab weekly*

This course is designed to help students improve their paragraph writing skills and develop sentence skills. Students will write, analyze, and rewrite sentence exercises. At the end of the course, students will be prepared to write well-developed paragraphs. A student receiving credit in ENGL R068A, or B, will not receive credit for ENGL R068. This course may be taken a maximum of two times and is not applicable for degree credit. (1)

**ENGL R068B—Basic Composition Part B 2½ units**

*Prerequisites: Placement as measured by the college assessment process.*

*Advisory: ENGL R068A.  
1 hour lecture, 4½ hours lab weekly*

This course is designed to help students improve their paragraph and essay writing skills. In this course, students will write, analyze, and rewrite sentence exercises and paragraphs. At the end of the course, students will be prepared to begin writing short essays. A student receiving credit in ENGL R068A and/or B will not receive credit in ENGL R068. This course may be taken a maximum of two times and is not applicable for degree credit. (1)

**ENGL R080—Developmental Vocabulary 3 units**

*3 hours lecture weekly*

This course provides skills in vocabulary improvement at a developmental level. Instruction ranges from learning words in context to analysis of word structures. Students learn to comprehend word meanings through exploring roots and increasing awareness of prefix clues. Selected word lists are studied in relationship to subject areas. Not applicable for degree credit. (2)

**ENGL R084—Introductory Creative Writing 3 units**

*3 hours lecture weekly*

This creative writing course at the beginning level is designed to enhance confidence in and enjoyment of writing. The course explores the writing process, the practice of writing in various creative forms, and presents analysis of factors contributing to effective writing. Not applicable for degree credit. (2)

**ENGL R090—College Vocabulary 3 units**

*3 hours lecture weekly*

This degree-applicable course provides students with a variety of techniques for developing lifelong vocabulary building and enhancement skills. (2)

**ENGL R095—College Reading Skills 3 units**

*Advisory: Reading ability commensurate with high school level or ENGL R056.*

*3 hours lecture weekly*

This course emphasizes college-level reading materials 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 adequate comprehension. Formal evaluation is used to individualize instruction. Other activities include a mini research project and study skills practice.

**ENGL R095A—College Reading Skills Part 1 1 unit**

*Prerequisites: Placement as measured by the college assessment process.*

*½ hours lecture weekly, 1½ hours lab weekly*

This course is the first part of a three-part series designed primarily to instruct students ready for college-level reading skills. The emphasis is on college-level reading with practice in reading for major details, main ideas, drawing inferences, and conclusions. It also includes advanced vocabulary practice, rapid reading techniques and comprehension. The course is taught via interactive, competency-based computer-assisted software in a lab setting. Students work at their own pace. Individual one-to-one instruction is also available throughout the course. This course may be taken two times. (1)

**ENGL R095B—College Reading Skills Part 2 1 unit**

*Prerequisites: Placement as measured by the college assessment process.*

*½ hours lecture weekly, 1½ hours lab weekly*

This course is the second part of a three-part series designed primarily to instruct students ready for college-level reading skills. The emphasis is on college-level reading with practice in reading for major details, main ideas, drawing inferences, and conclusions. It also includes advanced vocabulary practice, rapid reading techniques and comprehension. The course is taught via interactive, competency-based computer-assisted software in a lab setting. Students work at their own pace. Individual one-to-one instruction is also available throughout the course. This course may be taken two times. (1)

**ENGL R095C—College Reading Skills Part 3 1 unit**

*Prerequisites: Placement as measured by the college assessment process.*

*½ hours lecture weekly, 1½ hours lab weekly*

This course is the third part of a three-part series designed primarily to instruct students ready for college-level reading skills. The emphasis is on college-level reading with practice in reading for major details, main ideas, drawing inferences, and conclusions. It also includes advanced vocabulary practice, rapid reading techniques and comprehension. The course is taught via interactive, competency-based computer-assisted software in a lab setting. Students work at their own pace. Individual one-to-one instruction is also available throughout the course. This course may be taken two times. (1)

**ENGL R096—Intermediate Composition 5 units***Prerequisites: ENGL R068.**5 hours lecture weekly*

In this Associate Degree-level 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.

**ENGL R098—Short Courses in Basic English ½-3 units***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. (2)

**ENGL R100—Composition: ESL Emphasis 5 units***Prerequisites: ENGL R068.**5 hours 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. Field trips may be required. Formerly ENGL R140.

*Transfer credit: UC, CSU***ENGL R101—College Composition 4 units***Prerequisites: ENGL R096 or ENGL R100.**4 hours lecture weekly*

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: UC, CSU***ENGL R102—Critical Thinking through Composition and Literature 3 units***Prerequisites: ENGL R101.**3 hours lecture weekly*

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: UC, CSU***ENGL R103—Creative Writing 3 units***Prerequisites: ENGL R101.**3 hours lecture weekly*

This course introduces students to three genres of creative writing: poetry, fiction and drama. 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. (2)

*Transfer credit: UC, CSU***ENGL R104—English Literature I 3 units***Prerequisites: ENGL R101.**3 hours lecture weekly*

This sophomore-level course surveys English literature in its cultural framework from Anglo-Saxon times through the eighteenth century. It is not available for credit for students with credit in ENGL R151. (2)

*Transfer credit: UC, CSU***ENGL R105—Survey of English Literature II 3 units***Prerequisites: ENGL R101.**3 hours lecture weekly*

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. It is not available for credit for students with credit in ENGL R152. Field trips may be required. (2)

*Transfer credit: UC, CSU***ENGL R107—American Literature I 3 units***Prerequisites: ENGL R101.**3 hours lecture weekly*

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. It is not available for credit for students with credit in ENGL R153. Field trips may be required. (2)

*Transfer credit: UC, CSU***ENGL R108—American Literature II 3 units***Prerequisites: ENGL R101.**3 hours lecture weekly*

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. It is not available for credit for students with credit in ENGL R154. Field trips may be required. (2)

*Transfer credit: UC, CSU***ENGL R111—Shakespeare 3 units***Prerequisites: ENGL R101.**3 hours lecture weekly*

This course presents an introductory survey of Shakespeare's poetry and plays, including comedies, histories, tragedies, and romances. Field trips may be required. (2)

*Transfer credit: UC, CSU***ENGL R112—Literature by Women 3 units***Prerequisites: ENGL R101.**3 hours 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, essays and journals. This course satisfies a women's studies requirement. Field trips may be required. (2)

*Transfer credit: UC, CSU***ENGL R127—Advanced Creative Writing 3 units***Prerequisites: ENGL R103.**3 hours lecture weekly*

This course reviews four genres of creative writing: poetry, fiction, drama, and creative non-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, a one-act stage play, several chapters of creative non-fiction, or a chapbook of poetry. Field trips may be required. (2)

*Transfer credit: CSU*

**ENGL R130—Fundamentals of Screenwriting 3 units***Advisory: ENGL R096.**3 hours lecture weekly*

This course is required for Television Production majors and is an elective for the English major. This is a basic 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. Field trips may be required. (Same as TV R105) (2)

*Transfer credit: CSU***ENGL R131—Cinema: A Literary View 3 units***Advisory: Eligibility for ENGL R096.**3 hours lecture weekly*

This course is a study of film as an art form. Students will learn to evaluate cinematic techniques and to interpret films from a literary perspective. A variety of U.S. movies as well as representative world films will be viewed. (2)

*Transfer credit: UC, CSU***ENGL R132—Cinema: History and Culture 3 units***Advisory: Eligibility for ENGL R096.**3 hours lecture weekly*

This course presents a study of American film as it interprets the past. It presents a visual perspective of society and events and how they are portrayed in cinema. (2)

*Transfer credit: UC, CSU***ENGL R151—Major British Authors I 3 units***Advisory: Eligibility for ENGL R101.**3 hours 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 R151 and ENGL R104. Field trips may be required. (2)

*Transfer credit: UC, CSU***ENGL R152—Major British Authors II 3 units***Advisory: Eligibility for ENGL R101.**3 hours 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 R152 and ENGL R105. Field trips may be required. (2)

*Transfer credit: UC, CSU***ENGL R153—Major American Authors I 3 units***Advisory: Eligibility for ENGL R101.**3 hours 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 R153 and ENGL R107. Field trips may be required. (2)

*Transfer credit: UC, CSU***ENGL R154—Major American Authors II 3 units***Advisory: Eligibility for ENGL R101.**3 hours lecture weekly*

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. It is not available for credit for students with credit in ENGL R108. Field trips may be required. (2)

*Transfer credit: UC, CSU***ENGL R157—Introduction to Shakespeare for Non-majors 3 units***Advisory: Eligibility for ENGL R101.**3 hours lecture weekly*

This course offers an introduction to the plays and poetry of William Shakespeare, intended for students who are not English majors. A student receiving credit in ENGL R157 will not receive credit in ENGL R111. Field trips may be required. (2)

*Transfer credit: UC, CSU***ENGL R189—Topics in Literature 1-3 units***Prerequisites: ENGL R096 or ENGL R140.**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. (2)

*Transfer credit: CSU***ENGL R198A-Z—Short Courses in English ½-3 units***Prerequisites: Eligibility for ENGL R101.**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.**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 may be taken two times. (2)

*Transfer credit: CSU*

## ENGLISH AS A SECOND LANGUAGE (ESL)

**Faculty****Full-Time**

James Merrill  
Jeannette Redding  
Matilde Sánchez  
Vernon Simmen  
Evangeline Wilkes

**Part-Time**

Hector Betancourt  
Pamela Culhane  
Peggy Smith  
María Villalpando

**ESL Courses****ESL R030D—ESL Vocabulary for Daily Life ½ unit***1½ hours lab weekly*

This is one of the four self-paced vocabulary development courses for students learning English. Students study the vocabulary of everyday life, people and housing individually, using mediated materials in the college's Learning Center. Not applicable for degree credit. (1)

**ESL R030E—ESL Vocabulary for Shopping and Health ½ unit***1½ hours lab weekly*

This is one of the four self-paced vocabulary development courses for students learning English. Students study the vocabulary of food, clothing and health individually, using mediated materials in the college's Learning Center. Not applicable for degree credit. (1)

**ESL R030F—ESL Vocabulary for School and Community** ½ unit

*1½ hours lab weekly*

This is one of the four self-paced vocabulary development courses for students learning English. Students study the vocabulary of community, transportation and areas of study individually, using mediated materials in the college's Learning Center. Not applicable for degree credit. (1)

**ESL R030G—ESL Vocabulary for Work and Play** ½ unit

*1½ hours lab weekly*

This is one of the four self-paced vocabulary development courses for students learning English. Students study the vocabulary of plants and animals, work and recreation individually, using mediated materials in the college's Learning Center. Not applicable for degree credit. (1)

**ESL R030H—Crossroads Café 1** ½ unit

*Advisory: ESL R042.*

*1½ hours lab weekly*

This self-paced course in the college Learning Center for intermediate ESL learners is designed to develop, through the study of the first half of a series of nationally acclaimed videos, listening skills, a knowledge of U.S.A. culture, and an awareness of functional structures such as making apologies, offering suggestions, and dispatching orders. Not applicable for degree credit. (1)

**ESL R030J—Crossroads Café 2** ½ unit

*Advisory: ESL R030H.*

*1½ hours lab weekly*

This self-paced course in the college Learning Center for intermediate ESL learners is designed to develop, through the study of the second half of a series of nationally acclaimed videos, listening skills, a knowledge of U.S.A. culture, and an awareness of functional structures such as giving advice, making complaints, and asking permission. Not applicable for degree credit. (1)

**ESL R040—English Conversation 1** 3 units

*2 hours lecture, 3 hours lab weekly*

This course emphasizes communicating and listening skills. Activities include role playing, dialogues, and class discussions. Field trips may be required. Not applicable for degree credit. (2)

**ESL R042—English Conversation 2** 3 units

*Advisory: ESL R040.*

*3 hours lecture weekly*

This course is designed for non-native speakers of English to provide practice in English conversational patterns and to reinforce English grammar, syntax, and vocabulary at a high-beginning level. The course emphasizes developing listening/speaking skills and confidence in expressing oneself in English. Field trips may be required. Not applicable for degree credit. (2)

**ESL R044—English Conversation 3** 3 units

*Advisory: ESL R042.*

*3 hours 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. Field trips may be required. Not applicable for degree credit. (2)

**ESL R046—ESL Oral/Listening Skills** 3 units

*Advisory: ESL R044.*

*3 hours 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. Field trips may be required. Not applicable for degree credit. (2)

**ESL R050—Reading Skills 1** 3 units

*2 hours lecture, 3 hours lab weekly*

This is an introductory course designed for students learning English as a second language. Topics for the course include basic reading skills such as vocabulary development, spelling, phonics and word recognition skills, study skills and basic comprehension skills. Field trips may be required. Not applicable for degree credit. (2)

**ESL R052—Reading Skills 2** 3 units

*Advisory: ESL R050.*

*3 hours lecture weekly*

This course is designed for ESL students at the high-beginning reading level and will review the basics of reading skills and vocabulary development. This course also introduces more advanced concepts such as main idea and supporting details, meaning from context, syllabication, idiomatic expressions, summarizing, and basic study skills. Field trips may be required. Not applicable for degree credit. (2)

**ESL R054—Reading Skills 3** 3 units

*Advisory: ESL R052.*

*2 hours lecture, 3 hours lab weekly*

This is a low-intermediate level reading course for students learning English as a second language 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. Field trips may be required. Not applicable for degree credit. (2)

**ESL R060—Grammar and Writing 1** 3 units

*2 hours lecture, 3 hours lab weekly*

This introductory course for low-beginning ESL learners presents basic grammar and writing at the sentence level in real-life situations. Field trips may be required. Not applicable for degree credit. (2)

**ESL R062—Grammar and Writing 2** 3 units

*Prerequisites: ESL R060.*

*2 hours lecture, 3 hours lab weekly*

This course for the high-beginning ESL student is step two in the ESL sequence of grammar and writing and further develops grammar and writing skills at the sentence level in real-life situations. Field trips may be required. Not applicable for degree credit. (2)

**ESL R064—Grammar and Writing 3** 3 units

*Prerequisites: ESL R062.*

*2 hours lecture, 3 hours 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. (2)

**ESL R098—Short Courses in ESL** ½-10 units

*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. Unit credit is determined by length and format of course. Field trips may be required. The course is not applicable for degree credit. (2)



# ENVIRONMENTAL STUDIES

For Coastal Environmental Studies Degrees, see page 126

## Environmental Studies Courses

### ESRM R100—Introduction to Environmental Science and Resource Management 3 units

3 hours lecture weekly

Environmental Science is an interdisciplinary course, combining political science, social science, history, and economics within an integrated framework of biological and physical science. This course will investigate how the biological and physical systems on this planet work. The interaction of the planet's biological systems will be interpreted. Human initiated environmental problems will be analyzed and solutions to these problems explored. Career pathways in environmental science will be presented throughout the course. Field trips may be required. (2)

Transfer credit: UC, CSU

### ESRM R160—Introduction to Research in Natural Resource Management 4 units

Prerequisites: ESRM R100.

4 hours lecture 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. Field trips may be required. (Same as MST R160) (2)

Transfer credit: CSU

## FIRE TECHNOLOGY

The Fire Technology programs is to provide educational courses and programs that prepare students to enter the field of fire technology as a firefighter, as a specialist in fire prevention and hazardous materials, as an Emergency Medical Technician or other professions related to fire technology. The department maintains a Fire Academy Program allowing students to earn a California State Fire Marshal Firefighter I Certificate, a condition of employment for many fire agencies.

The program supports working partnerships with county and city fire departments forming a Regional Training Center, with shared use of facilities and equipment, giving students the opportunity to address the ever-changing needs of today's emergency services field through hands-on exercises and demonstrations by career personnel.

The department will provide students with foundational course requirements for certificate programs, two-year degrees and transfers to four-year schools.

For more information, contact:

Gail Warner, [gwarner@vccd.edu](mailto:gwarner@vccd.edu)  
805-384-8102

### Career Opportunities

Emergency Telecommunications	Fire Detection
Emergency Medical Service	Fire Inspector
Firefighter	Suppression Systems

## Faculty

Full-Time	Part-Time	Part-Time
J. Paul Houdeshell	Massoud Araghi	Mike Ketaily
James Petersen	Darwin Base	David Kromka
Dana Sullivan	Karen Beatty	Mike LaPlant
	Tamara Crudo	Luis Manzano
	Brad Ditto	Nancy Merman
	Ed Foster	Niel Setzing
	Bruce Hodge	John Squire
	Stephanie Huhn	Nick Strouse

## Extended Fire Technology Education

### Proficiency Award

This proficiency award is to meet the need expressed by the Regional Ventura County Fire Chiefs Association to provide for continuing education training in fire prevention and in fire instruction.

Required Courses:	Units
FT R080A Fire Prevention 1A	2½
FT R080B Fire Prevention 1B	2½
FT R080C Fire Prevention 1C	2½
FT R084A Fire Instructor 1A	2½
FT R084B Fire Instructor 1B	2½
FT R084C Fire Instructor 1C	2½
<b>Total Required Units</b>	<b>15</b>

## 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 R161 Building Construction	3
<b>Total State Fire Marshal's CORE Required Units</b>	<b>15</b>

Required Additional Courses:	Units
EMT R169 Emergency Medical Technician	6
FT R153 Fundamentals of Personal Fire Safety and Emergency Actions	3
FT R156 Fundamentals of Fire Protection	3
<b>Total OC Required Units</b>	<b>27</b>

Complete a minimum of one course from the following:

FT R157 Wildland Fire Control	3
FT R160 Fire Tactics and Strategy	3
FT R163 Fire Hydraulics	3
FT R164 Fire Company Organization and Management	3
FT R167 Fire Apparatus and Equipment	3
FT R168 Fire Investigation	3
<b>Total Required Units</b>	<b>30</b>

## Program Student Learning Outcomes

Upon successful completion of the Fire Technology program students will be able to:

- Upon completion of the fire technology program, the student will demonstrate the ability to analyze, appraise and evaluate fire emergency incidents and identify components of emergency management and firefighter safety including: Size-up, report on conditions, Incident Command System; RECEO; 10 Standard Firefighting Orders, and identify regulatory and advisory organizations that create and mandate them.
- Upon completion of the fire technology program, the student will demonstrate knowledge and skills required to respond appropriately to fire and environmental emergency situations at the private, city, state and federal levels with emphasis in one or more of the following areas: Wildland fire fighting; hazardous materials response; structural fire suppression; fire prevention and investigation; disaster response; first responder; emergency medical technician; or leadership responsibilities.
- Upon completion of the fire technology program, the student will be able to identify and comprehend laws, regulations, codes and standards that influence fire department operations, and identify regulatory and advisory organizations that create and mandate them.

## Fire Technology Courses

*(Emergency Medical Technician (EMT) courses can be found on page 144)*

**NOTE: For more information on the O.C. Fire Academy, please go online at Oxnard College Fire Technology Program. [http://www.oxnardcollege.edu/departments/academic/fire\\_technology/index.shtml](http://www.oxnardcollege.edu/departments/academic/fire_technology/index.shtml)**

### FT R070—Firefighter I Academy 16 units

*Prerequisites: EMT R169 & FT R151.  
Advisory: FT R152, FT R154, FT R156 & FT R161.  
10 hours lecture, 18 hours lab weekly*

This class provides information about fire service employment opportunities. The following topics are also covered: Technical and manipulative training in basic concepts of fire department apparatus, tools and equipment; tactics and strategy; extinguishers and fire protection equipment; hazardous materials; petroleum fire control; fire service ladders and ladder evolutions; structural ventilation and salvage operations; wildland fire control; inspection and maintenance of fire department stations and equipment; fire characteristics; apparatus and equipment inspection; Self Contained Breathing Apparatus; communications systems; and ropes, knots and hitches. All exams require an 80% for a passing grade for all academic and manipulative tests as per State Fire Marshal requirements. Materials fee is required. Field trips may be required.

**NOTE: The following courses are State Fire Marshal Courses that can lead to Fire Officer Certificate:**

### FT R080A—Fire Prevention 1A 2½ units

*Advisory: FT R151.  
2½ hours lecture weekly*

This course reviews the general fire inspection practices, inspector's responsibilities, code interpretations and legal precedents, hazardous and toxic materials, hazardous processes, life safety and procedures for correcting fire and life hazards. Materials fee is required. Field trips may be required.

### FT R080B—Fire Prevention 1B 2½ units

*Prerequisites: FT R080A.  
2½ hours lecture weekly*

This course reviews building construction principles, occupancy classifications and fire protection systems as they relate to fire and life safety. The importance of detection, alarm systems, properly maintained ways of egress and emergency evacuation procedures are also stressed. Materials fee is required. Field trips may be required.

### FT R080C—Fire Prevention 1C 2½ units

*Prerequisites: FT R080A and FT R080B.  
2½ hours lecture weekly*

This course reviews the use of the California Fire Code to address the outside storage and handling of bulk flammable liquids and gases, regulations and procedures for the installation of storage tanks and containers, regulations relative to the transportation of flammable liquids and gases, and procedures for controlling compressed and liquefied gas leaks. Key topics include physical properties of flammable liquids and compressed gases. Materials fee is required. Field trips may be required.

### FT R081A—Fire Investigation 1A 2½ units

*2½ hours lecture weekly*

This course covers fire behavior; building construction, techniques required for incendiary, accidental, and fatal vehicle fires, also fire investigation of wildland, juvenile fires, report writing, evidence collection and proper custodial procedures for evidence. Materials fee is required. Field trips may be required.

### FT R083A—Fire Command 1A 2½ units

*Advisory: FT R151.  
2½ hours lecture weekly*

This course reviews: emergency scene management; fire behavior; initial ground resources; tactics and strategy; and fire ground simulation scenarios specifically designed for the first-in officer. Materials fee is required. Field trips may be required.

### FT R083B—Fire Command 1B 2½ units

*Advisory: FT R083A.  
2½ hours lecture weekly*

This course provides instruction in first-in company level decision making and scene management principles for incidents involving chemicals and hazardous materials. Included are: scene safety procedures; evacuation considerations; and identification of materials by container size, shape and labeling. Materials fee is required. Field trips may be required.

### FT R084A—Fire Instructor 1A 2½ units

*Advisory: FT R151.  
2½ hours lecture weekly*

This course is designed to teach in-service (active duty) firefighters how to instruct various in-service fire related subjects. Topics include principles of learning, adapting cognitive lesson plans, instructional delivery, instructional support materials and activities, PowerPoint, handouts, and student teaching demonstrations. Materials fee is required. Field trips may be required.

### FT R084B—Fire Instructor 1B 2½ units

*Advisory: FT R084A.  
2½ hours lecture weekly*

This course is designed to teach in-service (active duty) firefighters how to teach various in-service fire related subjects. Topics include State Fire Marshal and their relationship with the community, critical thinking, analyzing reasons for bias, value differences, opposing ideas, and development of strategies to instruct about teaching these to a fire service audience, and analyze fire service deaths and injuries as they occur in the training and education environment. Materials fee is required. Field trips may be required.

**FT R084C—Fire Instructor IC** 2½ units*Advisory: FT R084B.**2½ hours lecture weekly*

This course is designed to teach in-service (active duty) firefighters how to teach various in-service fire related subjects. Topics include assessing student needs, instructional design, instructional delivery, instructional support, students with disabilities, audiovisual aids, evaluations, development of written lesson plans and student learning outcomes. Materials fee is required. Field trips may be required.

**FT R098—Short Courses in Fire Technology** 1-10 units*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 Fire Technology Certificate. 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*3 hours 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.**3 hours 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 R153—Fundamentals of Personal Fire Safety and Emergency Action\*** 3 units*Prerequisites: FT R151 or concurrent enrollment.**3 hours 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 will 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 R154—Fire Behavior and Principles of Combustion\*** 3 units*Prerequisites: FT R151 or concurrent enrollment.**3 hours 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; techniques for controlling fires through the use of a variety of proven and newly developed extinguishing agents. Field trips may be required.

*Transfer credit: CSU***FT R155—Fire Protection Equipment and Systems\*** 3 units*Prerequisites: FT R151 or concurrent enrollment.**3 hours 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. Field trips may be required.

*Transfer credit: CSU***FT R156—Fundamentals of Fire Protection\*** 3 units*Prerequisites: FT R151 or concurrent enrollment.**3 hours lecture weekly*

This course introduces the theory and fundamentals of fire protection, fire behavior and combustion processes including history of the fire service, fire chemistry and extinguishing agents. Also covered in this course are fundamentals of firefighting tactics, strategies, special concerns in firefighting, public fire protection systems, fire protection in buildings, open areas and transportation. Field trips may be required.

