

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD MEETING AGENDA

Wednesday, May 13, 2020

5:30 pm