*Transfer credit: CSU***FT R157—Wildland Fire Control** 3 units*Prerequisites: FT R151.**3 hours 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. (2)

*Transfer credit: CSU***FT R160—Fire Tactics and Strategies** 3 units*Prerequisites: FT R151.**3 hours 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.**3 hours 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 R163—Fire Hydraulics** 3 units*Prerequisites: FT R151.**3 hours lecture weekly*

This course reviews applied mathematics and hydraulic laws as they relate to the fire service. The application of formulas and mental calculation to hydraulics and water supply problems are also studied. Field trips may be required.

*Transfer credit: CSU***FT R164—Fire Company Organization and Management** 3 units*Prerequisites: FT R151.**3 hours 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. (2)

*Transfer credit: CSU*

**FT R167—Fire Apparatus and Equipment 3 units**

*Prerequisites: FT R151.  
3 hours lecture weekly*

This course will introduce the student to concepts related to fire apparatus design, specifications, performance capabilities and effective utilization of apparatus in fire service emergencies. Field trips may be required.

*Transfer credit: CSU*

**FT R168—Fire Investigation 3 units**

*Prerequisites: FT R151.  
3 hours lecture weekly*

This course covers types of fires; the methods used to determine and classify the cause of fires as accidental, suspicious or incendiary; an introduction to arson and related laws; the recognition and preservation of evidence; techniques for interviewing witnesses and suspects; arrest and detention procedures; court procedures and giving court testimony; and the importance of accurate and thorough documentation. This course is required for students who wish to complete the Pre-service Fire Prevention Technology A.S. Degree. Field trips may be required.

*Transfer credit: CSU*

## GEOGRAPHY

### Career Opportunities

**B.A. Level**

(All careers require a bachelor's or advanced degree)

Conservationist	Demographer
Economic Geographer	G.I.S.
Land-Use Analyst	Urban Planner Climatologist

**Faculty**

<b>Full-Time</b>	<b>Part-Time</b>
Christiane Mainzer	James Craine Martine Vallade

### Geography Courses

**GEOG R101—Elements of Physical Geography 3 units**

*3 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

**GEOG R101L—Physical Geography Lab 1 unit**

*Prerequisites: GEOG R101 or concurrent.*

*3 hours lab weekly*

This optional 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. (2)

*Transfer credit: UC, CSU*

**GEOG R102—World Regional Geography 3 units**

*3 hours lecture weekly*

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 interaction. (2)

*Transfer credit: UC, CSU*

**GEOG R103—Introduction to Weather and Climate 3 unit**

*3 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

**GEOG R104—Geography of California 3 units**

*3 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

## GEOLOGY

### Career Opportunities

**B.S. Level**

Consulting Geologist	Field Geologist
Engineering Geologist	Laboratory Research Worker
Geological Technician	Petroleum Geologist
Environmental Geologist	Marine Geologist

**Faculty**

<b>Full-Time</b>	<b>Part-Time</b>
Thomas O'Neil	Joseph Saenz

### Geology Courses

**GEOG R101—Physical Geology 3 units**

*3 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

**GEOG R101L—Physical Geology Lab 1 unit**

*Prerequisites: GEOG R101 or concurrent.*

*3 hours lab weekly*

This course is the laboratory to accompany GEOG 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. (2)

*Transfer credit: UC, CSU*

**GEOG R103—Introduction to Oceanography 3 units**

*3 hours 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. Physical oceanography is for those students who wish to complete a general education physical science course to transfer to a four-year university. Field trips may be required. (Same as MST R103) (2)

*Transfer credit: UC, CSU*

**GEOG R103L—Intro to Oceanography Lab 1 unit**

*Prerequisites: GEOG R103 or MST R103 or concurrent.*

*3 hours lab weekly*

This course is the laboratory to accompany GEOG 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. Field trips will be required. (Same as MST R103L) (2)

*Transfer credit: UC, CSU*

**GEOL R178—Geological Marine Resource Management** 1 unit

*Corequisites: MST R170 or BIOL R170.  
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. Course may be taken two times. (Same as MST R178) (2)

*Transfer credit: CSU*

## GENERAL STUDIES

See pages 58 - 64 for Degree Requirements

## 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.

### Career Opportunities

Health Science Instructor  
Nutritionist

### Faculty

Full-Time	Part-Time
Graciela Casillas-Tortorelli	Ramona Armijo
Ron McClurkin	William Becktel
	Marti Dibble
	Marcia Frallic
	Joyce Jones

### Health Education Courses

**HED R098—Short Courses in Health Education** ½-10 units

*Lecture and/or lab hours as required by unit formula*

Short courses or activities designed to inform and/or train interested persons in various disciplines within the scope of health education. Units/credit hours determined by course format. Field trips may be required. (2)

**HED R101—Health and Society** 3 units

*3 hours 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. (2)

*Transfer credit: UC, CSU*

**HED R102—Fitness/Nutrition/Health** 3 units

*Corequisites: HED R102L.*

*3 hours 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. (2)

*Transfer credit: UC, CSU*

**HED R102L—Fitness/Nutrition/Health Lab** 1 units

*Corequisites: HED R102.*

*3 hours 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. Students will participate in a fitness program in order to achieve goals set within the parameters of 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. (2)

*Transfer credit: CSU*

**HED R103—Women's Health** 3 units

*3 hours 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: UC, CSU*

**HED R104—Family and Personal Health** 3 units

*3 hours 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 and stress management; mental health; nutrition; fitness; weight control; aging, dying, death and health care; and environmental health. Field trips may be required.

*Transfer credit: UC, CSU*

**HED R105—First Aid and Personal Safety** 3 units

*3 hours lecture weekly*

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 Red Cross Standard First Aid Card, Adult and Child and Infant CPR Cards, and an Automated External Defibrillation (AED) Card. A material fee will be required. (2)

*Transfer credit: UC, CSU*

**HED R106—Introduction to Athletic Training and Sports Medicine** 3 units

*3 hours lecture weekly*

This is an introductory course designed to present the basic concepts and skills involved in Athletic Training pursuant to the expanded 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. (2)

*Transfer credit: UC, CSU*

**HED R107—Health/Fitness/Women’s Self Defense** **3 units**

*Corequisites: HED R107L.  
3 hours 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 women’s 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 and individualized physical fitness program; and assessment of current personal lifestyle and risk factors. (2)

*Transfer credit: UC, CSU*

**HED R107L—Health/Fitness/Women’s Self Defense Lab** **1 unit**

*Corequisites: HED R107.  
3 hours 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. (2)

*Transfer credit: UC, CSU*

**Required Additional Courses:**

In addition, complete 6 units from any History courses not used to satisfy the 12-unit requirement above.

<b>Total Required Units</b>	<b>6</b>
	<b>18</b>

**Program Student Learning Outcomes**

Upon successful completion of the History program students will be able to:

- Students will demonstrate knowledge of historical events, trends and significant decision makers in a designated historical subject area.
- Students will demonstrate skill in historical research by locating and utilizing scholarly sources including primary source material.
- Students will apply critical thinking including quantitative and qualitative reasoning to historical data.
- Students will be able to identify major theories and conceptual paradigms used to explain historical events.
- Students will be able to express connections between their knowledge of history and current social conditions, problems and controversies.
- Students will be able to express how knowledge of history can influence a mature understanding of their own place in society.
- Students will demonstrate familiarity with the standards of professional ethics espoused by the discipline of history.

# HISTORY

**Career Opportunities**

Archivist/Curator	Journalism
Genealogist	High School Teacher
International Business	College Instructor
Public Administration	Tour Guide
Publishing Researcher/Book Editor	
Librarian/Learning Resource Development	

**Faculty**

Full-Time	Part-Time	Part-Time
Carolyn Dorrance	Robert Huttenback	Steve McHargue
Ishita Edwards	Gregory Kaapuni	Mark Scott
Tomas Salinas		

◆ **History**

**Associate in Arts Degree**

**Required Courses:** **Units**

Complete a total of 12 units, one from each of the following groups:

A.	HIST R102	History of the United States I	3
	HIST R103	History of the United States II	3
B.	HIST R100A	History of World Civilizations I	3
	HIST R100B	History of World Civilizations II	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
	HIST R121	U.S. Multicultural/Migration	3
D.	HIST R110	History of the Middle East	3
	HIST R114	Modern Asia	3
	HIST R115	History of the Americas I	3
	HIST R116	History of the Americas II	3
	HIST R118	Modern Russia: An Introduction	3

**12**

**History Courses**

**HIST R100A—History of World Civilizations I** **3 units**

*3 hours lecture weekly*

This interdisciplinary survey will investigate the social, cultural, economic, linguistic, political and institutional characteristics of the ancient and classical civilizations that emerged in Africa, Asia, the Near East, Europe and the Americas before 1500 C.E. The impact of religion, cultural values, technology, migration, leadership, war and trade on the internal development of civilizations and the interactions between civilizations will be studied. The evidence documenting the emergence of world history will be examined along with theoretical interpretations of that evidence. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**HIST R100B—History of World Civilizations II** **3 units**

*3 hours lecture weekly*

This interdisciplinary survey will examine the social, cultural, economic and political factors influencing the modernization of classical civilizations established in Asia, the Near East, Europe, Africa and the Americas. The impact of industrialization, global trade, migration, urbanization, the nation-state model, war, colonization, and secular social and political ideals will be examined to identify and explain the process of modernization and global interdependence which has transformed human experience since 1500 C.E. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**HIST R102—History of the United States I** **3 units**  
*3 hours lecture weekly*

This course surveys and seeks to explain the cultural, social, economic, political, military and diplomatic history of colonial North America and the United States from 1607 to 1877. Topics addressed as appropriate throughout this course include the contrasting worldviews of Native American, African American and European cultures converging in early colonial society eventually leading to the impulse for independence, early nation building, the spread of democracy, reform, sectionalism, expansion and the causes and consequences of the Civil War. This course satisfied degree requirements in American Institutions. (2)

*Transfer credit: UC, CSU*

**HIST R103—History of the United States II** **3 units**  
*3 hours lecture weekly*

This course examines the social, cultural, economic, political, and military history of the United States from 1865 to the present. Significant historical events and issues that affect contemporary Americans will be surveyed and analyzed by examining significant individuals and groups. This course will cover such issues as events and westward expansion, industrial development, ethnic confrontations and contributions, religious toleration, social and political reform movements, and international involvements will be explored. The course satisfies degree requirements in American Institutions. (2)

*Transfer credit: UC, CSU*

**NOTE:** The year sequence of HIST R102-R103 is required for history majors and recommended for other students who want a thorough survey of the political and social development of the United States; either semester may be taken independently.

**HIST R104—History of California** **3 units**  
*3 hours lecture weekly*

This course presents a survey of Native American, Spanish, Mexican and American periods of California while considering the political, social, and cultural evolution of the state. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**HIST R105—Introduction to Western Civilization I** **3 units**

*3 hours lecture weekly*

A study, from prehistoric sources to the 17th century, of the evolution of Mediterranean and European civilizations. An interdisciplinary approach relates social and political developments with cultural trends in religion, philosophy, art, music, literature and sports. Appropriate comparisons are made to the legacy of civilizations in India, China, Japan, Africa and Meso-America. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**HIST R106—Introduction to Western Civilization II** **3 units**

*3 hours lecture weekly*

An interdisciplinary survey of the development of modern European civilizations in relation to world history. Topics include the intellectual and political roots of the modern nation-state, the consequences of the industrial revolution, the emergence of bourgeois society, the impact of European colonialism on Asian and African civilizations and sources of war and revolution in the 20th century. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**HIST R107—History of Mexicans in the United States** **3 units**

*3 hours 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. Field trips may be required. (Same as CHST R107)

*Transfer credit: UC, CSU*

**HIST R108—African-American History** **3 units**  
*3 hours lecture weekly*

This course provides an analysis of the history of African-Americans in the United States from their African origins to the present with special emphasis on contemporary implications of historical events. The course considers the major roles played and contributions made both collectively as a people and by specific individuals, in the development of the United States of America as well as the institutions, trends, movements, and problems affecting Black America. This course satisfies degree requirements in American Institutions. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**HIST R109—History of Mexico** **3 units**  
*3 hours 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 1500s to the 1800s, the Mexican independence years, and the problems of nationhood through the 1850s. 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. (2)

*Transfer credit: UC, CSU*

**HIST R110—History of the Middle East** **3 units**  
*3 hours lecture weekly*

The historical developments in this strategic crossroad of culture and conquest in world history are explored in this course. Religious, ideological, social, cultural, economic and political patterns are described beginning with the Classical Era Empires and focusing on several Islamic Empires and Civilizations. The impact of the West from the Crusades to the Iraq and Afghanistan Wars is studied along with the nationalist and radical responses to Western imperialism and modernization pressures. Persistent sources of conflict such as the Arab-Israeli conflict, petro-politics and militant fundamentalism will be analyzed. (2)

*Transfer credit: UC, CSU*

**HIST R111—Science and Culture in the Western Tradition** **3 units**

*3 hours lecture weekly*

A philosophical and cultural survey of the history of science and technology from classical Greece to 20th century physics. Examines the historical dynamics of scientific discovery and the social impact of technological innovation. Surveys all major periods of Western Civilization. (2)

*Transfer credit: UC, CSU*

**HIST R112—Great American Women** **3 units**  
*3 hours lecture weekly*

A socio-historical analysis of great American women. Biographical data examined in an attempt to determine how the socio-historical milieu influenced the lives of these great women. (2)

*Transfer credit: UC, CSU*



**HIST R113—Classical Asia** **3 units**  
*3 hours lecture weekly*

This course introduces students to the ancient social, cultural and political foundations of Asia by examining the evolution of the major Asian civilizations, including Indian, Chinese and Japanese civilizations, from their beginnings up to roughly the 16th century. (2)  
*Transfer credit: UC, CSU*

**HIST R114—Modern Asia** **3 units**  
*3 hours lecture weekly*

This course covers the historical developments and evolution of modern Asian societies including India, China and Japan since the 16th century. The course focuses on the dynamic relationship between Asia and the West and among the Asian culture themselves in generating the current mosaic of nation states in Asia today. Field trips may be required. (2)  
*Transfer credit: UC, CSU*

**HIST R115—History of the Americas I** **3 units**  
*3 hours lecture weekly*

Study of Spanish, Portuguese, French, and English conquest, exploration and colonization of the new world, and main developments in Colonial life in each area up to independence. (2)  
*Transfer credit: UC, CSU*

**HIST R116—History of the Americas II** **3 units**  
*3 hours 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: UC, CSU*

**HIST R117—History of American Women** **3 units**  
*3 hours 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. Course fulfills ethnic/gender requirement and partially fulfills American Institutions requirement. (2)  
*Transfer credit: UC, CSU*

**HIST R118—Modern Russia: An Introduction** **3 units**  
*3 hours lecture weekly*

A survey of the history of Russia and the Soviet Union with an interdisciplinary focus on the religious, cultural, social, economic, political, military and diplomatic sources of change and continuity in Russia society. The causes of socialist revolution and the role of the Soviet Union in the world history of the 20th century will be examined. Perestroika and contemporary challenges will be viewed from an historical perspective. (2)  
*Transfer credit: UC, CSU*

**HIST R119—Modern Africa** **3 units**  
*3 hours lecture weekly*

Course is designed to trace some of the major themes of the historical development of African societies, cultures and the evolution of African nations from the early 15th century to the present. Major themes addressed include the effects of the construction of world economic systems on African cultures and civilizations, the evolution of imperialistic dominate systems that drew Africa into European imperial systems, the weakening of the system and the control Europe exercised over Africa and Africans, the development of African nations and their eventual independence, and the problems and issues facing individual African nations since independence and the inter- and intra-group relations on the continent in contemporary times. (2)  
*Transfer credit: UC, CSU*

**HIST R120—History of the American Indian** **3 units**  
*3 hours lecture weekly*

Surveys the history of the indigenous peoples of the Western Hemisphere from pre-Columbian times to the present and emphasizes the peoples and cultures of North America.  
*Transfer credit: UC, CSU*

**HIST R121—US Multicultural/Migration** **3 units**  
*3 hours lecture weekly*

A study of the processes that have stimulated immigration to the United States and the experiences of those immigrants from the 18th century to the present. It examines questions and issues of assimilation, multiculturalism, cultural blending, Nativism and xenophobia relating to particular groups and the interactions between different groups and the larger society and culture of the United States. (2)  
*Transfer credit: UC, CSU*

**HIST R199—Directed Studies in History** **1-3 units**  
*Prerequisites: A course in the specific field.*

*Lecture and/or lab hours as required by unit formula*  
Designed for students interested in furthering their knowledge of history on an independent study basis. Assigned problems will involve library and field work. Course may be taken two times.  
*Transfer credit: CSU*

## INTERCOLLEGIATE ATHLETICS

See page [175](#)

## INTERDISCIPLINARY STUDIES

### Interdisciplinary Studies Courses

**IDS R101A—History of Ideas and Evolution of Culture I** **3 units**

*Prerequisites: None. ENGL R101 or equivalent skills recommended.*  
*3 hours lecture weekly*

Course sequence provides opportunity of studying history and development of human thought and culture; interdisciplinary and cross-cultural in nature, looks at development of human thought from perspectives of art, music, philosophy, literature, science, language, religion, politics, mythology, technology, and social science in several cultures. Stages of civilization's development and possible parallels and causes examined and discussed. Although the two portions of course may be taken separately, it is recommended that they be taken in sequence to provide a more valuable learning experience. (2)  
*Transfer credit: UC, CSU*

**IDS R101B—History of Ideas and Evolution of Culture II** **3 units**

*Prerequisites: None. ENGL R101 or equivalent skills recommended.*  
*3 hours lecture weekly*

Course sequence provides opportunity of studying history and development of human thought and culture; interdisciplinary and cross-cultural in nature, looks at development of human thought from perspectives of art, music, philosophy, literature, science, language, religion, politics, mythology, technology, and social science in several cultures. Stages of civilization's development and possible parallels and causes examined and discussed. Although the two portions of course may be taken separately, it is recommended that they be taken in sequence to provide a more valuable learning experience. (2)  
*Transfer credit: UC, CSU*



**IDS R102—Science, Technology, and Human Values****3 units***3 hours lecture weekly*

Critical study of the historical and socio-cultural relationships between science, technology, and human values. Development of these relationships is traced from the advent of science and technology to the complexities of contemporary American society. (2)

*Transfer credit: UC, CSU***IDS R110—Frontiers of Thought****3 units***3 hours lecture weekly*

This course offers in-depth examination and evaluation of ideas and research presented in pioneering works by contemporary scholars and thinkers. Selected texts from the fields of science, social science, mathematics, literature, the fine arts and public affairs will be discussed. A particular theme or fundamental question may shape the organization and selected readings for a particular section of the course. Field trips may be required. (2)

*Transfer credit: UC, CSU***IDS R150—Empowerment Skills for Family Workers, I****3 units***3 hours lecture weekly*

This course is the first of two parts of the curriculum for the Family Development Credential. This course provides both theoretical and applied activities and information to train family workers to empower their clients to better cope with crises and decision-making typical of families under stress. The student discovers the social and economic background influencing family life in today's society, and responds with skill intervention strategies enabling the family members to improve their communication and abilities to become self-sufficient within the state social welfare system. Field trips may be required.

*Transfer credit: CSU***IDS R151—Empowerment Skills for Family Workers, II****3 units***3 hours lecture weekly*

This course is the second of two parts of the curriculum for the Family Development Credential. This course provides both theoretical and applied activities and information to train family workers to empower their clients to better cope with crises and decision-making typical of families under stress. The student discovers the social and economic background influencing family life in today's society, and responds with skill intervention strategies enabling the family members to improve their communication and abilities to become self-sufficient within the state social welfare system. Field trips may be required.

*Transfer credit: CSU***IDS R189—Topics in Interdisciplinary Studies ½-10 units***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. Course may be taken four times.

*Transfer credit: CSU***IDS R198A-Z—Short Courses in Interdisciplinary Studies****½-10 units***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. (2)

*Transfer credit: CSU***IDS R199—Directed Studies in Interdisciplinary Studies****½-3 units***Prerequisites: A course in the specific field.**Lecture and/or lab hours as required by unit formula*

Designed for students interested in furthering their knowledge of Interdisciplinary Studies on an independent basis. Assigned problems will involve library, lab, and field work. Course may be taken two times.

*Transfer credit: CSU*

# JAPANESE

**Career Opportunities****B.A. Level**

Editor	Foreign Clerk
Translator	Tutor
Foreign Service Officer	Foreign-Exchange Trader

**Faculty****Part-Time**

Setsumi Kojima

**Japanese Courses****JAPN R101A—Elementary Japanese 1A****3 units***3 hours lecture weekly*

This course in Japanese presents the first half of the content of JAPN R101. Students receive an introduction to the fundamentals of pronunciation, grammar, practical vocabulary, useful phrases and the ability to understand, speak, read and write basic colloquial Japanese, including basic Hiragana. Fundamental language acquisition develops through continued practice and is supplemented by study of culture and customs that influence language and behavior. A student receiving credit in JAPN R101A and/or B will not receive credit in JAPN R101. Field trips may be required. (2)

*Transfer credit: UC, CSU***JAPN R101B—Elementary Japanese 1B****3 units***Prerequisites: JAPN R101.**3 hours lecture weekly*

This course in Japanese presents the second half of the content of JAPN R101. Students continue the introduction to the fundamentals of pronunciation, grammar, practical vocabulary, useful phrases and the ability to understand, speak, read and write basic colloquial Japanese, including basic Hiragana, Katakana, and Kanji. Fundamental language acquisition develops through continued practice and is supplemented by study of culture and customs that influence language and behavior. A student receiving credit in JAPN R101A and/or B will not receive credit in JAPN R101. Field trips may be required. (2)

*Transfer credit: UC, CSU***JAPN R101—Elementary Japanese I****5 units***5 hours lecture weekly*

This course stresses the fundamentals of pronunciation, grammar, practical vocabulary, useful phrases and the ability to understand, speak, read and write basic colloquial Japanese, including basic Hiragana, Katakana and Kanji. Fundamental language acquisition develops through continued practice and is supplemented by study of culture and customs that influence language and behavior. Field trips may be required. (2)

*Transfer credit: UC, CSU***JAPN R102—Elementary Japanese II****5 units***Prerequisites: JAPN R101.**5 hours lecture weekly*

This course offers a second semester of emphasis on the fundamentals of pronunciation, grammar, practical vocabulary, useful phrases and the ability to understand, speak, read and write basic colloquial Japanese, including Hiragana, Katakana, and Kanji. Fundamental language acquisition develops through continual practice and is supplemented by study of culture and customs that influence language and behavior. Field trips may be required. (2)

*Transfer credit: UC, CSU***JAPN R199—Directed Studies in Japanese****1-3 units***Prerequisites: A course in the specific field.**Lecture and/or lab hours as required by unit formula*

Designed for selected students interested in furthering their knowledge of Japanese on an independent basis. Assigned work will involve library, lab, and/or field work. Course may be taken two times. (2)

*Transfer credit: CSU*

# LEARNING SKILLS

Students are encouraged to seek guidance and support services through the Educational Assistance Center. 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.

## Faculty

<b>Full-Time</b>	<b>Counselor</b>
Della Newlow	Judy McArthur

## Learning Skills Courses

### LS R003—Study Skills for Learning Disabled Students 3 units

3 hour 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, self-assessments, career exploration and job search strategies. Field trip may be required. Not applicable for degree credit. (2)

### LS R006—Improving Memory Strategies 3 units

3 hours 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. (2)

### LS R016A—Fundamentals of Mathematics I 3 Units

3 hours lecture weekly

This course is designed to assist students who have difficulty understanding and applying mathematical concepts. The course will cover basic mathematical skills and operations with whole numbers, money and money applications, factors, and beginning fractions. It will also include strategies for learning and recalling mathematical operations. Not applicable for degree credit. (2)

### LS R016B—Fundamentals of Mathematics II 3 Units

3 hours lecture weekly

This course is designed to assist students in understanding and applying mathematical concepts. The course will cover fractions, decimals, ratio and proportion, percent, introduction to geometry, measurement, graphs, and an introduction to algebra. The class will also include test-taking, mnemonic, and memory strategies for learning and recalling basic mathematical operations. Not applicable for degree credit. (2)

### LS R017—Basic Reading Skills for Learning Disabled 3 units

3 hours lecture weekly

This course is intended for students with learning disabilities or other reading difficulties. This course provides preparation and foundation in specific word attack strategies, oral and written language comprehension, reading fluency, dictionary skills, textbook reading strategies, and vocabulary building. It is intended to prepare students for Basic English skills courses. Not applicable for degree credit. (2)

### LS R018A—Improving Written Language Skills A 3 units

3 hours lecture weekly

This course is intended for students with learning disabilities. 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. (2)

### LS R018B—Improving Written Language Skills B 3 units

*Advisory: LS R018A or demonstrated ability to write four types of sentences including: simple, compound, complex, and compound-complex sentences.*

3 hours 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. (2)

### LS R098—Topics in Learning Strategies ½-10 units

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. Field trips may be required. Not applicable for degree credit. Course may be taken four times. (2)

# LEGAL ASSISTING/ PARALEGAL STUDIES

This program prepares students to be a legal assistant/paralegal with responsibility for assisting the attorney in preparation of cases for trial or arbitration, researching existing laws, and doing a moderate degree of investigation.

For more information, call:

(805) 986-5824

## 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

### Part-Time

Diana Needham

Michael Sment

## ◆ Legal Assisting/Paralegal Studies

### Associate in Science Degree

### Certificate of Achievement

Required Courses:	Units
BUS R111A	Business Law I 3
LA R041	Computer Applications for Paralegals 3
LA R101	Legal Assisting/Paralegal Fundamentals 3
LA R102	Torts for Legal Assistants 3
LA R103	Contracts for Legal Assistants 3
LA R104	Legal Research and Writing I 3
LA R105	Legal Research and Writing II 3
LA R106	Civil Litigation for Legal Assistants 3
LA R108	Evidence 3
<b>Total Required Units 27</b>	

## Program Student Learning Outcomes

Upon successful completion of the Legal Assisting/Paralegal Studies program students will be able to:

- Students will be able to 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.
- Students will be able to apply rules and principles to new situations in the legal assisting arena.

- Students will demonstrate familiarity with, and ability to use and write with, appropriate legal terms and legal terminology.
- Students will be able to locate appropriate documents and utilize them to develop legal forms of various kinds used in the legal assisting arena.
- Students will demonstrate knowledge and understanding of American system of government, and federal, state and local court systems, and alternative dispute Resolution.
- Students will demonstrate understanding and knowledge of, and ability to locate California statutes, rules of court and local rules of court.

## Legal Assisting/Paralegal Studies Courses

### LA R041—Computer Applications for Paralegals 3 units

*Advisory: CIS R021A.  
2½ hours lecture, 1½ hours 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. Formerly CIS R041. (2)

### LA R101—Legal Assisting/Paralegal Fundamentals 3 units

*3 hours 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. Includes substantive introduction to the law of contracts and torts, crimes of common law, and the U.S. Constitution. Field trips may be required. (2)  
*Transfer credit: CSU*

### LA R102—Torts for Legal Assistants 3 units

*3 hours 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 includes newer torts such “wrongful life”. Students will be drafting “complaints” and instructed on investigative techniques. Field trips may be required. (2)  
*Transfer credit: CSU*

### LA R103—Contracts for Legal Assistants 3 units

*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. (2)  
*Transfer credit: CSU*

### LA R104—Legal Research and Writing I 3 units

*Advisories: LA R101.  
3 hours 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. (2)  
*Transfer credit: CSU*

### LA R105—Legal Research and Writing II 3 units

*Prerequisites: LA R104.*

*3 hours 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. (2)  
*Transfer credit: CSU*

### LA R106—Civil Litigation for Legal Assistants 3 units

*Advisories: LA R101.*

*3 hours 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. (2)  
*Transfer credit: CSU*

### LA R108—Evidence 3 units

*Advisories: LA R101.*

*3 hours 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. (2)

*Transfer credit: CSU*

### LA R198A-Z—Short Courses in Legal Assisting ½-3 units

*Prerequisites: LA R101.*

*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. (2)

*Transfer credit: CSU*

## 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](mailto:toneil@vcccd.edu)*

*(805) 986-5800, ext. 1916 or 805-985-9801 or*

*Shannon Newby, [snewby@vcccd.edu](mailto:snewby@vcccd.edu)*

*(805) 986-5800, ext. 1904 or 805-985-9801*

### Career Opportunities

<i>(Most careers require bachelor’s or graduate degree)</i>	
Environmental Science	Natural Resource Management
Marine Biologist	Oceanographer
Aquaculture	Science Teacher
Fisheries	Marine Geologist
Laboratory Technician	Seafood Industry

### Faculty

Full-Time	Part-Time
Michael Abram	Kevin Flint
Lorraine Buckley	Tom McCormick
Shannon Newby	Joseph Saenz
Thomas O’Neil	Bryan Swig

## Marine Studies Courses

### **MST R100—Marine Biology** 3 units

3 hours lecture weekly

This course is a broad survey of the plants and animals found in the oceans. Topics include an overview of marine plants, invertebrates, fish, and mammals, a survey of marine habitats including coral reefs, kelp forests, and the deep sea, and an introduction to Oceanography. We will also discuss human impacts and conservation efforts as they relate to marine biology. Applications of the scientific method in marine biology are emphasized. Field trips may be required. (Same as BIOL R100) (2)

Transfer credit: UC, CSU

### **MST R100L—Marine Biology Laboratory** 1 unit

Prerequisites: MST R100 or concurrent enrollment.

3 hours lab weekly

This laboratory course includes use of the scientific method, the identification and anatomy of marine plants, invertebrates, and fish; field studies of local marine habitats; and an introduction to Oceanography. Field trips may be required. (Same as BIOL R100L) (2)

Transfer credit: UC, CSU

### **MST R103—Introduction to Oceanography** 3 units

3 hours 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. Field trips may be required. (Same as GEOL R103) (2)

Transfer credit: UC, CSU

### **MST R103L—Introduction to Oceanography Lab** 1 unit

Prerequisites: MST R103, GEOL R103 or concurrent.

3 hours 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. Field trips will be required. (Same as GEOL R103L) (2)

Transfer credit: UC, CSU

### **MST R122—Aquaculture** 4 units

3 hours lecture, 3 hours 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: UC, CSU

### **MST R160—Introduction to Research in Natural Resource Management** 4 units

Prerequisites: ESRM R100.

3 hours lecture, 3 hours 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. Field trips may be required. Same as ESRM R160. (2)

Transfer credit: CSU

### **MST R170—Biological Marine Resource Management** 1 unit

Corequisites: MST R178, or GEOL R178

3 hours 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. Field trips will be required. Course may be taken two times. (Same as BIOL R170) (2)

Transfer credit: CSU.

### **MST R175—Marine Sampling Techniques and Field Studies** 3 units

3 hours lecture weekly

This course is a study of ocean resources in natural settings aboard research vessels or in remote coastal locations. Oceanographic sampling and field techniques will be demonstrated. Travel off-campus is required. Some field trips will be extensive (more than two days). (2)

Transfer credit: CSU

### **MST R178—Geological Marine Resource Management** 1 unit

Corequisites: MST R170 or BIOL R170.

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. Course may be taken two times. (Same as GEOL R178) (2)

Transfer credit: CSU

### **MST R190—Experiential Education in Marine Studies** 1 unit

3 hours lab weekly

Students will learn about specific marine-related topics by working at the Oxnard College Marine Education Center assisting in the care and feeding of marine animals, guiding tours, developing exhibits, and/or maintaining the specimen collections. Field trips may be required. Course may be taken four times. (2)

Transfer credit: CSU

### **MST R195—Communicating Ocean Science** 3 units

3 hours lecture weekly

Students will improve their ability to communicate their scientific knowledge for pre K—8th grade by receiving instruction and by practice teaching. Students will receive instruction in inquiry-based teaching methods and learning pedagogy. The course will end with supervised teaching experience in a local school classroom. Thus, students will practice communicating scientific knowledge and receive mentoring on how to improve their presentations. Field trips will be required. (2)

Transfer credit: CSU

### **MST R198A-Z—Short Courses in Marine Studies** ½-10 units

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. (2)

Transfer credit: CSU

**MST R199—Directed Studies in Marine-Related Topics**

1-3 units

*Prerequisites: A course in the specific field.  
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. Course may be taken two times.

*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.A., or 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 for making your math experience the best possible!

*For more information, contact:*

*Bret Black, [bblack@vcccd.edu](mailto:bblack@vcccd.edu)  
(805) 986-5800, ext. 2030*

## 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	Part-Time	Part-Time
Mark Bates	John Andrich	David Magallanes
Bret Black	Glenn Carver	Victor Moreno
Marlene Dean	Dongyan Dai	John Norbutas
Hussein Fahs	Roula Dakdouk	Gary Rigsby
Steve Hall	Stephanie Fahs	Mamerta Santiago
Alan Hayashi	William Greason	Ambika Silva
Maria Parker	Roland Handy	Hugo Viveros
Lilia Ruvalcaba	Michael Lowe	Juan Zuniga
Catalina Yang		

## ◆ Mathematics

### Associate in Arts Degree

Required Courses:	Units
MATH R120	Calculus with Analytic Geometry I 5
MATH R121	Calculus with Analytic Geometry II 5
	<b>10</b>

### Additional Requirement:

#### Complete a minimum of two (2) courses from the following:

MATH R105	Introductory Statistics	5
MATH R122	Calculus with Analytic Geometry III	5
MATH R125	Differential Equations with Linear Algebra	5

**Total Required Units 20**

## Program Student Learning Outcomes

Upon successful completion of the Mathematics program students will be able to:

- Students will use logic to draw well supported conclusions from information given.
- Students will apply rules and principles to new situations.
- Students will use tables, graphs, charts and diagrams to explain concepts or ideas.

## Mathematics Courses

### MATH R009—Basic Mathematics 3 units

*3 hours lecture weekly*

This course reviews basic mathematical skills and fundamental operations as applied to integers, common and decimal fractions, and percentages. Emphasis is placed on understanding of arithmetic and mathematical processes. Not applicable for degree credit. (2)

### MATH R009A—Basic Mathematics I 1 unit

*½ hour lecture, 1½ hours lab weekly*

This course is the first of a three-course sequence equivalent to MATH R009. In this course, students master basic mathematical skills and fundamental operations as applied to whole numbers. A student receiving credit in MATH R009A, B, and/or C will not receive credit in MATH R009. Not applicable for degree credit. (1).

### MATH R009B—Basic Mathematics II 1 unit

*Advisory: MATH R009A*

*½ hour lecture, 1½ hours lab weekly*

This course is the second of a three-course sequence equivalent to MATH R009. In this course, students master basic mathematical skills and fundamental operations as applied to fractions and decimals. A student receiving credit in MATH R009A, B, and/or C will not receive credit in MATH R009. Not applicable for degree credit. (1).

### MATH R009C—Basic Mathematics III 1 unit

*Advisory: MATH R009A and MATH R009B*

*½ hour lecture, 1½ hours lab weekly*

This course is the third of a three-course sequence equivalent to MATH R009. In this course, students master basic mathematical skills involving ratio and proportions, percent, geometry and measurement. A student receiving credit in MATH R009A, B, and/or C will not receive credit in MATH R009. Not applicable for degree credit. (1).

### MATH R010—Pre-Algebra 4 units

*Prerequisites: MATH R009.*

*4 hours lecture weekly*

This course bridges the gap between arithmetic and elementary algebra. It reviews whole numbers, fractions, mixed numbers, decimals and integers, and examines proportions, unit analysis, and percent. It also introduces algebraic expressions, solving equations, graphing straight lines and interpreting other graphs. Proper notation, word problems, and study skills will be emphasized. Not applicable for degree credit. (2)

### MATH R010A—Pre-Algebra I 1 unit

*Prerequisites: MATH R009 or equivalent.*

*½ hour lecture, 1½ hours lab weekly*

This course is the first of a four-course sequence equivalent to MATH R010. This course helps bridge the gap between arithmetic and elementary algebra. It reviews whole numbers, decimals and fractions, along with using mental math. It also introduces integers, exponents, order of operations and averages. A student receiving credit in MATH R010A, B, C, and/or D will not receive credit for MATH R010. Not applicable for degree credit. (1).

**MATH R010B—Pre-Algebra II** **1 unit***Prerequisites: MATH R009 or equivalent.**Advisory: MATH R010A.**½ hour lecture, 1½ hours lab weekly*

This course is the second of a four-course sequence equivalent to MATH R010. This course helps bridge the gap between arithmetic and elementary algebra. It provides an introduction to algebraic concepts through evaluating algebraic expressions, solving linear equations, working with proportions and performing operations on monomials and binomials. A student receiving credit in MATH R010A, B, C, and/or D will not receive credit for MATH R010. Not applicable for degree credit. (1)

**MATH R010C—Pre-Algebra III** **1 unit***Prerequisites: MATH R009 or equivalent.**Advisory: MATH R010A and MATH R010B.**½ hour lecture, 1½ hours lab weekly*

This course is the third of a four-course sequence equivalent to MATH R010. This course helps bridge the gap between arithmetic and elementary algebra. It provides an introduction to graphing and analyzing linear functions. A student receiving credit in MATH R010A, B, C, and/or D will not receive credit for MATH R010. Not applicable for degree credit. (1)

**MATH R010D—Pre-Algebra IV** **1 unit***Prerequisites: MATH R009 or equivalent.**Advisory: MATH R010A or equivalent**½ hour lecture, 1½ hours lab weekly*

This course is the fourth of a four-course sequence equivalent to MATH R010. This course helps bridge the gap between arithmetic and elementary algebra. It examines square roots, percents and applications. A student receiving credit in MATH R010A, B, C, and/or D will not receive credit for MATH R010. Not applicable for degree credit. (1)

**MATH R011—Elementary Algebra** **5 units***Prerequisites: MATH R010.**5 hours lecture weekly*

This is a first course in algebra. The 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. (2)

**MATH R011A—Elementary Algebra I** **2½ units***Prerequisites: MATH R010 or equivalent.**1 ¼ hour lecture, 3 ¾ hours lab weekly*

This course is the first in a two-course sequence equivalent to MATH R011. This course will review operations on real numbers and begin the study of elementary algebra. Topics include operations with real numbers, algebraic expressions, introduction to functions, linear equations and inequalities, one and two-dimensional graphing, systems of linear equations, and exponents. A student receiving credit in MATH R011A and/or MATH R011B will not receive credit in MATH R011. (1)

**MATH R011B—Elementary Algebra II** **2½ units***Prerequisites: MATH R011A.**1 ¼ hour lecture, 3 ¾ hours lab weekly*

This course is the second in a two-course sequence equivalent to MATH R011. This course will continue the study of elementary algebra. Topics include operations on polynomials, factoring polynomials, application of the Zero Product Principle, rational expressions and equations, proportions, complex fractions and related application. A student receiving credit in MATH R011A and/or MATH R011B will not receive credit in MATH R011. (1)

**MATH R014—Intermediate Algebra** **5 units***Prerequisites: MATH R011.**5 hours lecture weekly*

This is a second course in algebra emphasizing 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, variation, rational expressions and equations, compound and absolute value inequalities, systems of linear equations, an introduction to matrices and determinants, graphing linear and nonlinear functions, radical expressions and equations, complex numbers, solving equations of higher degree, exponential and logarithmic functions, conic sections, sequences and series, and the Binomial Theorem. (2)  
*NOTE: A student receiving credit in MATH R014 will not receive credit in MATH R014A and/or B.*

**MATH R014A—Intermediate Algebra I** **3 units***Prerequisites: MATH R011 or MATH R011B.**3 hours 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. A student receiving credit in MATH R014A and/or B will not receive credit in MATH R014. (1)

**MATH R014B—Intermediate Algebra II** **3 units***Prerequisites: MATH R014A.**3 hours 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. A student receiving credit in MATH R014A and/or B will not receive credit in MATH R014. (1)

**MATH R023—Geometry** **3 units***Prerequisites: MATH R011 or MATH R011B.**3 hours lecture weekly*

This course covers selected topics from Euclidean plane and solid geometry. Topics include lines and planes, triangles, congruence, deductive reasoning, proof, geometric inequalities, parallel and perpendicular lines, polygons, similarity, circles, constructions, and measuring areas and volumes in two- and three-dimensional shapes. (2)

**MATH R098—Short Courses in Mathematics** **½-10 units***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. (2)

**MATH R101—Mathematics for the Liberal Arts Major** **3 units**

*Prerequisites: MATH R014.  
3 hours lecture weekly*

This course gives the Liberal Arts major a better understanding of the deductive process and the nature of mathematics. Topics include sequences and series, counting theory, an introduction to probability, statistics and mathematical inference, graphing functions and analyzing graphs of functions. The instructor may choose to include additional topics such as network theory, exponential growth and decay, voting and apportionment, or linear programming. Character and origin of various mathematics subject fields will be explored. Field trips may be required. (2)

*Transfer credit: UC credit limitations — see counselor, CSU*

**MATH R102—Mathematics for Elementary School Teachers** **4 units**

*Prerequisites: MATH R014.  
3 hours lecture weekly, 3 hours lab weekly*

This course is designed for candidates pursuing an elementary teaching credential. It focuses on the development of quantitative reasoning skills through in-depth, integrated 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. Field trips may be required.

*Transfer credit: UC, CSU*

**MATH R105—Introductory Statistics** **5 units**

*Prerequisites: MATH R014 or MATH R014B.  
5 hours lecture weekly*

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 also emphasizes the analysis of large data sets using technology. (2)

*Transfer credit: UC, CSU*

**MATH R106—Mathematics for Business Applications** **5 units**

*Prerequisites: MATH R014 or MATH R014B.  
5 hours lecture weekly*

This course provides students with majors in business, economics, social, and life sciences a non-trigonometric calculus course that meets their major requirements while including applications they are most likely to encounter in the future. Topics include the study of functions, limits, linear programming, college-level algebra, differentiation and related rates, maxima and minima, integration, and differential equations. It is not recommended for mathematics or physical science majors. (2)

*Transfer credit: UC, CSU*

**MATH R115—College Algebra** **3 units**

*Prerequisites: MATH R014.  
3 hours lecture weekly*

An advanced course in algebra, this course focuses on the study of functions and their graphs, techniques of solving equations and the recognition and creation of patterns. Students will analyze and graph functions (constant, linear, quadratic, absolute value, square root, cubic, polynomial, rational, exponential, and logarithmic). Topics also include inequalities, absolute values, analytic geometry of conic sections, systems of linear and nonlinear equations and inequalities, matrices, determinants, the binomial theorem, sequences, series, and mathematical induction. This course includes problem-solving strategies with applications to many areas including business and the social, biological, and physical sciences. (2)

*Transfer credit: UC, CSU*

**MATH R116—College Trigonometry** **3 units**

*Prerequisites: MATH R014.  
3 hours lecture weekly*

This course is designed to give Calculus-bound students a solid foundation in trigonometric functions. Emphasis will be placed on the trigonometric functions and their graphs, radian measure, trigonometric identities and equations, inverse trigonometric functions, complex numbers in trigonometric form, and DeMoivre's Theorem. Special topics in trigonometry, such as solving right-triangle applications, law of sines, law of cosines, parametric equations, vectors, polar coordinates, and curves in polar form are also included. (2)

*Transfer credit: CSU*

**MATH R118—Precalculus Mathematics** **5 units**

*Prerequisites: MATH R014.  
5 hours lecture weekly*

This course gives the calculus-bound student a solid foundation in precalculus algebra and analytic trigonometry, with emphasis on function concepts and graphing. Topics include equations and inequalities, analytic geometry of lines and conic sections, properties of functions, techniques of graphing, elementary functions (linear, quadratic, rational, exponential, logarithmic, and trigonometric) and inverse functions, trigonometric identities and equations, polar graphing, optimization applications, systems of equations, theory of equations, mathematical induction, binomial theorem, sequences, and series. (2)

*Transfer credit: UC, CSU*

**MATH R120—Calculus with Analytic Geometry I** **5 units**

*Prerequisites: MATH R118, or both MATH R115 and MATH R116.  
5 hours lecture weekly*

The first course in the calculus sequence, this course combines elements of analytic geometry with calculus applications. It includes the study of functions, limits, the derivative, continuity, techniques and applications of differentiation, and an introduction to the anti-derivatives and integration. (2)

*Transfer credit: UC, CSU*

**MATH R121—Calculus with Analytic Geometry II** **5 units**

*Prerequisites: MATH R120.  
5 hours lecture weekly*

As the second course in the calculus sequence, this course emphasizes Integral Calculus, techniques of integration, and applications of definite integrals. It also includes the study of infinite series, conic sections, and parametric equations. (2)

*Transfer credit: UC, CSU*

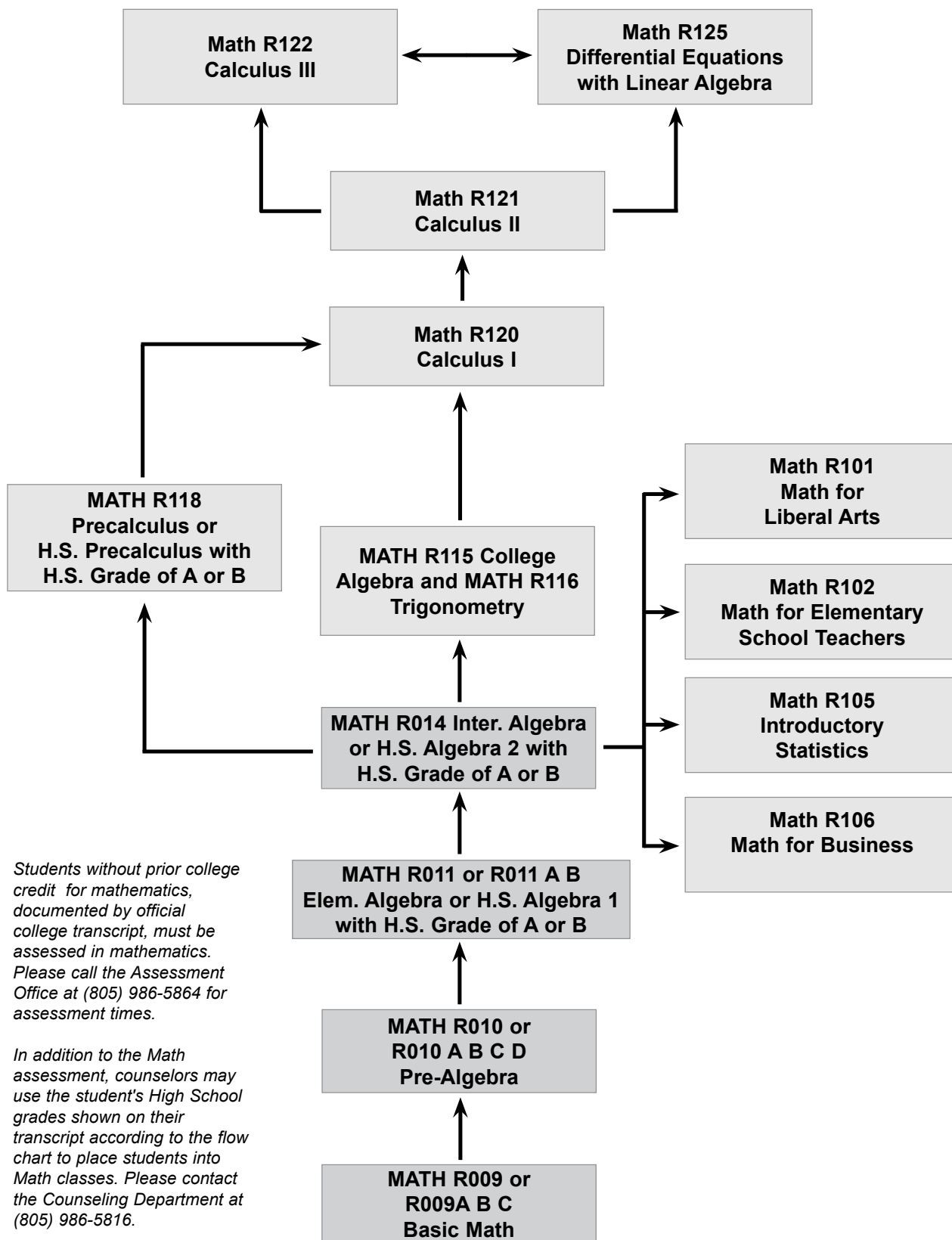
**MATH R122—Calculus with Analytic Geometry III** **5 units**

*Prerequisites: MATH R121.  
5 hours lecture weekly*

As the third course in the calculus sequence, this course reviews the calculus of several variables and solid analytic geometry. It includes the study of vectors and surfaces in space, partial derivatives, multiple integrals, vector valued functions, cylindrical and spherical coordinate systems, line and surface integrals, vector fields, Green's Theorem, parametric surfaces, Jacobians, Lagrange Multipliers, Stoke's Theorem, and the Divergence Theorem. (2)

*Transfer credit: UC, CSU*

## Oxnard College Mathematics Courses





**MATH R125—Differential Equations with Linear Algebra** **5 units**

*Prerequisites: MATH R121.  
5 hours 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: UC, CSU*

**MATH R198A-Z—Advanced Short Courses in Mathematics** **½-10 units**

*Prerequisites: MATH R014 or MATH R014B.  
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. (2)

*Transfer credit: CSU*

**MATH R199—Directed Studies in Math** **1-3 units**

*Prerequisites: MATH R014.  
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 may be taken two times. (2)

*Transfer credit: CSU*

# MICROBIOLOGY

See courses in Biological Sciences

# MUSIC

Whether it's the White Stripes or Mozart; the guitar or the piano; learning to play, listen to or compose music — students can experience all of it in the music department at Oxnard College.

In **MUSIC APPRECIATION (MUS R103A)** — Students will learn how much classical music has influenced so many popular and rock musicians.

In the **HISTORY OF ROCK MUSIC (MUS R116)** — Students will hear more styles of rock music than they probably ever knew existed.

In **MUSIC FUNDAMENTALS (MUS R101)** — Students learn to read music and develop the skills to compose their own original musical pieces.

In **CLASS PIANO (MUS R107)** — Students will receive instruction in piano and guitar, learn how to read music, explore the principles of scales, chords, time signatures, musical symbols and keyboard fingering.

In **INTRO TO GUITAR (MUS R118)** — Students will cover the fundamentals of guitar and related musicianship; basic techniques and repertoire (folk guitar) and chordal accompaniment. Students must furnish their own instruments.

## Career Opportunities

Accompanist	Musicologist/Researcher
Arranger/Orchestrator	Music Business Administrator
Conductor/Music Director	Performer

## Faculty

Full-Time	Part-Time	Part-Time
James Kenney	Michael Bonn	Carlos Gonzales
	Joel Druckman	Fundi Legohn
	Bruce Edmiston	

## Music Courses

**MUS R101—Fundamentals of Music** **3 units**  
*3 hours lecture weekly*

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: UC, CSU*

**MUS R103A—Music Appreciation I: Listening and Understanding** **3 units**  
*3 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

**MUS R106—College Choir** **2 units**  
*1 hour lecture, 3 hours lab weekly*

The Oxnard College Choir, a singing organization open to all students, learns and performs a wide variety of choral music from both the classical and popular repertoires. The choir performs at musical events on campus and/or off-site events in the community. Field trips may be required. Course may be taken four times. (2)

*Transfer credit: UC, CSU*

**MUS R107A—Class Piano I** **2 units**  
*1 hour lecture, 3 hours lab weekly*

This course starts with fundamentals of piano playing. It continues through accompaniments, studies in piano literature, to reading choral scores, improvisation and harmonization of melodies. (2)

*Transfer credit: UC, CSU*

**MUS R107B—Class Piano II** **2 units**  
*Prerequisites: MUS R107A.  
1 hour lecture, 3 hours lab weekly*

Studies continue with additional major scales, cadence chord progressions, damper pedal technique, and further introductory/intermediate literature. (2)

*Transfer credit: UC, CSU*

**MUS R107C—Class Piano III** **2 units**  
*Prerequisites: MUS R107B.  
1 hour lecture, 3 hours lab weekly*

Studies continue with all remaining major scales, more intermediate piano literature, technique, improvisation, harmonization and sight-reading. (2)

*Transfer credit: UC, CSU*

**MUS R107D—Class Piano IV** **2 units**  
*Prerequisites: MUS R107C.  
1 hour lecture, 3 hours lab weekly*

Studies continue in more advanced piano literature, technique, improvisation, harmonization and sight-reading. (2)

*Transfer credit: UC, CSU*

**MUS R110A—Voice I: Fundamentals of Vocal Techniques** **3 units**  
*2½ hours lecture, 1½ hours 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. (2)

*Transfer credit: UC, CSU*

**MUS R110B—Voice II: Vocal Development and the Art of Song** **3 units**

*Prerequisites: MUS R110A.*

*2½ hours lecture, 1½ hours 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. (2)

*Transfer credit: UC, CSU*

**MUS R110C—Voice III: Vocal Development and the Aria** **3 units**

*Prerequisites: MUS R110B.*

*2½ hours lecture, 1½ hours 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. (2)

*Transfer credit: UC, CSU*

**MUS R110D—Voice IV: Voice in Musical Theatre Workshop** **3 units**

*Prerequisites: MUS R110C.*

*2½ hours lecture, 1½ hours 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. (2)

*Transfer credit: UC, CSU*

**MUS R116—History of Rock Music** **3 units**

*3 hours 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. (2)

*Transfer credit: UC, CSU*

**MUS R117—Stage Band** **1 unit**

*Advisory: Ability to play a musical instrument commensurate with a stage band.*

*3 hours lab weekly*

This course provides practical experience in rehearsing and performing music in popular, jazz, and jazz-rock styles arranged for stage band. Public performances on campus and in the community are required. Course may be taken four times. (2)

*Transfer credit: UC, CSU*

**MUS R118—Introduction to Guitar** **1 unit**

*3 hours lab weekly*

The course emphasizes the fundamentals of guitar and related musicianship; basic techniques and repertoire to the folk guitar, and chordal equipment to folk singing. Students furnish their own instruments. Field trips may be required. Course may be taken four times. (2)

*Transfer credit: UC, CSU*

**MUS R119—History of Jazz** **3 units**

*3 hours lecture weekly*

Examination of musical elements as they apply to Jazz; historical survey of major jazz styles from origins to most recent trends. (2)

*Transfer credit: UC, CSU*

**MUS R199—Directed Studies in Music** **1-3 units**

*Prerequisites: A course in the specific field.*

*Lecture and/or lab hours as required by unit formula*

Designed for students interested in furthering their knowledge of music on an independent study basis; assigned problems will involve library, lab, and field work. Course may be taken two times.

*Transfer credit: CSU*

## PERSONAL GROWTH

The Personal Growth course offerings provide an assortment of courses which enable people to better understand themselves, institutions, and the work world, with a professional counselor as instructor, advisor, and/or facilitator.

### Faculty

#### Full-Time/Counselor

Ross Fontes	Everardo Rivera
Daniel Goicoechea	Ralph Smith
David Lopez	Jose Vega
Gloria Lopez	Emma Waits

### Personal Growth Courses

**PG R001—Orientation: All About Oxnard College** **½ unit**  
*½ hour lecture weekly*

This course offers information about academic counseling, transferring to a four-year institution, vocational programs, study skills, college activities and clubs, student services, and basic survival hints. Not applicable for degree credit. (1)

**PG R098—Personal Growth Short Courses** **½-1 unit**  
*Lecture and/or lab hours as required by unit formula*

This course is designed to meet specific needs of our community and students in the area of personal growth topics such as time management, study skills, major specific information (nursing, teaching, social work, etc.). Not applicable for degree credit. (2)

**PG R100A—Student Success: EOPS** **1 unit**  
*1 hour lecture weekly*

This course is designed to provide students with college survival strategies: Learn what the Extended Opportunity Programs and Services (EOPS) are, tour the campus, use the college catalog, 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 available study skills and develop an educational plan. (1)  
*Transfer credit: CSU*

**PG R101A—Career Development and Life Planning I** **3 units**

*3 hours lecture weekly*

This course assists students systematically to examine components of career choice; focuses on career awareness, personal awareness, and educational awareness as they relate to the process of career choice. Students will develop planning skills and self-assessment instruments will help identify tentative career possibilities. Field trips may be required.

*Transfer credit: CSU*

**PG R102—College Success** **3 units**  
*3 hours 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. (2)

*Transfer credit: CSU*

**PG R198A-Z—Short Courses in Personal Growth** **½-10 units**

*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. (2)

*Transfer credit: CSU*

# PHILOSOPHY

The goal of the philosophy program is to introduce students to a broad range of philosophical topics and issues. The methods of careful reasoning, philosophical analysis and constructive dialogue are applied to questions that concern all who seek to understand themselves, the reality of the world, the meaning and purpose of life and the way to make wise and moral choices. The subject is taught primarily as a contribution to students' overall liberal arts education. Transfer-level curriculum is emphasized, as are interdisciplinary studies with other subject areas, particularly in the natural and social sciences.

Students who take philosophy courses in the program can expect to become better thinkers, more effective learners, more capable employees, wiser consumers and better citizens.

For more information, contact:

Chris Horrock, Lead Faculty, [chorrock@vcccd.edu](mailto:chorrock@vcccd.edu)  
(805) 986-5800, ext. 1906

## Career Opportunities

Attorney	Business Executive
Teacher/College Instructor	Philosopher/Author
Human Resource Development	
Human Services/Probation Officer	
Human Services/Social Welfare	
Non-Profit Organization Management	
Public Service/Political Leadership	

## Faculty

Full-Time	Part-Time
Carolyn Dorrance	Matthew Franko
Christopher Horrock	Lee French
	Russell Sanders
	James Tepfer
	Douglas Thiel

## ◆ Philosophy

### Associate in Arts Degree

Required Courses:		Units
PHIL R101	Introduction to Philosophy	3
PHIL R107	Logic	3
		<b>6</b>
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	Introduction to Ethics	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	Thinking Critically and Analytic Writing	3
PHIL R112	Symbolic Logic	3
PHIL/SOC R114	Social Philosophy	3
POLS R100	Introduction to Politics	3
		<b>12</b>
<b>Total Required Units</b>		<b>18</b>

## Program Student Learning Outcomes

Upon successful completion of the Philosophy program students will be able to:

- Ability to formulate some of the core questions of philosophy and understand various philosophical responses to them in their historical context.
- Ability to analyze and evaluate philosophical claims, arguments, and theories using rigorous philosophical methods (such as logical analysis and the identification of fallacies).
- Students will embody the qualities of an open-minded but critical thinker in the examination or formation of their philosophy.
- Ability to compare, contrast, analyze, and evaluate the views of the most influential Western philosophers and philosophical movements from a particular historical period—as found in primary or secondary sources—using rigorous philosophical methods.
- At the end of the program, the student is able to construct a novel, interesting, and logically correct argument that avoids fallacies. The student is also able to represent the logical structure of the argument (in standard logical form), as well as express and defend the argument as a short essay.

## Philosophy Courses

### PHIL R100—Critical Thinking **3 units**

*3 hours lecture weekly*  
This course is an introduction to critical thinking skills. The course will examine deductive and inductive reasoning techniques applied in arguments, natural and social science, social and cultural issues and everyday situations. Critical thinking skills to be developed include: identifying and evaluating arguments, recognizing informal fallacies, constructing effective arguments and assessing topics from multiple argumentative points of view. (Course credit is not available for students who have already taken PHIL R111). Formerly PHIL R121. (2).  
*Transfer credit: UC, CSU*

### PHIL R101—Introduction to Philosophy **3 units**

*3 hours lecture weekly*  
This course is an introduction to the basic issues, questions, problems and methods in philosophy. Topics explored include: logic, reasoning, knowledge, truth, mind, self, identity, values, ethics, meaning, existence, reality, God, religion, politics and governance. An effort is made to relate philosophical issues to the experiences and concerns of undergraduate college students. This course concerns first- and second-year college students. (2)  
*Transfer credit: UC, CSU*

### PHIL R102—Introduction to Ethics **3 units**

*3 hours lecture weekly*  
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, specific contemporary moral issues 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. (2)  
*Transfer credit: UC, CSU*

### PHIL R103—Survey of World Religions: East **3 units**

*3 hours 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. (2)  
*Transfer credit: UC, CSU*

**PHIL R104—Survey of World Religions: West**      **3 units**  
*3 hours lecture weekly*

This course explores the origins, core concepts and philosophical development of the major religions of the Near East, Europe and North 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. (2)

*Transfer credit: UC, CSU*

**PHIL R105—History of Western Philosophy I: Ancient and Medieval**      **3 units**

*3 hours lecture weekly*

This historical introduction to philosophy traces the development of Western philosophy from early Greece through the Middle Ages. Ideas which influenced the Roman Empire and helped shape the rise and development of Christianity and Medieval Europe are emphasized. (2)

*Transfer credit: UC, CSU*

**PHIL R106—History of Western Philosophy II: Modern and Contemporary**      **3 units**

*3 hours lecture weekly*

This study in the principal philosophical developments since the renaissance emphasizes the relation of philosophy to the growth of science as well as social and cultural changes in the modern period. Topics include: renaissance humanism, the rise of modern science, continental rationalism, British empiricism, the Enlightenment, German romanticism and idealism, Marxism, existentialism, positivism, American pragmatism, and analytic philosophy. (2)

*Transfer credit: UC, CSU*

**PHIL R107—Introduction to Logic**      **3 units**  
*3 hours lecture weekly*

This course studies the elements, principles and methods of formal deductive reasoning. Topics include: basic analysis of arguments, traditional categorical logic, modern propositional logic, the sentential calculus, natural deduction, quantification theory, formal and informal fallacies. (2)

*Transfer credit: UC, CSU*

**PHIL R108—World Mythology**      **3 units**  
*3 hours lecture weekly*

This course explores myth (traditional stories) as a vital part of human experience: individual and collective, past and present. Myths and legends from a wide range of cultures (including Native American, African, Asian, Middle Eastern and European) are examined in terms of their appearance in folklore, ritual, religion, literature and the arts. Mythic thematic content, beliefs and values are studied both individually as well as comparatively. (2)

*Transfer credit: UC, CSU*

**PHIL R109—Modern Religious Movements in America**      **3 units**

*3 hours 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. (2)

*Transfer credit: UC, CSU*

**PHIL R110—Philosophy of Religion**      **3 units**  
*3 hours lecture weekly*

This course provides an introduction to the fundamental concepts of religion, and 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, religious experience, mysticism and miracles, divine perfection and the problem of evil, the possibility of life after death, the contrast between faith and reason, and religious pluralism. Field trips may be required. (2)

*Transfer credit: UC, CSU*

**PHIL R111—Thinking Critically and Analytic Writing**      **3 units**

*Prerequisites: ENGL R101.*

*3 hours lecture weekly*

This course is an introduction to critical thinking skills with an emphasis on logical analysis through writing. The course will examine deductive and inductive reasoning techniques applied in arguments, natural and social science, social and cultural issues and everyday situations. Critical thinking skills to be developed include: identifying and evaluating arguments, recognizing informal fallacies, constructing effective arguments and assessing topics from multiple argumentative points of view. A total of 6,000 to 8,000 words will be required during the semester in a variety of written assignments. (Course credit is not available for students who have already taken PHIL R100.) (2)

*Transfer credit: UC, CSU*

**PHIL R112—Symbolic Logic and Set Theory**      **3 units**  
*3 hours lecture weekly*

Introduction to symbolic logic and set theory; includes investigation of truth and validity, formal proof and symbolizing relations, truth sets, truth tables and Boolean algebra, and a description of axiomatic systems. (2)

*Transfer credit: UC, CSU*

**PHIL R114—Social Philosophy**      **3 units**  
*3 hours 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) (2)

*Transfer credit: UC, CSU*

**PHIL R189—Topics in Philosophy**      **½-3 units**  
*Lecture hours as required by unit formula*

Topics in selected areas of philosophy to meet specific needs of community or college as required or requested by persons whose needs are not met by regular course offerings. (2)

*Transfer credit: CSU*

**PHIL R199—Directed Studies in Philosophy**      **1-3 units**  
*Lecture and/or lab hours as required by unit formula*

Designed for students interested in furthering their knowledge of philosophy on an independent study basis; assignments will include library research, written work, and discussion with instructor. Course may be taken two times. (2)

*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.

## Career Opportunities

Pre-Athletic Trainer                      Pre-Physical Therapy  
Physical Education Instructor

## Faculty

Full-Time	Part-Time	Part-Time
Graciela Casillas-Tortorelli	Clarence Banks	George Peraza
Jonas Crawford	William Bechtel	Jeff Perrault
Ron McClurkin	Alan Chang	Allen Prieto
	Pam Cohen	William Propster
	Ron Cook	Matilde Sanchez
	Jason Cunningham	Michael Scanlon
	David Fischer	Aaron Sharp
	Roger Frash	Geno Sharp
	Paul Garziano	Phillip Sherman
	Ross Greaney	Michael Young
	Jon Larson	

## A General Note on Transferability of Physical Education Courses.

An Associate Degree requires one PE activity class. Students planning to take more than 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 (+).

## Physical Education Courses

### PE R098—Short Courses in Physical Education                      ½-3 units

*Lecture and/or lab hours as required by unit formula*

Short courses or activities designed to inform and/or train interested persons in various disciplines within the scope of Physical Education. Unit credit/hours determined by course format. Field trips may be required. (2)

### PE R116A—Modern Dance I                      2 units

*1 hour lecture, 3 hours 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. Course may be taken two times. (Same as DANC R102A). (2)

*Transfer credit: UC, CSU*

### PE R116B—Modern Dance II                      2 units

*Prerequisites: PE R116A or equivalent.*

*1 hour lecture, 3 hours 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. Course may be taken two times. (Same as DANC R102B). (2)

*Transfer credit: UC, CSU*

### PE R119A—Modern Jazz I                      2 units

*1 hour lecture, 3 hours 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. Course may be taken two times. (Same as DANC R104A). (2)

*Transfer credit: UC, CSU*

### PE R119B—Modern Jazz II                      2 units

*Prerequisites: PE R119A or equivalent.*

*1 hour lecture, 3 hours lab weekly*

This course offers continued study of Jazz dance techniques with emphasis on more advanced skills necessary for performing dance compositions and student performances. Field trips may be required. Course may be taken two times. (Same as DANC R104B). (2)

*Transfer credit: UC, CSU*

### PE R124—Mexican Folklorico Dance                      2 units

*1 hour lecture, 3 hours 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. Course may be taken four times. (Same as DANC R110). (2)

*Transfer credit: UC, CSU*

## INDIVIDUAL AND DUAL ACTIVITIES

### PE R130—Jujitsu                      2 units

*1 hour lecture, 3 hours 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 may be taken four times. (2)

*Transfer credit: UC\*, CSU*

### PE R131A—Knock Out Fitness/Kickboxing I                      2 units

*1 hour lecture, 3 hours lab weekly*

This physical course is intense and designed to burn fat. Cardiorespiratory conditioning and endurance is emphasized along with weight management. Training equipment including focus mitts and kicking shields will be used. Course may be taken two times. (2)

*Transfer credit: UC\*, CSU*

### PE R131B—Knock Out Fitness/Kickboxing II                      2 units

*Prerequisites: PE R131A.*

*1 hour lecture, 3 hours lab weekly*

KOFIT/Aerobic 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. Course may be taken two times. (2)

*Transfer credit: UC, CSU*

### PE R132—Self-Defense Designed for Women                      2 units

*1 hour lecture, 3 hours 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 may be taken two times. Course may be taken four times. (2)

*Transfer credit: UC\*, CSU*

**PE R133A—Boxing for Fitness I** **2 units**  
*1 hour lecture, 3 hours 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. Course may be taken two times. (2)  
*Transfer credit: UC\*, CSU*

**PE R133B—Boxing for Fitness II** **2 units**  
*Prerequisites: PE R133A.*  
*1 hour lecture, 3 hours 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. Course may be taken two times. (2)  
*Transfer credit: UC, CSU*

**PE R134A—Escrima/Filipino Martial Arts** **1½ units**  
*1 hour lecture, 2 hours 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 may be taken two times. (2)  
*Transfer credit: UC\*, CSU*

**PE R141A—Tennis I** **2 units**  
*1 hour lecture, 3 hours lab weekly*  
 This course is designed to help the student develop the skill of playing tennis, including beginning skills, etiquette, rules, and techniques of play. Course may be taken two times. (2)  
*Transfer credit: UC\*, CSU*

**PE R141B—Tennis II** **2 units**  
*Prerequisites: PE R141A or equivalent.*  
*1 hour lecture, 3 hours lab weekly*  
 This course is designed to develop a higher proficiency and performance of tennis skills with a special emphasis on game strategy and techniques. Field trips may be required. Course may be taken two times. (2)  
*Transfer credit: UC\*, CSU*

**PE R143—Running for Fitness** **2 units**  
*1 hour lecture, 3 hours 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 may be taken four times. (2)  
*Transfer credit: UC\*, CSU*

**PE R146—Walking for Fitness** **1½ units**  
*1 hour lecture, 2 hours 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 may be taken four times. (2)  
*Transfer credit: UC\*, CSU*

**PE R148—Women's Conditioning** **2 units**  
*1 hour lecture, 3 hours lab weekly*  
 This course focuses on improving cardiovascular conditioning, and body composition. Class sessions will include the use of training equipment designed to improve muscle strength and endurance. Emphasis will be placed on weight loss and fitness. The course will also cover how to develop a personal training routine designed to meet individual needs. Course may be taken four times. (2)  
*Transfer credit: UC\*, CSU*

**PE R150—Weight Training/Conditioning** **2 units**  
*1 hour lecture, 3 hours 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. Course may be taken four times. (2)  
*Transfer credit: UC\*, CSU*

## TEAM ACTIVITIES

**PE R155A—Basketball I** **2 units**  
*1 hour lecture, 3 hours 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 may be taken two times. (2)  
*Transfer credit: UC\*, CSU*

**PE R155B—Basketball II** **2 units**  
*Prerequisites: PE R155A.*  
*1 hour lecture, 3 hours lab weekly*  
 This is a course for intermediate or advanced 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 may be taken two times. (2)  
*Transfer credit: UC\*, CSU*

**PE R156A—Baseball I** **2 units**  
*1 hour lecture, 3 hours lab weekly*  
 This course focuses on the development of basic skills in baseball. Students will learn proper rules, techniques, and game strategy. Course may be taken two times. (2)  
*Transfer credit: UC\*, CSU*

**PE R156B—Baseball II** **2 units**  
*¾ hour lecture, 3 ¾ hours lab weekly*  
 This course focuses on the development of higher proficiency and performance of baseball skills with special emphasis on game strategy and techniques. Course may be taken two times. (2)  
*Transfer credit: UC\*, CSU*

**PE R159A—Soccer I** **2 units**  
*1 hour lecture, 3 hours lab weekly*  
 This course focuses on the development of basic skills in soccer. Students will learn proper rules, techniques and game strategy. Course may be taken two times. (2)  
*Transfer credit: UC\*, CSU*

**PE R159B—Soccer II** **2 units**  
*Prerequisites: PE R159A.*  
*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 may be taken two times. (2)  
*Transfer credit: UC\*, CSU*

**PE R160—Co-Educational Softball** **2 units**  
*1 hour lecture, 3 hours lab weekly*  
 This course is co-educational course which covers intermediate skills and strategy of slow pitch softball. Course may be taken four times. (2)  
*Transfer credit: UC\*, CSU*

**PE R161—Volleyball** **2 units**  
*1 hour lecture, 3 hours 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. Course may be taken four times. (2)  
*Transfer credit: UC\*, CSU*

**PE R166—Men's Varsity Cross Country** **3 units**  
*1 hour lecture, 9 hours lab weekly*  
Varsity Cross Country is highly competitive and requires an advanced degree of skill. Student engaged in varsity Cross Country should expect to compete against other institutions, travel, and put in additional hours above and beyond the normal activity load. This course meets the physical education activity requirement. Field trips will be required. Course may be taken four times.  
*Transfer credit: UC\*, CSU*

**PE R167—Women's Cross Country** **3 units**  
*1 hour lecture, 9 hours lab weekly*  
Intercollegiate Cross Country is comprised of a total of nine C.O.A. competitions if the team or individual advances into post conference playoffs and goes all the way to the State Championship Finals. Competitions start in the beginning of September and end in the 3rd week of November. Field trips will be required. Course may be taken four times.  
*Transfer credit: UC\*, CSU*

**PE R168—Volleyball** **3 units**  
*1 hour lecture, 9 hours lab weekly*  
Intercollegiate sports are highly competitive and require an advanced degree of skill. Students engaged in intercollegiate sports including volleyball should expect to compete against other institutions, travel, and put in additional hours beyond the normal activity load. Volleyball meets the PE activity requirement. Field trips will be required. Course may be taken four times. (2)  
*Transfer credit: UC\*, CSU*

**PE R169—Men's Soccer** **3 units**  
*1 hour lecture, 9 hours lab weekly*  
Intercollegiate sports are highly competitive and require an advanced degree of skill. Students engaged in intercollegiate sports should expect to compete against other institutions, travel and put in additional hours beyond the normal activity load. Intercollegiate sports meet the PE Activity Requirements. Field trips will be required. Course may be taken four times. (2)  
*Transfer credit: UC\*, CSU*

**PE R170—Men's Basketball** **3 units**  
*1 hour lecture, 9 hours lab weekly*  
Instruction and intercollegiate competition is offered in basketball to those students who are selected based on tryouts prior to the beginning of the season. Basketball is highly competitive and requires an advanced degree of skill. Students engaged in Basketball should expect to complete 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. (2)  
*Transfer credit: UC\*, CSU*

**PE R171—Women's Basketball** **3 units**  
*1 hour lecture, 9 hours lab weekly*  
Intercollegiate basketball is a highly competitive sport and requires an advanced degree of skill. Students engaged in intercollegiate 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. (2)  
*Transfer credit: UC\*, CSU*

**PE R172—Intercollegiate Baseball** **3 units**  
*1 hour lecture, 9 hours lab weekly*  
Intercollegiate baseball is highly competitive and requires an advanced degree of skill. Students engaged in intercollegiate baseball should expect to compete against other institutions, travel and put in additional hours beyond the normal activity load. Intercollegiate sports meet the PE activity requirement. Field trips will be required. Course may be taken four times. (2)  
*Transfer credit: UC\*, CSU*

**PE R177—Intercollegiate Softball** **3 units**  
*1 hour lecture, 9 hours lab weekly*  
This course is designed to provide training for competition in intercollegiate women's softball. Field trips will be required. Course may be taken four times. (2)  
*Transfer credit: UC\*, CSU*

**PE R178—Women's Soccer** **3 units**  
*1 hour lecture, 9 hours lab weekly*  
Intercollegiate sports are highly competitive and require an advanced degree of skill. Students engaged in intercollegiate sports should expect to compete against other institutions, travel and put in additional hours beyond the normal activity load. Intercollegiate sports meet the PE Activity Requirements. Field trips will be required. Course may be taken four times. (2)  
*Transfer credit: UC, CSU*

## INTERCOLLEGIATE ATHLETICS

**ICA R122—Conditioning for Men's Competitive Soccer** **½ - 2 units**

*Lecture/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. (2)

*Transfer credit: UC\*, CSU*

**ICA R132—Conditioning for Men's Competitive Basketball** **½ - 2 units**

*Lecture/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. (2)

*Transfer credit: UC\*, CSU*

**ICA R142—Conditioning for Men's Competitive Baseball** **½ - 2 units**

*Lecture/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. (2)

*Transfer credit: UC\*, CSU*

**ICA R152—Conditioning for Women's Competitive Volleyball** **½ - 2 units**

*Lecture/lab to be determined according to unit formula.*  
The topics covered in this course are intended for student-athletes to improve their physical conditioning and skill level for women's volleyball. 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. (2)

*Transfer credit: UC\*, CSU*

**ICA R162—Conditioning for Competitive Cross Country** ½ - 2 units

*Lecture/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. (2)

*Transfer credit: UC\*, CSU*

**ICA R172—Conditioning for Women's Competitive Soccer** ½ - 2 units

*Lecture/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. (2)

*Transfer credit: UC\*, CSU*

**ICA R182—Conditioning for Women's Competitive Softball** ½ - 2 units

*Lecture/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. (2)

*Transfer credit: UC\*, CSU*

**ICA R192—Conditioning for Women's Competitive Basketball** ½ - 2 units

*Lecture/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. (2)

*Transfer credit: UC\*, CSU*

## PROFESSIONAL COURSES

**PE R185A—Basketball Theory** 2 units

*1 hour lecture, 3 hours lab weekly*

This course is designed to give the student an understanding of methods of instruction, skill analysis, practice progressions and theory of all facets of coaching basketball. The history, language, rules, strategies, fundamental skills, defensive play, offensive play, conditioning, mental aspects, methods of program building, and public relations will be covered. This course is appropriate for youth coaches and the player wanting to know more about the game. No previous coaching experience is necessary. Field trips may be required. Course may be taken four times. (2)

*Transfer credit: UC+, CSU*

**PE R185C—Baseball Theory** 2 units

*Prerequisites: Advanced baseball ability.*

*1 hour lecture, 3 hours lab weekly*

Development of advanced skills in baseball and theory behind methods and styles of play. Class members will participate in lab assignments and will have weekly lectures including films and guest lecturers to facilitate instruction. Course may be taken two times. (2)

*Transfer credit: UC+, CSU*

**PE R198A-Z—Short Courses in Physical Education** ½ -10 units

*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. (2)

*Transfer credit: CSU*

**PE R199—Directed Studies in Physical Education** 1-3 units

*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 may be taken two times. (2)

*Transfer credit: CSU*

## PHYSICAL SCIENCE

### Faculty

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#### Part-Time

Dale Synnes

### Physical Science Courses

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**PHSC R170—Concepts in Physical Science** 4 units

*Prerequisites: MATH R014.*

*3 hours lecture, 3 hours lab weekly*

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. (2)

*Transfer credit: UC, CSU*



# PHYSICS

Physics is the science of matter and its motion – the science that deals with concepts such as force, energy, mass and charge. As an experimental science, the goal in understanding physics is to understand the natural world. In one form or another, physics is one of the oldest academic disciplines; through its modern subfield of astronomy, it may be the oldest of all. Advances in physics often translate to the technological sector, and sometimes influence the other sciences, as well as mathematics and philosophy.

The physics program at Oxnard College offers two associate degrees: the Associate in Arts (A.A.) degree and the Associate in Science (A.S.) degree. The courses in this program may prepare students for technician-level jobs or university transfer 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 Arts degree in physics and the Associate in Science degree in physics help students prepare for transfer to a Bachelor of Arts degree in physics program at the University of California Los Angeles (UCLA), the University of California Santa Barbara (UCSB), California State University Northridge (CSUN) or a Bachelor of Science degree in physics program at California State University Channel Islands (CSUCI), UCLA, UCSB or 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](http://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.

## 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

### Part-Time

Justin Miller  
Habib Taouk

## ◆ Physics

### Associate in Arts Degree in Physics\*

The requirements for the A.A. degree in physics are satisfactory completion of a minimum of 60 semester units of which 33 units (depending on the option chosen) must be the required core courses shown below. The additional minimum units are 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.A. degree in physics is designed primarily for students who wish to transfer to CSUCI into the B.S. program in applied physics with a technology emphasis (**Option 1** below) or the B.S. program in applied physics with a physical science emphasis (**Option 2** below). \*Submitted for State Approval.

Choose either **Option 1** or **Option 2**:

#### Option 1: A.A. in Physics with an option in Technology 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
MATH R125	Differential Equations with Linear Algebra	5
PHIL R107	Introduction to Logic	3
PHYS R121	Physics with Calculus 1	5
PHYS R122	Physics with Calculus 2	5
<b>Total Units for Technology Option</b>		<b>33</b>

Proposed plan of study for A.A. degree in Physics with Technology option:

<b>Year 1:</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
	MATH R120	MATH R121 PHIL R107
<b>Year 2:</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
	PHYS R121 MATH R122	PHYS R122 MATH R125

#### Option 2: A.A. in Physics with an option in

Physical Science		Units
MATH R120	Calculus with Analytic Geometry I	5
MATH R121	Calculus with Analytic Geometry II	5
PHYS R121	Physics with Calculus 1	5
PHYS R122	Physics with Calculus 2	5
CHEM R110	Elementary Chemistry	5
BIOL R101	General Biology	3
BIOL R101L	General Biology Laboratory	1
PHSC R170	Physical Science Concepts	4
<b>Total Units for Physical Science Option</b>		<b>33</b>

Proposed plan of study for A.A. degree in Physics with Physical Science option:

<b>Year 1:</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
	CHEM R110 MATH R120	BIOL R101 BIOL R101L MATH R121
<b>Year 2:</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
	PHYS R121	PHYS R122 PHSC R170

### 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. \*Submitted for State Approval.

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 R125	Differential Equations with Linear Algebra	5
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
<b>Total Required Units for A.S. Degree in Physics</b>		<b>40</b>

\*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:	<u>Fall Semester</u>	<u>Spring Semester</u>
	MATH R120	MATH R121
	CHEM R120	PHYS R131
Year 2:	<u>Fall Semester</u>	<u>Spring Semester</u>
	MATH R122	MATH R125
	PHYS R132	PHYS R133

### Program Student Learning Outcomes

Upon successful completion of the Physics program students will be able to:

- Students will use logic to draw well supported conclusions from information given.
- Students will compute using basic numerical concepts such as: whole numbers, percentages, estimates of math.
- Students will use tables, graphs, charts, and diagrams to explain concepts or ideas.
- Students will conduct research and information gathering using a variety of sources such as: texts, tables, graphs, maps, media, personal communication, observation and electronic databases.

### Physics Courses

#### **PHYS R101—College Physics 1** **4 units**

*Prerequisites: MATH R116, MATH R118, or MATH R118A.  
4 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

#### **PHYS R101L—College Physics 1 Laboratory** **1 unit**

*Prerequisites: PHYS R101 (may be taken concurrently).*

*3 hours lab weekly*

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. This course satisfies the CSU-GE and UC Lab Experience requirements. (2)

*Transfer credit: UC, CSU*

#### **PHYS R102—College Physics 2** **4 units**

*Prerequisites: PHYS R101.*

*4 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

#### **PHYS R102L—College Physics 2 Laboratory** **1 unit**

*Prerequisites: PHYS R102 (may be taken concurrently).*

*3 hours lab weekly*

This course is the laboratory that complements PHYS R102, 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. This course satisfies the CSU-GE and UC Lab Experience requirements. (2)

*Transfer credit: UC, CSU*

*NOTE: 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 R121—Physics with Calculus 1** **5 units**

*Prerequisites: MATH R120.*

*4 hours lecture, 3 hours 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: UC, CSU*

#### **PHYS R122—Physics with Calculus 2** **5 units**

*Prerequisites: PHYS R121.*

*4 hours lecture, 3 hours 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: UC, CSU*

**PHYS R131—Physics for Scientists and Engineers 1****5 units***Prerequisites: MATH R120.  
4 hours lecture, 3 hours lab weekly*

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: UC, CSU***PHYS R132—Physics for Scientists and Engineers 2****5 units***Prerequisites: PHYS R131 and MATH R121.  
4 hours lecture, 3 hours lab weekly*

A continuation of PHYS R131, this course is an introduction to electricity and magnetism, with emphasis on understanding field theory and the behavior of simple electrical circuits. Central topics include gravitational, electric and magnetic fields; the laws of Coulomb, Gauss, Ohm, Kirchhoff, Ampere, Biot-Savart, and Faraday; simple circuit analysis; and the Maxwell equations. 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: UC, CSU***PHYS R133—Physics for Scientists and Engineers 3****5 units***Prerequisites: PHYS R132 and MATH R122.  
4 hours lecture, 3 hours lab weekly*

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, thermodynamics, and selected elementary topics on special relativity and quantum mechanics. Central topics include mechanical and electromagnetic waves; heat, entropy, and the thermodynamic laws; 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: UC, CSU***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, Lead Faculty, [gguevara@vcccd.edu](mailto:gguevara@vcccd.edu)  
(805) 986-5800, ext. 1917***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**

<b>Full-Time</b>	<b>Part-Time</b>
Carolyn Dorrance	Timothy Flynn
Gloria Guevara	Philip Grant
	Steve McHargue

**◆ Political Science****Associate in Arts Degree**

<b>Required Courses:</b>	<b>Units</b>	
POLS R100	Introduction to Politics	3
POLS R101	Government of the United States: Institutions/Politics	3
POLS R102	Government of the United States: Institutions/Laws	3
POLS R104	International Relations	3
POLS R108	Comparative Politics	3

**15**

<b>Required Additional Courses:</b>	<b>Units</b>
Select six units from the following:	
ANTH R102 Cultural Anthropology	3
ECON R100 Modern American Economy	3
OR	
ECON R101 Principles of Macroeconomics	3
GEOG R102 World Regional Geography	3
HIST R100A History of World Civilizations I	3
HIST R100B History of World Civilizations II	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 R114 Modern Asia	3
HIST R119 Modern Africa	3
HIST R121 US Multicultural/Migration	3
IDS R101A History of Ideas and Evolution of Culture I	3
IDS R102 Science, Technology, and Human Values	3
PHIL R111 Thinking Critically and Analytic Writing	3
PHIL/SOC R114 Social Philosophy	3
Any POLS course not used to satisfy the core requirement	
PSY R103 Beginning Statistics for Behavioral Science	3
SOC R103 Race and Ethnic Relations	3
	<b>6</b>
<b>Total Required Units</b>	<b>21</b>

## **Program Student Learning Outcomes**

Upon successful completion of the Political Science program students will be able to:

- Students will demonstrate knowledge of constitutions, governmental institutions and the political processes used by citizens and groups to influence public policy.
- Students will compare significant political systems on a global scale using scholarly models and analyze the impact of history, culture and economics on the values and politics of political systems.
- Students will apply critical thinking including quantitative and qualitative reasoning to research and analysis of politics and political systems.
- Students will be able to identify major theories and conceptual paradigms used to explain political decisions and interactions including those used to describe international relations.
- Students will demonstrate knowledge of contemporary political issues, explain the historical, social, economic and cultural causes of political controversy and describe the responsibilities of citizenship.

## **Political Science Courses**

### **POLS R010—Introduction to United States Government 3 units**

*3 hours lecture weekly*

An introduction to the institutions and political processes of government in the United States. Federalism and the institutions of Congress, the Presidency and the Supreme Court are studied from the perspective of constitutional democracy and the theory of checks and balances. The roles of political parties, interest groups, public opinion and the media are discussed in a way that broadens understanding of political process and citizen participation. Special attention is given to improving student study skills including vocabulary building, research, analytical writing and articulation of political ideas. Field trips may be required. (2)

### **POLS R100—Introduction to Politics 3 units**

*3 hours lecture weekly*

Course introduces students to the ideas and institutions of politics at the local, state and Federal levels. Concepts of law, justice, democracy, social welfare and liberty will be discussed in relation to contemporary institutions of government. Includes study of California Government. Fulfills state requirements in American Institutions. Field trips may be required. (2)

*Transfer credit: UC, CSU*

### **POLS R101—Government of the United States I: Institutions and Politics 3 units**

*3 hours lecture weekly*

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. This course partially fulfills graduation and Title V requirements for the study of American Institutions. Field trips may be required.

*Transfer credit: UC, CSU*

### **POLS R102—Government of the United States: Institutions and Laws 3 units**

*3 hours 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: UC, CSU*

### **POLS R104—International Relations 3 units**

*3 hours lecture weekly*

This course explores the international relations between governments and the foreign policies that influence those relations. 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. (2)

*Transfer credit: UC, CSU*

### **POLS R105—Current Issues in Domestic and Foreign Politics 3 units**

*3 hours 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. (2)

*Transfer credit: UC, CSU*

### **POLS R106—Political Aspects of Economic Problems 3 units**

*3 hours lecture weekly*

Course surveys areas where the impact of economics upon political life is considerable, so that students may better understand the political world. (2)

*Transfer credit: UC, CSU*

**POLS R107—Politics and Administration of State and Local Government 3 units**

*3 hours lecture weekly*

Course presents the main principles, concepts, theories, and processes of governmental institutions of the states, counties, cities, and special districts. The social, economic and political dynamics within the institutional context will be studied. Also, Federal institutions will be analyzed to understand the main characteristics, principles, structures, and processes of the American system of government and their impact on the other levels of government. The impact of federal taxation and expenditure policies on state and local government will be studied with specific examples. Fulfills state requirements in American Institutions. (2)

*Transfer credit: CSU*

**POLS R108—Comparative Politics 3 units**

*3 hours lecture weekly*

Course examines political life and institutions of a number of foreign countries to identify both similarities and differences in people's attempts to grapple with government problems throughout the world. (2)

*Transfer credit: UC, CSU*

**POLS R189—Topics in Political Science ½-3 units**

*Lecture and/or lab hours as required by unit formula*

Courses considering specific and current topics in Political Science which are not covered in the general Political Science offerings. Course may be taken four times. (2)

*Transfer credit: CSU*

**POLS R199—Directed Studies in Political Science 1-3 units**

*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. Course may be taken two times. (2)

*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, Lead Faculty, [lchaparro@vcccd.edu](mailto:lchaparro@vcccd.edu) (805) 986-5800, ext. 1919*

### 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	Part-Time
Marie Butler	Jennifer Kalfsbeek
Linda Chaparro	Karen Lehner
	George Rodriguez
	Oliver Williams

## ◆ Psychology

### Associate in Arts in Psychology 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 60 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 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).
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 69 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 for a comprehensive list of these designated majors and areas of emphasis/options within the Psychology 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, 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 Francisco State University  
 San José State University  
 Sonoma State University  
 California State University, Stanislaus

Required Core Courses (9 units):	Units
PSY R101 General Psychology	3
PSY R103 Beginning Statistics for Behavioral Science	3
PSY R104 Intro to Experimental Psychology	3

**List A - Required Additional Courses (3 units):**

PSY R105	Introduction to Physiological Psychology	3
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**List B - Select one of the following courses (3 units):**

BIOL R101	General Biology	3
PSY R108	Developmental Psychology	3
PSY R135	Learning and Cognition	3

**List C - Select one of the following courses (3 units):**

Any course from list B not selected above		3
PSY R107	Sex Roles	3
<b>Total Required Units</b>		<b>18</b>

**◆ Psychology**

**Associate in Arts Degree**

<b>Required Courses:</b>		<b>Units</b>
PSY R101	General Psychology	3
PSY R103	Beginning Statistics for Behavioral Science	3
OR		
MATH R105	Introductory Statistics	5
PSY R104	Intro to Experimental Psychology	3
OR		
PSY R105	Intro to Physiological Psychology	3
PSY R102A	Interpersonal Relations	3
		<b>12 - 14</b>

**Required Additional Courses:**

Complete one of the following courses:

PHIL R101	Introduction to Philosophy	3
PSY R104	Intro to Experimental Psychology	3
PSY R105	Intro to Physiological Psychology	3
PSY R108	Developmental Psychology	3
PSY R189A-Z	Current Topics in 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/ CD R108	The Exceptional Child	3
PSY R112	Parent/Child Interaction	3
		<b>6</b>
<b>Total Required Units</b>		<b>18 - 20</b>

**Program Student Learning Outcomes**

Upon successful completion of the Psychology program students will be able to:

- Demonstrate knowledge of major concepts, theories, and empirical approaches from diverse perspectives of psychology including: biological, developmental, individual, social, learning and cognitive processes.
- 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.

- Identify and abide by the ethics of psychology including recognition of, understanding of, and respect for socio-cultural complexity and international/global diversity.
- Demonstrate competence in information technologies used for data analysis, research, and presentation.

**◆ Community Mental Health Service**

**Proficiency Award**

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.

<b>Required Courses:</b>		<b>Units</b>
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
<b>Total Units</b>		<b>9</b>

**Psychology Courses**

**PSY R098—Short Courses in Psychology ½-10 units**

*Lecture and/or lab hours as required by unit formula*  
Specialized topics designed to inform or update interested persons in the various disciplines within Psychology.

**PSY R101—General Psychology 3 units**

*3 hours lecture weekly*  
This course fulfills both transfer and general education requirements. It is required for the psychology major. It is the study of mental processes and 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 development, motivation, learning, intelligence, personality, mental disorders and treatment. Specific disciplines in the field such as Social Psychology and Health Psychology are explored.  
*Transfer credit: UC, CSU*

**PSY R102A—Interpersonal Relations I 3 units**

*3 hours lecture weekly*  
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. Field trips may be required. The course is to be taught by way of lecture, demonstration and complementary small group problem solving and/or application exercises.  
*Transfer credit: CSU*

**PSY R103—Beginning Statistics for Behavioral Science 3 units**

*Prerequisites: MATH R014, PSY R101.*  
*3 hours lecture weekly*  
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: UC, CSU*

- PSY R104—Introduction to Experimental Psychology** **3 units**  
*Prerequisites: PSY R101, PSY R103.*  
*3 hours lecture weekly*  
 This course is designed for prospective psychology majors or minors; the emphasis is on designing, conducting, and writing experimental research in human and animal behavior. It is recommended as a third course for psychology majors.  
*Transfer credit: UC, CSU*
- PSY R105—Introduction to Physiological Psychology** **3 units**  
*3 hours lecture weekly*  
 The course provides exploration of physiological basis of behavior. Some topics are 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 and philosophical-moral implications.  
*Transfer credit: UC, CSU*
- PSY R107—Sex Roles** **3 units**  
*3 hours lecture weekly*  
 Class explores sex role development and how roles can be changed, 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 roles are emphasized. (Same as SOC R104)  
*Transfer credit: UC, CSU*
- PSY R108—Developmental Psychology** **3 units**  
*Prerequisites: PSY R101.*  
*3 hours lecture weekly*  
 The course explores the path of human physical, cognitive, psychosexual, moral and psychosocial 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: UC, CSU*
- PSY R110—Human Sexuality** **3 units**  
*3 hours lecture weekly*  
 The course examines human sexuality with contributions from various disciplines: medicine, biology, psychology, anthropology, sociology, public health. Emphasis is placed on the individual's sexuality in the present. Past practices are also studied.  
*Transfer credit: UC, CSU*
- PSY R111—The Exceptional Child** **3 units**  
*3 hours lecture weekly*  
 Characteristics and problems of the developmentally delayed, socially handicapped, and those with emotional problems, as well as the mentally gifted child, will be covered. 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 CD R108) (2)  
*Transfer credit: CSU*
- PSY R112—Parent/Child Interaction** **3 units**  
*3 hours lecture weekly*  
 Explores the challenging role of being a parent. Focuses on a variety of approaches to effective parenting, identifying typical problem areas and dealing with them by prevention or coping strategies, and promoting positive interactions between parent and child. Field trips may be required.  
*Transfer credit: CSU*
- PSY R114—Psychological Issues of the Mexican People in the Southwest** **3 units**  
*3 hours lecture weekly*  
 Course analyzes experiences of people of Mexican descent living in the Southwest from a psychological perspective. Examines nature of individual and group conflict, explores problems of social participation in a dominant culture and its psychological implications. Course describes emergence of distinctive identities of people of Mexican descent. (Same as CHST R114.)  
*Transfer credit: UC, CSU*
- PSY R115—Introduction to Public Mental Health** **3 units**  
*3 hours 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**  
*3 hours 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.*  
*3 hours 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 and an overview of benefits programs. 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**  
*3 hours 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**  
*3 hours lecture weekly*  
 Class surveys the various definitions, causes, and treatment methods relative to abnormal behavior. This course covers both psychological and biological theories of abnormal behavior. Topics include diagnosis of abnormal behavior, the clinical syndromes, and the various forms of intervention.  
*Transfer credit: UC, CSU*

**PSY R135 Learning and Cognition** **3 units**  
*3 hours 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 R189—Current Topics in Psychology** **½-3 units**

*Prerequisites: A previous course in Psychology.*

*Lecture and/or lab hours as required by unit formula*

Courses considering specialized, specific topics in psychology which are not covered in great detail in the general psychology course offerings. Topics to be offered include adolescence, abnormal psychology, aging, parapsychology, mental retardation, modern therapies, human sexuality, behavior modification, hypnosis, humanistic psychology, sex roles and socialization, death and dying, biological feedback, aggression and violence, childhood disorders.

*Transfer credit: CSU*

**PSY R198A-Z—Short Courses in Psychology** **½-10 units**

*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. (2)

*Transfer credit: CSU*

**PSY R199—Directed Studies in Psychology** **1-3 units**

*Lecture and/or lab hours as required by unit formula*

Designed for students interested in furthering their knowledge of psychology on an independent study basis; assigned problems will involve library, lab, and field work. Course may be taken two times.

*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, Lead Faculty, [mbutler@vcccd.edu](mailto:mbutler@vcccd.edu)  
 (805) 986-5800, ext. 1941

### 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	Part-Time	Part-Time
Marie Butler	Jennifer Kalfsbeek	Jan Shear
Linda Chaparro	Elaine Martinez	

### ◆ Sociology

#### Associate in Arts in Sociology 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 60 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 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).
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 69 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 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, 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 Francisco State University
- San José State University
- California State University, San Marcos
- Sonoma State University
- California State University, Stanislaus

Required Core Courses (9 units):		Units
SOC R101	Introduction to Sociology	3
SOC R102	Social Problems	3
SOC R111	Introduction to Social Research	3
<b>List A - Required Additional Courses (6 units):</b>		
SOC R103	Race and Ethnic Relations	3
SOC R125	Introduction to Statistics in Sociology	3
<b>List B - Select one of the following courses (3 units):</b>		
SOC R104	Sex Roles	3
SOC R106	Contemporary Family in America	3
SOC R116	Crime and Society	3
<b>Total Required Units</b>		<b>18</b>



## ◆ 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 R107	Sociology of the Black Community	3
SOC R108	Sociology of the Chicano Community	3

**12**

#### Required Additional Courses: Units

Complete one of the following courses:

HIST R112	Great American Women	3
SOC R104/ PSY R107	Sex Roles	3
SOC R105	Aging in the United States	3
SOC R106	Contemporary Family in American Society	3
SOC R114	Social Philosophy	3
Plus one of the following:		
ANTH R110	People and Cultures of the World	3
HIST R107	History of Mexicans in the United States	3
HIST R108	African-American History	3
HIST R112	Great American Women	3
SOC R116	Crime and Society	3
SOC R118	Introduction to Human Services	3

**Total Required Units 18**

### Program Student Learning Outcomes

Upon successful completion of the Sociology program students will be able to:

- 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.
- Demonstrate familiarity with major theories in sociology and exercise the sociological imagination to the study of social life.
- 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.
- Demonstrate an understanding of cross-cultural differences and an understanding of the importance of a structural context in analyzing social issues.

## ◆ Sociology: Human Services Option

### Associate in Science Degree

The option in Human Services 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 R107	Sociology of the Black Community	3
SOC R108	Sociology of the Chicano Community	3
SOC R114/PHIL R114	Social Philosophy	3
SOC R116	Crime and Society	3
ANTH R105	Sex, Gender and Culture	3
CD R106	Child, Family, and Community	3
HIST R103	History of the United States II	3
HIST R112	Great American Women	3
POLS R102	Government of the United States: Institutions/Laws	3

### Program Student Learning Outcomes

Upon successful completion of the Sociology: Human Services Option 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.

### Sociology Courses

#### SOC R101—Introduction to Sociology 3 units

*3 hours lecture weekly*

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. This course may be offered as a telecourse or online as an Internet class.  
*Transfer credit: UC, CSU*

**SOC R102—Social Problems** 3 units  
*3 hours lecture weekly*  
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. This course is a requirement for Sociology majors. This class may be taught using distance learning. Field trips may be required.  
*Transfer credit: UC, CSU*

**SOC R103—Race and Ethnic Relations** 3 units  
*3 hours lecture weekly*  
This course covers topics including analysis of racism and prejudice in U.S., 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. This course may be offered as an online course.  
*Transfer credit: UC, CSU*

**SOC R104—Sex Roles** 3 units  
*3 hours lecture weekly*  
Class explores sex role development and how roles can be changed, 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 roles are emphasized. (Same as PSY R107)  
*Transfer credit: UC, CSU*

**SOC R105—Aging in the United States** 3 units  
*3 hours 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: UC, CSU*

**SOC R106—Contemporary Family in American Society** 3 units  
*3 hours lecture weekly*  
Sociological analysis of the American family, including historical and recent changes, present nature and sociocultural forces shaping these conditions.  
*Transfer credit: UC, CSU*

**SOC R107—Sociology of the Black Community** 3 units  
*3 hours lecture weekly*  
Analysis of values, mores, norms, and interaction patterns within the Black community; emphasis on socialization process of community members and effects of racism within the community. Role of family, political, economic, religious, and educational institutions will be analyzed.  
*Transfer credit: UC, CSU*

**SOC R108—Sociology of the Chicano Community** 3 units  
*3 hours 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: UC, CSU*

**SOC R110—Analyzing Social Welfare Services** 3 units  
*3 hours 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  
*Prerequisite: SOC R101.*  
*3 hours lecture weekly*

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, experimental, case study, comparative, and historical research methods. In addition, computer applications are included. The final project includes an analysis of research data, using computer simulation, and literature review. Presentations are given in report form and in-class presentations are optional.  
*Transfer credit: UC, CSU*

**SOC R114—Social Philosophy** 3 units  
*3 hours 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 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) (2)  
*Transfer credit: UC, CSU*

**SOC R116—Crime and Society** 3 units  
*3 hours lecture weekly*  
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: UC, CSU*

**SOC R118—Introduction to Human Services** 3 units  
*3 hours 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  
*3 hours lecture weekly*  
This introductory course is designed to provide students with the fundamental knowledge of the American educational system, using a 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 30 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. Field trips may be required. (Same as EDU R122)  
*Transfer credit: UC, CSU*

**SOC R125—Introduction to Statistics in Sociology** 3 units  
*Prerequisite: MATH R014 or MATH R014B.*  
*3 hours lecture weekly*  
Students learn and apply statistical methods to sociological 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 sociology and/or other social science data are required.  
*Transfer credit: CSU*

# 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, culture, and Spanish-language cinema.

There are courses for beginners and courses for native and heritage Spanish speakers. The first-level course is offered in one semester or over two semesters, for a less intensive pace. Classes are offered in traditional classroom formats as well as in partially or fully online formats.

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:

James Merrill, Department Chair, [jmerrill@vcccd.edu](mailto:jmerrill@vcccd.edu)  
(805) 986-5800, ext. 1949

## Career Opportunities

### B.A. Level

Interpreter	Translator
Foreign Clerk	Foreign Service Officer
Foreign-Exchange	Trader

### Faculty

Full-Time	Part-Time
Carmen Eblen	Rene Centeno
Cecilia Milan	Marta Garza-Laird
	Sara Harding-Castillo
	Dora Madrigal
	George Peraza

## ◆ Spanish

### Associate in Arts Degree

#### Required Courses:

	Units
SPAN R103 Intermediate Spanish 1	5
SPAN R104 Intermediate Spanish 2	5
	<b>10</b>

#### Required Additional Courses:

Complete a minimum of 9 units from the following:

	Units
SPAN R101 Elementary Spanish 1	5*
SPAN R101A Elementary Spanish 1A	3*
SPAN R101B Elementary Spanish 1B	3*
SPAN R102 Elementary Spanish 2	5*
SPAN R102A Elementary Spanish 2A	3*
SPAN R102B Elementary Spanish 2B	3*
SPAN R107 Hispanic American Culture	3
SPAN R108 Composition in Spanish	3
SPAN R117 Hispanic-American Literature	3
SPAN R118 Cine en español	3
SPAN R140 Spanish for Native Speakers 1	5*
SPAN R141 Spanish for Native Speaker 2	5*
	<b>9 - 11</b>
<b>Total Required Units</b>	<b>19 - 21</b>

\*No more than 5 units of SPAN R101, R101A, R101B, R102, R102A, R102B, R140 or R141 can be applied to the major.

## Program Student Learning Outcomes

Upon successful completion of the Spanish program students will be able to:

- The student will recognize, conjugate and use appropriately the simple present, preterit, imperfect, future and present perfect of the indicative mood; and the present and imperfect of the subjunctive mood.
- The student will distinguish and use formal and informal language, with sensitivity to appropriate contexts and social settings.
- The student will demonstrate aural comprehension of a sustained oral presentation or conversation in Spanish.
- The student will engage in oral communication at the intermediate level.
- The student will analyze and discuss essays, short stories and poems by Latin American and Spanish writers.
- The student will access and synthesize information on cultural topics or current events in the Spanish-speaking world and convey that information in a formally prepared oral presentation.
- The student will demonstrate awareness of past and present cultural, political and social aspects of the Spanish-speaking world.

## Spanish Courses

### SPAN R098—Short Courses in Spanish ½-10 units

*Lecture and/or lab hours as required by unit formula*

Special topics designed to inform or update interested persons in the various disciplines within Spanish. (2)

### SPAN R101—Elementary Spanish 1 5 units

*5 hours lecture weekly*

This is a first semester Spanish course for non-native speakers. It provides an introduction to the language and culture of the Spanish-speaking world. This course emphasizes oral communication and vocabulary development through reading and writing. Field trips may be required. (2)

*Transfer credit: UC, CSU*

### SPAN R101A—Elementary Spanish 1A 3 units

*3 hours lecture weekly*

This is a first semester Spanish course for non-native speakers. It provides an introduction to the language and culture of the Spanish-speaking world. This course emphasizes oral communication and vocabulary development through reading and writing. This course equals the first half of Spanish R101. Field trips may be required. (2)

*Transfer credit: UC, CSU*

### SPAN R101B—Elementary Spanish 1B 3 units

*Prerequisites: SPAN R101A or equivalent.*

*3 hours lecture weekly*

This course is equal to the second half of SPAN R101, and is for non-native speakers. It introduces the language and culture of the Spanish-speaking world. The course emphasizes oral communication, reading and writing. Basic vocabulary and grammar are studied as well as various aspects of the culture of Spanish-speaking countries. Field trips may be required. (2)

*Transfer credit: UC, CSU*

### SPAN R102—Elementary Spanish 2 5 units

*Prerequisites: SPAN R101.*

*5 hours lecture weekly*

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. (2)

*Transfer credit: UC, CSU*

**SPAN R103—Intermediate Spanish 1** **5 units***Prerequisites: SPAN R102.**5 hours lecture weekly*

This is a second-year course (third semester) for non-native 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. (2)

*Transfer credit: UC, CSU***SPAN R104—Intermediate Spanish 2** **5 units***Prerequisites: SPAN R103.**5 hours lecture weekly*

This is a second-year course (fourth semester) for non-native 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' 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. (2)

*Transfer credit: UC, CSU***SPAN R107—Hispanic American Culture** **3 units***Prerequisites: SPAN R101.**3 hours lecture weekly*

Broaden understanding of Hispanic-American culture and civilizations through art, history, music, customs and traditions, politics, and economics. Course is designed to maintain and enhance communicative skills. Course is taught in Spanish. Field trips may be required. (2)

*Transfer credit: UC, CSU***SPAN R117—Hispanic American Literature** **3 units***Advisory: Advanced knowledge of Spanish reading and writing; SPAN R104, SPAN R108, or the equivalent is highly recommended.**3 hours 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. (2)

*Transfer credit: UC, CSU***SPAN R118—Cine en español** **3 units***Advisory: 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.**3 hours 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 to local theaters may be required. (2)

*Transfer credit: UC, CSU***SPAN R140—Spanish for Native Speakers 1** **5 units***Advisory: SPAN R102.**5 hours lecture weekly*

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 registers and dialects 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. Formerly SPAN R105 (2)

*Transfer credit: UC, CSU***SPAN R141—Spanish for Native Speakers 2** **5 units***Prerequisites: SPAN R140.**5 hours lecture weekly*

This is a course designed for native and heritage Spanish speakers. Students will expand their vocabulary, distinguish registers and dialects 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. Formerly SPAN R106. (2)

*Transfer credit: UC, CSU***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 may be taken two times. (2)

*Transfer credit: CSU*

## SPEECH

See Communication Studies

## TELEVISION

The Television Production program at Oxnard College offers courses to develop skills in all aspects of digital film and video production — whether you plan to earn an AA degree, transfer to a four-year program or want to get into a career right away. The program includes courses in screenwriting, video production, digital editing, and critical studies. It also covers directing, lighting and audio production.

You get hands-on experience creating digital video, and the chance to see your work on the campus' channel, OCTV.

Students who have completed this program have transferred to USC, UCLA and CSUN among other schools. Alumni are working in the industry for ABC affiliates, E TV, Fox Sports West, and Warner Brothers.

*For more information, contact:**Andres Orozco, Lead Faculty, Television Production**aorozco@vcccd.edu**Kitty Merrill, Adjunct Faculty, Television Production**kmerrill@vcccd.edu**OCTV Channel 15 (805) 986-5817*

### Career Opportunities

Broadcast Television	Industrial Video Production
Cable Industry	Independent Video Production
Producer	Director
Script Writer	Camera Operator
Video Editor	Stage Manager
Master Control	Video Operator

### Faculty

Full-Time	Part-Time
Andres Orozco	Katharine B. Merrill

## ◆ Communications —Radio, Motion Picture and Television

### Associate in Arts Degree

#### TELEVISION PRODUCTION OPTION

Required Courses:		Units
TV R100	Electronic Media Studies	3
TV R101	Introduction to Digital Film and Video Production	3
TV R102	Digital Video Production Workshop	3
TV R103	Digital Filmmaking	3
TV R104	Advanced Digital Video Production Workshop	3
TV R105/ ENGL R130	Fundamentals of Screenwriting	3
		<b>18</b>
Required Additional Courses:		Units
Complete a minimum of six units from the following:		
ENGL R131	Cinema: Literary Views	3
OR		
ENGL R132	Cinema: History, Culture	3
COM R101	Introduction to Oral Communication	3
TV R117	Race, Class, Gender, and Sexuality in Film and Television	3
TV R190	Internship in Digital Video Production	.5-6
TV R198	Short Courses in Digital Video	3
		<b>6</b>
<b>Total Required Units</b>		<b>24</b>

### Program Student Learning Outcomes

Upon successful completion of the Television program students will be able to:

- Achieve a hands-on experience with creative endeavors and either individually or collaboratively, perform the work of others.
- Create original work applying feedback to improve their performance.
- Demonstrate knowledge of the language and content of film and television.
- Understand how cultures differ in their use of similar environments and resources by comparing one culture with another.
- Display behavior consistent with the ethical standards within a discipline or profession including exhibiting personal, professional, and academic honesty.

### Television Courses

#### TV R100—Electronic Media Studies **3 units**

*3 hours lecture weekly*  
This course is a survey of electronic media including television, film, radio and multimedia and their impact on culture and society. Topics covered include technological development, programming; ratings; social, legal and economic aspects of broadcasting in America; and cross-cultural, international comparisons. Field trips may be required. (2)  
*Transfer credit: CSU*

#### TV R101—Introduction to Digital Film and Video Production **3 units**

*2 hours lecture, 3 hours lab weekly*  
This class offers a basic introduction to digital video studio and field production. Students in this entry class for the major learn aesthetic principles and get hands-on experience in the operation of cameras, lenses, lighting equipment, microphones, audio recorders and switching, as well as set design and non-linear editing. Field trips may be required. (2)  
*Transfer credit: CSU*

#### TV R102—Digital Video Production Workshop **3 units**

*Prerequisites: TV R101.*  
*2 hours lecture, 3 hours lab weekly*  
This course expands student skills in digital video production and filmmaking techniques and is required for the Television Production track of the Communications major. Through a series of practica, it provides hands-on instruction in pre-production (conceptual development, scripting, planning of video projects), production (recording of the project with attention to camera use, lighting, and sound) and post-production (video and audio editing). Content development for OCTV is emphasized. Field trips may be required. (2)  
*Transfer credit: CSU*

#### TV R103—Digital Filmmaking **3 units**

*Prerequisites: TV R101.*  
*Advisory: TV R102.*  
*2 hours lecture, 3 hours lab weekly*  
This course gives students skills needed for directing and editing digital video projects. In addition, they will refine their video production skills and work to enhance their creative vision. Instruction in advanced camera operation, lighting and editing is provided. The class is required for the TV Production major. Field trips may be required. (2)  
*Transfer credit: CSU*

#### TV R104—Advanced Digital Video Production Workshop **3 units**

*Prerequisites: TV R101.*  
*Advisory: TV R103.*  
*2 hours lecture, 3 hours lab weekly*  
This is an advanced course in digital filmmaking and video production and is required for the Television Production track of the Communications major. 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. Content development for OCTV and the campus is emphasized. Field trips may be required.  
*Transfer credit: CSU*

#### TV R105—Fundamentals of Screenwriting **3 units**

*Advisory: ENGL R096.*  
*3 hours lecture weekly*  
This course is required for Television Production majors and is an elective for the English major. This is a basic 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. Field trips may be required. (2)  
*Transfer credit: CSU*

#### TV R106—Digital Editing with Final Cut Pro **3 units**

*2 hours lecture, 3 hours lab weekly*  
In this course, students develop and improve their digital editing skills using Final Cut Pro 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. Field trips may be required. (2)  
*Transfer credit: CSU*

**TV R108A—Acting for TV and Film I** **3 units**

*2 hours lecture, 3 hours 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. (2)

*Transfer credit: UC, CSU*

**TV R108B—Acting for TV and Film II** **3 units**

*Prerequisites: TV R108A.*

*2 hours lecture, 3 hours 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. (2)

*Transfer credit: UC, CSU*

**TV R117—Race, Class, Gender, and Sexuality  
in Film and Television** **3 units**

*Advisory: ENGL R096.*

*3 hours lecture weekly*

This course will cover how films and television programs represent race, gender, and sexuality. It will examine the evolution of film and television and the dominant ideologies that have shaped and continue to shape how films are made. The course will also examine alternative films and television programs that are redefining how race, class, gender, and sexuality are viewed and interpreted. Field trips may be required. (2)

*Transfer credit: CSU*

**TV R190—Internship in Digital Video  
Production** **½-6 units**

*Corequisites: TV R101 or TV R102 or TV R103 or TV R104 or concurrent enrollment.*

*Lecture and/or lab hours as required by unit formula*

This course internship provides an opportunity for students to intern in specific areas of digital video, film, or television, under the supervision of a professional, as well as the instructor. Students receive on-the-job exposure to professional practices in production, pre-production, post-production or television station operations. Internship may be scheduled at Oxnard College Television, or at another location as arranged by the student. A maximum of six units are transferable to CSU; for UC, credits are determined after admission. Field trips may be required. (2)

*Transfer credit: CSU*

**TV R198A-Z—Short Courses in Digital Video** **½-3 units**

*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. Field trips may be required. (2)

*Transfer credit: CSU*

## OCTV

### Award-Winning Student Television

Since 1986, Oxnard College Television (OCTV) has been the local college television station for students and community. OCTV airs in Oxnard and Port Hueneme as part of the basic cable package on Time Warner on Channel 15 and on Verizon Fios on channel 33 as a public service of Oxnard College, the only college in the district with its own television channel. Programming includes shows created by television production students, for-credit telecourses as well as other original independently produced programming of interest to the community.

Oxnard College Television students create original programming as part of their lab work in digital video production courses both on-location and in the full service television production studio. Telecourses, educational programs shown on OCTV, offer students a flexible way to earn transferrable college credit in subjects such as History, Political Science, Child Development and Sociology.

# Appendices

## Appendix I Student Conduct Code

### Standards of Student Conduct

In joining the academic community, the student enjoys the right and shares the responsibility in exercising the freedom to learn. Like other members of the academic community, the students are expected to conduct themselves in accordance with standards of the college that are designed to perpetuate its educational purposes. Students shall respect and obey civil and criminal law, and shall be subject to legal penalties for violation of laws of the city, county, state, and nation. A charge of misconduct may be imposed upon a student for violating provisions of college regulations and the State Education and Administrative Codes. Where a student is subject to a charge of misconduct, such charge shall be processed in accordance with the following policies and procedures which will be applied in a fair and equitable manner.

Disciplinary action may be imposed upon a student by an instructor, an administrator, or the Governing Board for proven misconduct or actual violation of specified college rules and regulations. Instructors and administrators may place students on probation or temporary exclusion with respect to actions in a classroom, on campus, or at a college-sponsored activity within the procedures specified in this document. The Dean of Student Services shall have the power to impose suspension and to recommend expulsion.

Students are subject to charges of misconduct for acts on college-owned or controlled property or at a college-sponsored activity including, but not limited to:

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.
3. Use, possession (except as expressly permitted by law), 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.
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 in any area where smoking has been prohibited by law or by regulation of the college or the District.
9. 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.
10. Obstruction or disruption of classes, administrative or disciplinary procedures, or authorized college activities.
11. Disruptive behavior, willful disobedience, profanity, vulgarity or other offensive conduct, or the open and persistent defiance of the authority of, or persistent abuse of, district/college personnel in performance of their duties.
12. Academic dishonesty, cheating, or plagiarism.
13. 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.
14. Unauthorized entry to or use of district/college facilities.
15. Violation of district/college rules and regulations including those concerning student organizations, the use of district/college facilities, or the time, place, and manner of public expression or distribution of materials.
16. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
17. Unauthorized preparation, giving, selling, transfer, distribution, or publication of any recording 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.
18. 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).

For purposes of student discipline under this procedure, conduct is related to college activity or college attendance if it occurs during or in conjunction with any program, activity, or event connected with District coursework, sponsored or sanctioned by the District or a college of the District, or funded in whole or in part by the District or college, whether the activity or event occurs on or off campus or during or outside of instructional hours.

### Student Conduct—Due Process

- A. Preliminary Action
  1. The Dean of Student Services or their designee shall receive and may issue any charge of alleged misconduct made against a student by another student, faculty member, administrator, or classified personnel. Such person shall sign and submit a written statement specifying the time(s), place(s), and nature of the alleged misconduct.
  2. The Dean of Student Services or their designee shall confer with the student to advise of the charge, possible sanctions upon him/her, and his/her rights under college regulations and state and federal laws.

3. The Dean of Student Services or their designee may also procure information relating to the charge from the student and other persons or sources. Whenever appropriate, the Dean of Student Services or their designee shall assess, or cause to have assessed, damage to property and injury to persons or other forms of misconduct.
4. At this point, the Dean of Student Services or their designee may recommend any of the disciplinary actions, outlined below.
5. If the student does not accept the decision of the Dean of Student Services, the student has the right to file a grievance.

### **Student Conduct—Disciplinary Action**

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 the following types of disciplinary actions, which are to be administered by appropriate college authorities. The Ventura County Community College District has established due process for the administration of the penalties enumerated here.

**Warning**—Written notice to the student 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 that the student has violated the Standards of Student 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 as a warning to the student that further violations may result in further disciplinary sanctions. A reprimand is permanently retained in the college discipline files.

**Temporary Removal from Class**—Exclusion of the student by an instructor for good cause for the day of the removal and the next class meeting.

**Short-term Suspension**—Exclusion of the student for good cause from one or more classes or activities for a period of up to ten (10) consecutive school days.

**Disciplinary Probation and/or Temporary Ineligibility to Participate in Extracurricular Activities and/or Temporary Denial of Other Privileges**—Placement of the student on probation, for good cause, for a specified period of time not to exceed one academic year during which a student’s fitness to continue to attend school, in light of the student’s disciplinary offenses, is tested; and/or temporary exclusion of the student for a specified period of time; and/or temporary denial of other specified privileges for good cause.

**Immediate Interim Suspension** —A student can be immediately suspended as 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 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.

**Long-term Suspension**—Exclusion of the student for good cause from one or more classes and/or activities, or from all classes and/or activities of the college for up to the remainder of the semester and the following semester. A student suspended from all classes and/or activities shall be prohibited from being enrolled in any community college within the District for the period of the suspension.

**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.

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 designated college authority regarding a pending disciplinary matter.

### **Student Conduct—Right to Grieve**

Any student has the right to file a grievance when the student reasonably believes a college decision or action has adversely affected their status, rights, or privileges as a student. The Dean of Student Services has more information and forms required to file a formal grievance.

#### **Purpose**

Students are encouraged to pursue academic studies and other college-sponsored activities in order to promote intellectual growth and personal development. In seeking these ends, students should be free from improper interference by other members of the college community.

A grievance may be initiated by a student whenever the student believes that he/she has been subject to unjust actions or denied normal student rights as stipulated in college regulations and in the State Education and Administrative Codes. A grievance may be initiated by a student against any other student or any employee of the college.

#### **Definition**

A grievance is an allegation of unjust action or denial of student rights. A grievance exists only when a specific educational wrong has occurred to a single student. This wrong must involve an unjust action or denial of student rights as defined in a specified college, college district, or superior legal covenant or judgment. A grievance exists only when such an error or offense has some demonstrably correctable result. The outcome of a grievance must produce a tangible benefit to the student complaining or an actual redress of the wrong rather than a punishment for the person or persons found in error.

#### **Procedures**

A. **Informal Processes:** When a student believes that a personal injustice has been sustained, an attempt should first be made to resolve the concern by informal means. Consultation should be made with the student, faculty member, administrator, or classified person involved in order to seek direct resolution. If this process fails or, for some reason, cannot be accomplished, the aggrieved student should confer with the direct supervisor of the person allegedly causing the problem. If both of these steps are unsuccessful, the aggrieved student should discuss the problem with the Dean of Student Services.



B. Formal Processes: In the event an informal resolution is not reached, the grievant shall submit a preliminary written statement of the grievance to the Dean of Student Services within 90 days of the incident on which the grievance is based. Within 10 days following receipt of the preliminary written statement of the grievance, the Dean of Student Services 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 and 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 Dean of Student Services 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 Dean of Student Services. This response must be received within 10 days.

This process represents the formal grievance procedure of the college. However, the entire formal grievance process shall be discontinued at any time the parties can informally agree on a mutually satisfactory result. All formal records will be destroyed in this instance.

Resolution of grievances may not abrogate state or federal laws and applicable Board of Trustee rules and policies.

1. A college Grievance Committee shall be established by the College President at the opening of each academic year. This committee will be composed of one faculty member, one enrolled student, and one administrator. The chairperson will be designated by the President. Committee members are appointed by and serve at the pleasure of the President.

If, in the judgment of either participant in a formal grievance or the President, a conflict of interest or bias exists with any committee member, that member will be excused and a substitute appointed for the case in question only.

A formal grievance must be filed with the Dean of Student Services within 90 calendar days of the final event in a sequence of events, if any. The 90-day period shall commence on the day of the event or on the day of first knowledge of the event by the complaining party. Proof of the latter delayed date is the responsibility of the complaining party.

2. A formal grievance exists when the Dean of Student Services receives a signed written charge specifying the time, place, and nature of the injury from the aggrieved student. This written charge should be dated and must be on behalf of an individual student only. Group or class action grievances are not permitted. This charge must also clearly specify the informal consultation attempts made and described in Section A.
3. The Dean of Student Services will verify the completeness of the written charge and present the charge to the Grievance Committee within 14 calendar days of receipt.
4. The Grievance Committee will review the charges made in Section B2 within 7 calendar days and request a response in writing from the person accused. This person must reply within 10 calendar days. Upon receipt of this response, the committee shall meet and recommend to the President that (a) the case be dismissed, or (b) that reasonable cause for a hearing exists. This action must take place within 7 calendar days.

5. The Dean of Student Services will then either dismiss the case with the reasons set out in writing to both parties or request that the Grievance Committee hold a formal hearing. The Dean of Student Services must take this action within 7 calendar days of receipt from the committee (Section B4).
6. Formal hearing procedures:
  - a. A hearing will be called by the chairperson within 30 calendar days of receipt of the President's request (Section B5).
  - b. Both parties will be asked to attend the hearing and will be given 10 calendar days notice in writing as to the date, time and place.
  - c. At the time of the hearing, the chairperson shall state the charge. The committee shall hear testimony, examine witnesses, and receive all evidence pertaining to the charge.
  - d. 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.
  - e. The accused person and/or representative may be present as well as the aggrieved person and/or his/her representative. No other persons except scheduled single witnesses and the Grievance Committee members shall be present.
  - f. The person making the charge shall assume the burden of proof. Hearings shall be closed and confidential.
  - g. The committee shall judge the relevancy and weight of testimony and evidence. It shall make its findings on fact and limit its investigation to the formal charge. It shall also make a recommendation for disposition of the charge to the college President. Actions in this procedure shall be completed within 30 days following the close of the hearing.
  - h. The committee shall submit its findings of fact and recommend action to both parties and to the President of the college. Upon receipt of the findings and recommendations, the President of the college shall:
    - (1) Concur with the committee's recommendation.
    - (2) Not concur with the committee's recommendation.
    - (3) Take alternative action.
    - (4) The college President shall state in writing the reasons for the action taken on the committee's recommendation. The President shall act within 21 calendar days.
  - i. If either party does not agree with the decision of the college President at this time, an appeal may be made to the Chancellor of the Ventura County Community College District within 5 calendar days. The Chancellor's decision will be final.
  - j. Records of all proceedings will be maintained by the college President in accordance with rules of confidentiality and board/state/federal laws, rules, regulations, and contracts. Insertion of information regarding a case in an employee's personnel record will only be made in compliance with board/state/federal laws, rules, regulations, and contracts.

## Appendix II

### Matriculation: Student Rights and Responsibilities

#### Student Responsibilities

- A. Express at least a broad educational intent upon admission.
- B. Declare a specific educational goal no later than the term after which you complete 15 semester units of degree applicable credit course work.
- C. Diligently attend class and complete assigned course work.
- D. Complete courses and maintain progress toward an educational goal; and
- E. Cooperate in the development of a student educational plan with the assistance of a counselor.

#### Student Rights

- A. Prerequisites or corequisites: Your rights entitle you to file a prerequisite/corequisite petition in the Counseling Office (SS 254) to challenge any prerequisite or corequisite if you believe one of the following:
  1. You will be subject to undue delay in attaining the goal of your educational plan because the prerequisite or corequisite has not been made reasonably available.
  2. The prerequisite or corequisite is not valid because it is not necessary for success in the course for which it is required.
  3. The prerequisite or corequisite is unlawfully discriminatory or it is being applied in an unlawfully discriminatory manner.
  4. You have the knowledge or ability to succeed in the course despite not meeting the prerequisite or corequisite.
- B. Matriculation Procedure: You may also file a matriculation petition regarding the matriculation process in the Counseling Office (SS 254). Grounds for that challenge include:
  1. Challenge any violation of the matriculation provisions which you believe has occurred.
  2. File a complaint if you believe that any matriculation practice has the purpose or effect of subjecting any person to unlawful discrimination.

*In addition to the previous information, you have the right to discuss your placement recommendation. To review an English placement, meet with an advisor from the English department. To review a Math placement, meet with an advisor from the Math department.*

#### Resolution of Complaints

Once a petition is received, the Matriculation Coordinator will convene a committee consisting of the Matriculation Coordinator and two members of the College Matriculation Committee. The committee will review the petition and provide written notification of any action to be taken to the student within five (5) working days. Students wishing to appeal the decision of this committee may do so by meeting with the Dean of Student Services.

## Appendix III

### Probation, Dismissal, and Readmission of Students

Probation, dismissal, and readmission policies and procedures are designed to assist students in making progress toward realistic academic, career, and personal goals.

**Standards for Probation:** A student who has attempted at least twelve (12) semester units as shown by the official academic record shall be placed on **academic probation**, if the student has earned a grade point average below 2.0 in all units which were graded on the basis of the grading scale established by the Ventura County Community College District.

A student who has enrolled in a total of at least twelve (12) semester units as shown by the official academic record shall be placed on **progress probation** when the percentage of all units in which the student has enrolled and for which entries of "W," "I," and "NP" are recorded reaches or exceeds fifty percent (50%).

A student transferring to a college of the Ventura County Community College District from another college 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, provided for each enrolled student at the end of each term, 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 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," 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," and "NP" 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. The student grade report, issued for each student at the end of each term, specifies the student status for both academic and progress categories as either good standing or dismissed. 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.

**Cheating or Plagiarism:** Oxnard College takes academic honesty very seriously, since ethical behavior and integrity are vital components of ensuring mutual respect across campus. Instructors, accordingly, have the responsibility and authority for dealing with instances of cheating or plagiarism that may occur in their classes. Such activities could include stealing tests, using "cheat sheets," copying off another's test, or turning in someone else's work as his/her own. Further, instructors have the responsibility to report instances of cheating to their Deans in that cheating in any form is a violation of the Oxnard College Student Code of Conduct and as such is subject to investigation, charges of misconduct, and disciplinary consequences.

**Course Repetition:** A course in which a grade of C or better has been earned may not be repeated except as identified in the catalog course description. Courses taken at any college in which a grade of D, F, NP, or other substandard grade has been earned may be repeated for the purpose of improving a recorded grade. This policy may apply more than once to a particular course. A course taken at another institution, in which a substandard grade was earned may be repeated at the colleges of the Ventura County Community College District, subject to this policy. In order to identify acceptable equivalencies, course equivalency shall be determined chiefly by content, as defined in the catalog course description, and not by title or units. Prior approval for course repetition shall be required. The petition for this purpose, "Petition for Course Repetition," is available in the Counseling Office.

Upon completion of the repeated course, the previous grade earned shall be omitted from the computation of the cumulative grade point average, an "E" appears on the permanent record. The permanent record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

Students should understand that other colleges or universities may not accept credit for work which represents a repetition of high school work. In addition, there is no assurance that repeated courses resulting in an improvement in grade will be accepted by other colleges or universities.

**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. Academic renewal is intended to facilitate the completion of requirements necessary for an academic degree or certificate.

A student may petition, once only, to eliminate grade point calculations and credits from selected portions of previous college work which is not reflective of the student's present demonstrated ability and level of performance. The student may petition for academic renewal to disregard previous substandard college work by selecting one of the following options:

(1) Disregard a maximum of 15 semester units of any courses with less than a C or equivalent grade taken during any two terms, not necessarily consecutively; or (2) Disregard all courses from two consecutive semesters (one summer or inter-session may be regarded as equivalent to one semester at the student's discretion). Courses and units taken at any institution may be disregarded.

Academic renewal may be granted only to a student who: is currently enrolled in at least one credit course in the college; has completed at least 12 units in the colleges of the Ventura County Community College District; has submitted transcripts of all college work; has waited two years since the course work to be disregarded was completed; and, has subsequently completed at least 30 semester units with a minimum 2.40 grade point average.

The colleges of the Ventura County Community College District will honor similar actions by other accredited colleges and universities in determining grade point averages and credits. The petition for this purpose, "Petition for Academic Renewal," is available in the Counseling Office. Upon granting the petition for academic renewal, the student's permanent record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history. The student should be aware that other colleges or universities may have different policies concerning academic renewal and may not honor this policy.

## Appendix IV Auditing Policy

In accordance with Section 72252.3 of the Education Code, students enrolled in classes to receive ten or more semester units shall be allowed to audit three or fewer semester units with a fee for auditing of \$15.00 per unit per semester. As required by section (d), priority in class enrollment shall be given to students desiring to take the course for credit towards a certificate or degree. Therefore, a student wishing to audit may register for classes in audit status by special petition only in the last two days of the add/drop period. This petition requires permission of the instructor. Laboratory classes are not normally available for audit. In accordance with this section (c) of this statute, no student auditing a course shall be permitted to change his or her enrollment in that course to receive credit for the course.

Student auditing a course are not permitted to take exams in class, nor are they permitted to challenge the course at a later date. Instructors are under no obligation to grade assignments of students auditing a course. Attendance requirements for student auditing courses are the same as for all other students as stated in the college catalogs.

## Appendix V Course Repetition Policy

In accordance with Section 58162 of Title 5, Ventura County Community College District will permit students to take certain identified courses up to a maximum of four times under the following conditions:

1. The Governing Board has approved the number of times the course may be repeated.
2. The course is designated in the catalog as repeatable.
3. The course outline is such that the course content is different each time it is offered.
4. Students gain an expanded educational experience for one of the two following experiences:
  - a. Skills or proficiencies are enhanced by supervised repetition and practice within class periods, or

- b. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.
5. Skill areas and courses within that skill have been identified by faculty within the discipline and approved by the campus curriculum committees. Final approval of skill areas will be by the Ventura County Community College District Chancellor's Cabinet.
6. The college will insure that each skill area is identified and the courses contained therein properly "clustered" in the computer so that students will not be able to repeat courses in that skill area more times than permitted.
7. Each college will at appropriate times, utilizing the software developed for that purpose, further monitor course repetition by running a list of those who are enrolled in a course for which they have used all allowable repetitions. The college shall then take appropriate action to remove any such students from those courses.
8. In the event that an ineligible enrollment is discovered after census data, the college will take steps to insure that no attendance is reported to the state for ADA purposes. Furthermore, no positive attendance is to be reported for ineligible enrollments.

## **Appendix VI**

### **Student Health Services**

The Governing Board hereby establishes a program of student health supervision and services. This action is taken pursuant to California Code of Regulations, Title 5, Sections 54702 through 54742. The program provides for the operation of student health centers wherein enrolled students of the district's colleges and other persons expressly authorized by the Governing Board may be diagnosed and treated. The Governing Board will annually determine the amount of the fee to be assessed for such services.

A plan for student health services in the Ventura County Community College District follows (in compliance with CAC, Title 5, Section 54710). This plan is facilitated on each campus through the Dean of Student Services and the coordinator of Student Health Services. The district may also employ health aides, physicians, and other health workers as provided by law, budget and need.

#### **Student Campus Accident Procedures**

If you have an accident on campus, it is your responsibility to fill out an Accident Report immediately. This report is available in the Health Center, Campus Police Office, and the Evening Program Office in the mailroom. The Health Center has to be notified that you have had an accident so that we can inform you about your Student Accident Policy. In the event of an accident that requires you to seek outside medical attention, there is a \$50 deductible per accident. There is a \$100 deductible for athletes per accident. To have all of your additional medical expenses covered you need to see a Health Care Provider that is on the list. This list can be obtained in the Health Center. For further information contact: Student Health Center at (805) 986-5832.

## **Student Health Services Plan**

### **Statement of Purpose**

To strengthen the educational process through the maintenance and improvement of the health status of students in accordance with state mandates and district policies. The major focus of student Health Services is the prevention of illness and disability and the early detection and correction of health problems.

### **Health Coordinator**

The Health Coordinator is especially prepared and uniquely qualified in preventive health, health assessment, and referral procedures. (Education Code 49426, school nurses; qualifications and services.)

### **Diligent Care**

The Health Coordinator is responsible for the implementation of all campus medical emergency and first aid procedures and the rendering of first aid in case of accident or illness.

### **Health Guidance**

The Health Coordinator provides leadership which directs and guides the course of action for the total college student health program. The coordinator assists students in obtaining and maintaining a high level of wellness via workshops, appropriate referrals, and other supportive services including individual health counseling.

### **Health Protection and Environmental Health and Safety**

The Health Coordinator works toward the prevention of illness, protects the college environment from diseases, and attempts to avoid costly remedial medical interventions. Health hazards as they appear on accident reports or by observation are reported for corrective action. Immunizations (e.g., tetanus, flu) are administered. Coordination with County Public Health Department is on a regular basis. TB testing is routinely done.

### **Appraisal and Limited Treatment**

The Student Health Center provides quality on-campus outpatient services to all registered students and other persons expressly authorized by the Governing Board. Health education and health counseling is a constant theme which extends throughout the system. A college physician and nurse practitioner may be employed for a limited number of weekly hours. Certain laboratory tests and prescription medicines are available on campus at a reduced cost, while blood tests are sent out to a laboratory for analysis. X-rays and mammograms are handled by referral.

### **Referrals**

The Health Coordinator provides liaison between students, college, and community health resources and continually seeks to improve channels of communication.

### **Health and Accident Insurance Plans**

The Student Health Fee provides for low-cost, yet significant, student accident insurance for all students at no cost to the district. The Health Center reports and maintains accident records of all student injuries and attempts to advise and eliminate casual conditions, whenever possible.

### **Psychological Counseling**

The Student Health Center offers psychological counseling and referral to external agencies. They offer mental health appointments to facilitate normal psychological growth, and to maximize academic functioning and consistent school attendance.

### **Dissemination of Information**

The presence of the Student Health Center and its functions is published through brochures, classroom presentations, and schedule of classes.

### **Emergency Disaster Plan**

The Student Health Center is designated to act as first aid station. The disaster plan is actually the responsibility of the college administration since it involves total college staff, management, faculty, and facilities in the event of fire, earthquake, nuclear fallout, mudslides, and other natural disasters.

The Student Health Centers are maintained through the assessment of a student health fee.

## **Appendix VII Privacy Rights Governing Student Records**

Pursuant to the Federal Educational Rights and Privacy Act, the California Education Code, and the California Code of Regulations Title V, the colleges in this district establish and maintain information on students relevant to admission, registration, academic history, career, student benefits or services, extra-curricular activities, counseling and guidance, discipline or matters related to student conduct, and shall maintain such information required by law.

The college is not authorized to permit access to student records to any person without the written consent of the student or under judicial order except to college officials and employees with legitimate educational interest.

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.

### **Right of Access**

Any currently enrolled or former student has a right to access to any or all student 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 Dean of Student Services at the college of attendance. 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 Dean of Student Services shall notify the student of the location of all official records which have been requested and provide personnel to interpret records where appropriate.

Student records are maintained in a manner to ensure privacy of all such records and the colleges of this district shall not, except as authorized, permit any access to or release of any information therein.

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 college 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 may request copies of records for review. A fee of one dollar (\$1) will be charged per page per copy.

### **Directory Information**

Oxnard College regards the following as "Directory Information" which can be released to the public: student's name, current enrollment status, dates of attendance, major field of study, degrees and awards received from the College, participation in officially recognized activities and sports, weight and height of members of athletic teams, the most recent public or private school attended by the student.

**If you desire to withhold "Directory Information," you must file a written request with the Admissions & Records Office prior to the first day of the semester that you are attending.**

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 Oxnard College, regardless of the student's age.

### **Challenge**

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.

### **Statement of Nondiscrimination**

The Ventura County Community Colleges 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, handicap, age, 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 Ventura County Community College District has a policy of nondiscrimination regarding persons with disabilities and a process for resolving allegations of discrimination. If you feel that you have been discriminated against because of a disability, you should first contact the program coordinator at (805) 986-5830 or the Dean at (805) 986-5847.

## Appendix VIII

### Complaint Procedure for Harassment/Discrimination

Members of a college community—students, faculty, administrators, staff, and visitors—must be able to study and work in an atmosphere of mutual respect and trust. Ventura County Community College District is actively committed to creating and maintaining an environment which respects the dignity of individuals and groups.

The goal of Ventura County Community College District is to be sensitive to the needs of students, staff and those who interact with the college community, while preserving the rights of those against whom allegations have been made.

Employees or students of the District who feel that they have been harassed or discriminated against based on race, color, national or ethnic origin, age, gender, religion, sexual orientation, veteran status, marital status, or physical or mental disability have the right to file a complaint. The procedures outlined govern the process for all discrimination complaints filed by employees or students, including sexual harassment. Complaints may be filed student against student, student against employee, employee against student, employee against employee, visitor against employee, employee against visitor, etc.

Complaints must be filed with the District within one year of the alleged harassment or discrimination or within one year of the date on which the Complainant knew or should have known of the facts of the alleged incident.

District employees involved in any aspect of investigating or resolving a complaint of harassment or discrimination will have received training from a qualified source in advance of their service.

Non-retaliation for filing—no individual will suffer retaliation as a result of filing a claim or being a witness in regard to harassment/discrimination allegations. Persons engaging in retaliation are subject to disciplinary action.

#### Definitions

**Complainant:** An individual who believes that he/she has been the victim of harassment or discrimination.

**Respondent:** An individual against whom a claim of harassment or discrimination is made.

**Complaint:** A written allegation that a student, staff member, or other individual who interacts with VCCCD has subjected someone to harassment or discrimination.

**Responsible District Officer:** The person at the District who is responsible for coordinating the investigations of all harassment and discrimination complaints.

**Intake Facilitator:** The person on the campus or at the District Service Center who is responsible for conducting the informal and/or formal investigation of all harassment/discrimination complaints.

The District has established the following procedures to resolve charges of harassment or discrimination.

#### Informal Process

An individual who has reason to believe that he or she has been a victim of harassment or discrimination based on race, color, national or ethnic origin, age, gender, religion, sexual orientation, marital status, veteran status, or physical or mental disability may resolve the matter through an informal process under this procedure. Participation in the informal process is optional and not a prerequisite to filing a formal complaint.

1. A person who believes that he or she has personally suffered harassment or discrimination should contact the appropriate Intake Facilitator at their location to directly discuss his or her concerns.
2. The Intake Facilitator may inform the Respondent of the possible complaint and shall meet with the Complainant to:
  - a. understand the nature of the concern;
  - b. give to Complainant a copy of the District's Sexual Harassment Policy brochure and this "Complaint Procedure for Harassment/Discrimination" document;
  - c. inform Complainant of his or her rights under this complaint procedure;
  - d. assist the Complainant in any way advisable.
3. If the Complainant and the Respondent agree to a proposed resolution, the resolution shall be implemented and the informal process shall be concluded. At any time during the informal process, the Complainant may initiate a formal complaint.
4. The Intake Facilitator shall keep a written log of discussions and a record of the resolution. This information shall become part of the official investigation file if the Complainant initiates a formal complaint. If the parties reach a tentative agreement upon resolution of the complaint, a letter summarizing the resolution shall be sent to the Complainant and the Respondent. A copy of this letter shall be sent to Human Resources for approval.
5. Once a complaint is put in writing and signed by the Complainant, the Complaint is considered to be formal and the formal complaint procedures should be followed.

#### Formal Process

1. A person who alleges that he or she has personally suffered harassment or discrimination based on race, color, national or ethnic origin, age, gender, religion, sexual orientation, veteran status, marital status, or physical or mental disability shall complete and sign the District's Harassment/Discrimination Complaint Form within one year of the alleged incident or within one year of the date on which the Complainant knew or should have known of the facts of the harassment or discrimination incident.
2. On the complaint form, the Complainant shall describe in detail such alleged harassment or discrimination and the action the Complainant requests to resolve the matter. All written complaints shall be signed and dated by the Complainant, and shall contain at least the name(s) of the individual(s) involved, the date(s) of the event(s) at issue and a detailed description of the actions constituting the alleged harassment or discrimination. Names, addresses and phone numbers of witnesses or potential witnesses should also be included, when possible.
3. The Intake Facilitator will review the complaint to determine whether it describes the kind of harassment or discrimination which is prohibited under these procedures and whether the complaint sufficiently describes the facts of the alleged misconduct. If the complaint does not describe the kind of prohibited conduct the District investigates under the procedures, the Complainant will be notified and will be referred to the appropriate process. If the complaint does not sufficiently describe the facts giving rise to

the complaint so that a determination can be made regarding whether the alleged misconduct is covered under these procedures, the complaint will be returned and the Complainant will be invited to submit an amended complaint providing enough factual detail to allow the above determination to be made.

4. After a proper complaint is received, the Intake Facilitator shall investigate the charges as stated in the complaint. The Intake Facilitator shall send a copy of the complaint to the Responsible District Officer, who, after consultation with the Vice Chancellor of Human Resources and the District Chancellor, shall send a copy to the State Chancellor of the California Community College System. A summary of the complaint and procedures shall also be sent to the Respondent. A copy of the complaint will be maintained in the Office of Human Resources at the District Service Center.
5. The Intake Facilitator shall meet with the Complainant to review the nature of the complaint and identify the scope and nature of the investigation. If the Complainant fails to meet with the Intake Facilitator within a reasonable time (usually 10 working days), the Intake Facilitator will continue the investigation to the best of his/her abilities based on the written formal complaint. After meeting with the Complainant, the Intake Facilitator shall give the Respondent an opportunity to meet with him/her to receive the Respondent's answer to the complaint and to review with Respondent the scope and nature of the investigation. Complainant and Respondent may inform the Intake Facilitator of witnesses to contact and may present documents in support of their positions.
6. Prior to completing the investigation, the Intake Facilitator shall meet again with the Complainant and the Respondent separately, to give an overview of the steps taken during the investigation, to ask Complainant and Respondent for the names of any other individuals the Intake Facilitator might speak with to request any additional information.
7. The Responsible District Officer shall determine whether harassment or discrimination did or did not occur with respect to each allegation in the complaint. The findings shall take into consideration the severity of the conduct, the pervasiveness of the conduct, the pertinent background, and other relevant District policies.

If disciplinary action is recommended, appropriate contractual due process and statutory processes will be invoked. If the Responsible District Officer finds there is no evidence to sustain the allegation, the record shall be kept confidential, except to the extent that disclosure may be required by law. The records will be destroyed to the extent the law allows.

After completion of the investigation, the Intake Facilitator shall meet with the Responsible District Officer who shall be responsible for reviewing the Intake Facilitator's report, making factual determinations, reaching a conclusion regarding the charges, and recommending appropriate action, if any.

8. In the event the complaint is against the Responsible District Officer, the Vice Chancellor of Human Resources shall appoint an investigator to review the complaint. In the event the complaint is against the Vice Chancellor of Human Resources, the District Chancellor or designee shall appoint an investigator to hear the complaint, receive the report, and make a determination on any final action.

9. The District shall complete its investigation and forward to the Complainant and Respondent within 90 calendar days of receiving a complaint, and the Chancellor of the California Community College System within 150 calendar days of receiving a complaint, all of the following:

- a. A summary of the investigative report;
- b. A written notice setting forth:
  - (1) the findings of the District investigator and District Chancellor as to whether harassment or discrimination based on race, color, national or ethnic origin, age, gender, religion, sexual orientation, veteran status, marital status, or physical or mental disability did or did not occur with respect to each allegation in the complaint;
  - (2) a description of actions to be taken, if any, to remedy any discrimination or harassment that occurred and to prevent similar problems from occurring in the future;
  - (3) the proposed resolution of the complaint;
  - (4) the Complainant's right to appeal to the District Chancellor, then the State Chancellor of the California Community College System; and
  - (5) In the event disciplinary action is recommended for the Respondent, he/she shall be entitled to all due process procedures provided by statute and/or the employee collective bargaining agreement.

### **Appeal Rights**

If the Complainant is not satisfied with the results of the formal level administrative determination, the Complainant may appeal the determination by submitting objections to the District Chancellor within fifteen calendar days of the receipt of the determination. Within forty-five calendar days of receiving the Complainant's appeal, a copy of the final District decision rendered by the District Chancellor shall be forwarded to the Complainant, the State Chancellor of the California Community College System, and, if appropriate, the Respondent. If the District Chancellor does not act within forty-five calendar days, the administrative determination shall be deemed approved and shall become the final District decision in the matter.

Complainant shall have the right to file a written appeal with the State Chancellor of the California Community College System within thirty calendar days after the District Chancellor has issued the final District decision or permits the administrative determination to become final.

### **How to File a Harassment or Discrimination Complaint**

1. A copy of these procedures and the Ventura County Community College District's Harassment/Discrimination Complaint forms are available in the Office of Human Resources, the offices of the Intake Facilitators on each campus, and in the Dean of Student Services' Office on each campus.
2. Completed complaint forms may either be mailed or delivered to the Ventura County Community College District, Assistant Vice Chancellor of Human Resources, 255 W. Stanley Ave., Suite 150, Ventura, CA 93001, or to one of the Intake Facilitators on each campus.

3. Complaints must be filed with the District within one year of the alleged unlawful harassment or discrimination or within one year of the date on which the Complainant knew or should have known of the facts of the alleged incident.
4. A person who alleges that he or she has personally suffered harassment or discrimination based on race, color, national or ethnic origin, age, gender, religion, sexual orientation, veteran status, marital status, or physical or mental disability, or one who has learned of such unlawful harassment or discrimination, shall invoke the procedures described above.
5. An individual may also file a complaint of unlawful discrimination with the Equal Employment Opportunity Commission, 2014 "T" Street, Suite 210, Sacramento, CA 98514, the United States Department of Education, Office of Civil Rights, 50 United Nations Plaza, Room 239, San Francisco, CA 94102, or the Department of Fair Employment and Housing may be called at 1-408-291-7352. These additional procedures may be used at the time of filing a complaint, during, or after use of the District harassment or discrimination complaint process. Filing deadlines for the aforementioned offices may vary. Note that the filing deadlines and procedures for each agency may differ.
6. Non-retaliation for filing—no individual will suffer retaliation as a result of filing a claim or being a witness in regard to harassment/discrimination allegations. Persons engaging in retaliation are subject to disciplinary action.

**Dissemination**

The District will disseminate the information regarding District policies and appropriate procedures on harassment and discrimination to all employees and students by announcing its existence in prominent places throughout the District including, but not limited to, the college catalog and schedule of classes, appropriate employee and/or student publications, on official District and Union bulletin boards, and by direct communication to District employees.

## Appendix IX Smoking Policy

**VCCCD Smoking Policy**

In the interest of the health and welfare of students, employees, and the public, smoking is banned during any instructional programmatic, or official district or college function, in all District vehicles, in all District buildings, and within five feet of the exit or entrance of any building. Individual colleges may adopt a more restrictive policy.

**Oxnard College No Smoking Regulations**

Oxnard College is a Smoke Free Campus. Smoking is prohibited in all college buildings, vehicles, indoor and outdoor facilities, interior bus stops, designated campus entrances and all open areas. Smoking is permitted only in campus parking lots. All smoking materials including 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 our smoke free campus.

\*Smoking Cessation Counseling and Patches are available free at the Student Health Center.

\*\*Enforcement:

- first time offenders will be informed of the new regulation
- repeat offenders who are students—the Dean of Student Services will be notified

- repeat offenders who are employees—the Dean of their division will be notified

### Campus Safety Statistics

The Crime Awareness and Campus Security Act of 1990 requires institutions to report data for certain criminal acts that occur on campus. The Ventura County Community College District Police Department office reported the following crimes on the Oxnard College campus for the reporting period January 1, 2010 to December 31, 2010:

Criminal Homicide.....	0
Forcible & attempted sexual assault.....	0
Robbery .....	0
Aggravated Assault.....	8
Burglary .....	3
Theft .....	70
Motor Vehicle Theft .....	0
Arson .....	0
Misdemeanor Assault.....	6
Drug Violations .....	4
Alcohol Violations .....	10
Vandalism.....	73
Bomb Threats.....	0
Fraud/Embezzlement .....	2
Weapons Violation.....	10
Stolen Property (Buy/Receive/Possess) .....	0
Battery .....	6
Sex Crimes.....	8
Felony Arrest.....	19
Misdemeanor Arrest (Traffic Related Included).....	42
Restraining Order.....	0
Hate Crimes .....	0
Stalking.....	0
Annoying Phone Calls .....	10
Criminal Threats .....	5
Disturbing the Peace .....	9
DUI Arrest .....	3
Computer Crime.....	0
Traffic Accidents.....	31
Miscellaneous .....	19





# Administration, Faculty, and Staff

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## Ventura County Community College District Board of Trustees

**Stephen P. Blum, Esq.**, Chair  
**Arturo D. Hernández**, Vice Chair  
**Larry O. Miller, Ph.D.**, Trustee  
**Dianne McKay**, Trustee  
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**Arshia Malekzadeh**, Student Trustee

## District Administration

**James M. Meznik, Ph.D.**,  
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**Sue Johnson**, Vice Chancellor,  
Business & Administrative  
Services  
**Patricia Parham**, Vice  
Chancellor, Human Resources  
**Dave Fuhrmann**, Associate  
Vice Chancellor, Information  
Technology

## Oxnard College Administration

**Richard Durán, Ed.D.**, President

## Business Services

**John Al-Amin, Ph.D.**, Vice  
President of Business Services  
**Will Deits**, Director of Facilities,  
Maintenance & Operations  
**Rick Shaw**, Director of  
Information Technology

## Student Learning

**Erika Endrijonas, Ph.D.**,  
Executive Vice President of  
Student Learning  
**Karen Engelsen, Ph.D.**, Dean of  
Student Services

**Carmen Guerrero**, Dean, Career  
& Technical Education

**Carolyn Inouye, Ph.D.**, Dean,  
Mathematics/Science/ Health/  
Physical Education/Athletics

**Marjorie Price**, Dean, Liberal  
Studies

**Gail Warner**, Director of Fire  
Technology

## Full-Time Faculty/Administrators

(Date) indicates year of  
employment at Oxnard College

**Abram, Michael W., Associate  
Professor (2004)**  
Biology. B.A., University of  
California, Santa Barbara; D.C.M.,  
Chiropractic College, Cleveland  
**al-Amin, John A., Vice President  
(2008)**  
Business Services. B.A., M.A.,  
University of California,  
Riverside; Ph.D., California  
Pacific University

**Ainsworth, Alan, Assistant  
Professor (2008)**  
Air Conditioning & Refrigeration.  
A.A., Moorpark College; A.S.,  
Moorpark College

**Bassey, Ed-Rissa K., Professor  
(1988)**  
Accounting. 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, Associate  
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)**  
Information Processing Systems.  
A.A., Phoenix College; B.S.,  
California State University, Long  
Beach; M.A., Webster University  
Missouri

**Buckley, Lorraine Madsen,  
Professor (1992)**  
Biology. B.A., University of  
Tennessee; M.S., Louisiana State  
University; M.A., Ph.D., City  
University of New York

**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

**Cabral, Robert, Associate  
Professor (2004)**  
Business. B.A., University  
of California, Santa Barbara;  
M.A.O.M., Antioch University;  
D.B.A. (in progress), Huisenga  
School of Business &  
Entrepreneurship

**Caruth, Elissa, S., Professor (2000)**  
English. B.A., M.A., California  
State University, Northridge

**Casillas-Tortorelli, Graciela,  
Professor (2001)**  
Physical Education. B.A.,  
University of California, Santa  
Barbara; M.S., California Lutheran  
University; M.S., Azusa Pacific  
University

**Cawelti, Andrew E., Associate  
Professor (2005)**  
Automotive Technology. A.A.,  
Moorpark College; B.A., Fresno  
State University

**Chaparro, Linda, Professor (1987)**  
Psychology. B.A., California State  
University, Northridge; M.S.W.,  
University of California, Berkeley;  
Ph.D., University of Michigan

- Crawford, Jonas, Assistant Professor (2009)**  
Athletics. B.A., San Diego State University; M.S., Azusa Pacific University
- Crockett, Luanne Stevenson, Professor (1990)**  
Chemistry. B.A., Humboldt State University; M.S., San Diego State University
- Croker, Gaylene, Professor (1992)**  
English. B.S., Kansas State University; M.A., California State University, Sacramento
- Davis, Shannon, Assistant Professor (2007)**  
Articulation Officer. B.A., M.S., California Lutheran University
- Dean, Marlene, Associate Professor (2005)**  
Math. B.S., Albertson College of Idaho; M.S., California State University, Northridge
- Deits, Will, Director (2002)**  
Facilities, Maintenance & Operations. MEBA Engineering School Graduate/licensed Marine Engineer
- Derdiarian, Armine, Assistant Professor (2008)**  
Dental Assisting. B.S., D.D.S., University of California, Los Angeles
- Dorrance, Carolyn, Professor (1975)**  
History/Political Science. B.A., Mount Holyoke College; M.A., Columbia University; Ph.D., University of California, Santa Barbara
- Durán, Richard, President (2007)**  
B.A., M.A., Adams State College, Alamosa, Colorado; Ed.D., University of Northern Colorado
- Eberhardy, Diane, Professor (2000)**  
Computer Information Systems. B.A., University of California, Santa Barbara; M.B.A., California Lutheran University  
Ed.D., California Lutheran University
- Eblen, Carmen P., Professor (1994)**  
Spanish. B.A., Catholic University, Valparaiso, Chile; M.A., St. University of New York, Cortland
- Edwards, Amy F., Associate Professor (2004)**  
Communication Studies. B.A., M.A., California State University, Northridge
- Edwards, Ishita M., Professor (1991)**  
Economics/Interdisciplinary Studies. B.A., Delhi University; M.A., University of Jammu & Kashmir; Ph.D., University of Poona, India
- Endrijonas, Erika, Executive Vice President (2009)**  
Student Learning. B.A. California State University, Northridge; M.A., Ph.D., University of Southern California
- Engelsen, Karen, Dean of Student Services (2009)**  
Student Services. B.A. University of San Diego; M.S., Chapman University; Ph.D., University of Arizona
- 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
- Fahs, Hussein G., Associate Professor (2004)**  
Mathematics. B.S., M.S., California State University, Northridge
- Fauth, Lynn, Professor (1986)**  
English. A.A., Santa Monica College; B.A., United States International University; A.M., Indiana Univeristy; M.A., California State University, Los Angeles; Ph.D., Indiana University
- Fontes, Ross, Professor (2002)**  
EOPS. A.A., Ventura College; B.A., University of California, Santa Barbara; M.A., California State University, Northridge
- Goicoechea, Daniel, Associate Professor (2005)**  
Counseling. B.S., Southwest Missouri State; M.A., Drake University; D.C., Cleveland College of Chiropractic
- Guerrero, M. Carmen, Dean (1992)**  
Career & Technical Education. A.A., Moorpark College; B.S., M.S., University of La Verne
- 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
- Hall, Steven C., Professor (1996)**  
Mathematics. B.A., M.S., San Diego State University; Ed.D., Pepperdine University
- Harber, James, Associate 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
- Haywood, Frank W., Professor (1985)**  
Culinary Arts & Restaurant Management. A.A., Santa Barbara City College
- Herrera, Cynthia, Grant Director (2009)**  
STEM Grant. 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

- Houdeshell, J. Paul, Assistant Professor (2005)**  
Fire Technology
- Inouye, Carolyn, Dean (2007)**  
Mathematics, Science, Health & Physical Education. B.A., M.A., Ph.D., University of California, Los Angeles
- Jones, Mary J., Professor (1995)**  
Student Health Services. B.S., Salve Regina College; M.A., University of California, Los Angeles
- Kamaila, Linda L., Professor (1990)**  
Anthropology. B.A., M.A., Ph.D., Stanford University
- Karkos, Kimberly A., Professor (2002)**  
Child Development. B.A., University of Connecticut; M.A., St. Joseph's College
- Kenney, James, Professor (1981)**  
Music/Voice. B.A., M.A., University of California, Santa Barbara; Artist's Diploma, Guildhall School of Music, London; Academie Maurice Ravel, France; Music Academy of the West
- Lopez, David, Professor (2000)**  
Matriculation. B.A., M.A., Loyola Marymount University; M.S. San Diego State University
- Lovejoy, Julie, Professor (2000)**  
American Sign Language/ Interpretation. A.A., Moorpark College; B.A., California State University, Northridge; M.S., Western Maryland College
- Lynch, Alex E., Associate Professor (2004)**  
Engineering Technology. B.A., Washington State University; M.A., Azusa Pacific University
- Ma, Yong Chun, Professor (1996)**  
Chemistry. B.S., Fudan University, China; M.S., University of Mississippi
- Mainzer, Christiane, M., Associate Professor (2004)**  
Geography. A.A., Los Angeles Pierce College; B.A., University of California, Los Angeles; M.A., California State University, Northridge
- McArthur, Judy, Professor (2005)**  
Educational Assistance Center (EAC). B.A., California Lutheran University; M.A., California State University, Northridge
- McClurkin, Lawrence Ronald, Professor (1996)**  
Physical Education. A.A., El Camino College; B.A., M.A., California State University, Dominguez Hills
- Melendez, Marnie, Assistant Professor (2008)**  
Career Technical Education. A.A., Ventura College; B.A., California State University, Northridge; M.S., California Lutheran University
- Menchaca, Olivia, Professor (1999)**  
Transfer Center. B.A., California State University, Northridge; M.S., California Lutheran University
- Mendez, Patricia, Professor (2001)**  
Child Development. B.A., M.A., California State University, Northridge; Ed.D. (in progress), Capella University
- Merrill, James A., Professor (1985)**  
English. A.A., Oxnard College; B.A., M.A., University of California, Los Angeles
- Milan, Cecilia, Associate Professor (2004)**  
Spanish. M.A., University of Oregon
- Mojica, Leticia, Assistant Professor (2006)**  
CalWORKS. B.A., California State University, Northridge; M.S., California Lutheran University
- Morla, Christine J., Associate Professor (2004)**  
Art. B.A., Loyola Marymount University; M.F.A., Claremont Graduate University
- Newby, Shannon, Associate Professor (2005)**  
Biology. B.S., University of Washington; Ph.D., State University of New Jersey, Rutgers
- Newlow, Della, Assistant Professor (2008)**  
Educational Assistance Center (EAC). B.S., University of Southern California; M.S., California Lutheran University
- Newville, Margaret, Associate Professor (2006)**  
Dental Hygiene. B.S., University of South Dakota; M.Ed., Azusa Pacific University
- 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). M.S., B.S., California State University, Los Angeles
- Orozco, Andres, Professor (2001)**  
Television. B.A., M.A., University of Utah
- Ortega, José, Professor (1991)**  
Auto Body Repair/Painting
- Parker, Maria, Professor (1992)**  
Mathematics. B.S., M.S., Purdue University
- Petersen, James, Associate Professor (2005)**  
Fire Technology
- Pinto-Casillas, Mary, Professor (1995)**  
Office Technologies. A.A., Oxnard College; B.S., M.S., University of La Verne
- Price, Marjorie, Dean (2010)**  
Liberal Studies. A.A., Cosumnes River College; B.S., Southern Utah University; M.A., M.Ed., Idaho State University
- Redding, Jeannette E., Professor (2001)**  
Basic English/ESL. 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)**  
Child Development. B.A., California State University, Northridge; M.A., University of California, Santa Barbara; Ph.D., University of California, Santa Barbara

- Rodriguez, Anthony, Professor (1998)**  
English. B.A., M.A., Pepperdine University; M.A., California State University, Dominguez Hills
- Ruvalcaba, Lilia, V.R., Associate Professor (2004)**  
Mathematics. A.A., Oxnard College; B.A., M.Ed., University of California, Santa Barbara
- Salinas, Tomas, 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
- Savren, Shelley, Professor (1992)**  
English. B.A., Ohio State University; M.A., Central Michigan University
- Shaw, Rick, Director (2002)**  
Informational Technology. B.S., California State University Fresno; M.A., California State University Northridge
- Simmen, Vernon S., Professor (1998)**  
English/ESL. B.A., St. Patrick's College; Certificate in Teaching English as a Second Language, University of California, Santa Barbara; M.A., California State University, Los Angeles
- Smith, Ralph E., Professor (1975)**  
Counseling. B.A., M.Ed., University of California, Santa Barbara
- Stough, Thomas, Professor (2000)**  
B.A., Wichita State University; M.L.I.S., University of Oklahoma
- Sullivan, Dana, Assistant Professor (2001)**  
Fire/Emergency Medical Technology. A.A., Ventura College;
- Sutton, Karen, Professor (2001)**  
English. A.A., Oxnard College; B.A., California Lutheran University; M.S., California State University, Los Angeles
- Tafoya, Christina, Associate Professor (2007)**  
Dental Programs. A.A., Oxnard College; A.S., Ventura College; B.A., Mt. St. Mary's College; D.D.S., University of Southern California
- Valle, Ana Maria, Professor (1998)**  
EOPS. B.A., California State University, Northridge; M.S., California Lutheran University
- Vega, Jose, Professor (1997)**  
Transfer Center. A.A., Oxnard College; B.A., California State University, Northridge; M.S. California Lutheran University
- Waits, Emma N., Professor (1990)**  
Counseling. B.S., Lincoln University, Missouri; M.A., University of California, Santa Barbara; Ed.D., Nova University, Florida
- Warner, T. Gail, Director (2010)**  
Fire Technology/Fire Academy. B.S., Tusculum College; M.S., University of Tennessee
- Webb, Michael, Assistant Professor (2008)**  
Addictive Disorder Studies. B.S., M.P.A., California Lutheran University; D.P.A., University of La Verne
- Wilkes, Evangeline, Professor (1991)**  
ESL. B.A., San José State University; M.A., United States International University; Ph.D., Union Institute & University; J.D., Ventura College of Law
- Williams, Richard, Assistant Professor (2008)**  
Automotive Technology. A.A., Los Angeles Community College
- Yang, Catalina, Associate Professor (2006)**  
Mathematics. B.S., M.S., California State University, Long Beach
- Young, Beverley J., Professor (1976)**  
English/Reading. B.A., New York City University; M.A., Sonoma State University

## Classified Staff

- Acosta, Reinaldo (2001)**  
Library Technician
- Aguilar, Micaela (2002)**  
Clerical Assistant I
- Almazan, Jorge (2008)**  
Custodian
- Anderson, Edythe (2006)**  
Instructional Lab Technician II/  
Sciences
- Anderson, Jay (2005)**  
Fire Academy Equipment  
Technician
- Arias, Antonia (2006)**  
Admissions & Records Technician
- Avina-Cervantes, Rocio (2004)**  
Financial Aid Technician
- Balderrama, Robert S. (1982)**  
Instructional Lab Technician/  
Automotive
- Banales-Mendoza, Patricia (2006)**  
Clerical Assistant II/Bilingual
- Banks, Karla (2006)**  
Executive Assistant to the  
President
- Barrios, Blanca (2008)**  
Instructional Data Specialist
- Boicourt, William (2008)**  
Custodian
- Brenner, Gina M. (1986)**  
Bookstore Operations Assistant
- Bryan, Guy N. (1983)**  
Grounds Maintenance Worker
- Cabral, Susan (1999)**  
Registrar
- Callaway, Linda C. (1998)**  
EOPS/CARE Technician
- Campos, Consuelo (2001)**  
Administrative Assistant II
- Carabajal, Joe B. (1998)**  
Instructional Lab Technician/Hotel  
and Restaurant Management
- Carnahan, Rick (2002)**  
Assistive Computer Tech/Media  
Spec.
- Cervantes, Maria R. (1995)**  
Financial Aid Specialist/Bilingual
- Clark, Sally (2000)**  
Food Services Worker
- Cline, Kathy S. (2002)**  
Financial Aid Specialist
- Coupart, Noel (2007)**  
Business Office Assistant
- Craig, Laura (2009)**  
Student Health Center Assistant
- Dagum, Jesus V. (1997)**  
Custodian
- De La O, Rudy (2000)**  
Custodian
- De la Torre, Teresa (1998)**  
Child Development Associate/  
Bilingual
- Diaz, Joel (2003)**  
Assistant Registrar
- Drew, Robin (2001)**  
Administrative Assistant I
- Duvall-Seney, Rae (2008)**  
Clerical Assistant II
- Erskine, Jeff (2009)**  
Technology Services Supervisor
- Fielding, Paul D. (2002)**  
Fire Academy Equipment  
Technician
- Flores, Maria de la luz (2008)**  
Student Outreach Specialist
- Garcia, Stella (2006)**  
Child Development Associate
- Gardner, David A. (1996)**  
Maintenance Worker II/Welder
- Gjurasic, Ivana (2006)**  
Job Developer
- Gonzalez, Marisa C. (2001)**  
Clerical Assistant I/Bilingual
- Gratner, Shirley (2004)**  
Fire Technology Accounting  
Technician I
- Gullekson, Cynthia (2008)**  
Accounting Tech I/Payroll
- Hiben, Jeffrey J. (1999)**  
Instructional Assistant/Technology
- Hill, Carl (2008)**  
Grounds Maintenance/Welder/  
Mechanic
- Hopper, Lisa (2008)**  
Research Analyst
- Hough, Betty (2003)**  
Administrative Assistant IV
- Inda, Darlene (2010)**  
Administrative Assistant III
- Joe, Grace (2003)**  
Supervisor Fiscal Services/SBO
- King-Rushing, Bola (2010)**  
Instructional Technologist
- Kleiner, Judith L. (1995)**  
Clerical Assistant I
- Kromka, David (2006)**  
Fire Academy Equipment  
Technician
- Lajoie, Ashley (2011)**  
Financial Aid Technician
- Lashkari, Masoomeh (2001)**  
Accounting Technician II
- Ledesma, Denise (2009)**  
Grant Assistant
- Lewis, Frances (1999)**  
Administrative Assistant II
- Marletti, Dennis (2000)**  
Placement Project Specialist/  
Student Activities Advisor
- Matzenger, George T. (2000)**  
Custodian
- McGinley, Barbara (2010)**  
Administrative Assistant II
- Mendoza, Bertha (1999)**  
Child Development Assistant
- Merrill, Katharine B. (1986)**  
Television/Radio Production  
Specialist
- Montanez, Steve (2007)**  
Grounds Maintenance Supervisor
- Morales, Violet J. (1998)**  
Admission and Records Assistant II  
(Seasonal)
- Nava, Liz (1977)**  
Administrative Assistant II/  
Bilingual
- Orense, Julian (1996)**  
Custodial Supervisor II
- Ostrander, John A. (1998)**  
Electrician
- Owens, Connie L. (1999)**  
Community Development and  
Institutional Advancement  
Specialist
- Padilla, Denise (2001, 2007)**  
Financial Aid Technician
- Pena, Zenaida A. (2000)**  
EOPS/CARE Technician
- Raguini, Hilario A. (2000)**  
Custodian
- Ramos-Navarro, Angelica (2008)**  
Instructional Assistant - Multi  
Clerical/Bilingual
- Rausch, Diane (2010)**  
Bookstore Manager
- Reyna, Daniel E. (1993)**  
Instructional Lab Technician II/  
Sciences

**Rivera, Jim A. (1989)**

Custodian

**Robison, Danny J. (1980)**

Warehouse Operator II

**Robison, Linda (2005)**

Financial Aid Officer

**Shiratori, Yoshiyuki (2010)**

College Trainer

**Sindher, Harleen (2010)**

Job Developer

**Sotelo, Manuel M. (1997)**

Custodian

**Soto, Melvin (1997)**

HVAC and R Technician

**Straka, Janice M. (1997)**

Instructional Lab Technician II/  
Sciences

**Sweetland, Alice J. (1995)**

Grounds Maintenance Worker

**Swig, Bryan (2009)**

Instructional Lab Technician II/  
Sciences

**Talili, Deborah (1989, 2005)**

Administrative Assistant I

**Tannehill, Caroline (2003)**

Administrative Assistant II

**.Trout, David (2003)**

Grounds Maintenance Worker

**Tyson, Deborah (2005)**

Admissions & Records

Technician

**Valenzuela, Rosalina (2007)**

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Bilingual

**Villegas, Al (1993)**

Maintenance Supervisor

**Ward, Diva (2009)**

Library Learning Resources  
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Dental Hygiene Administrative  
Assistant

**Williams, Suzette R. (1994)**

Matriculation Specialist I

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Computer Communications  
Technician

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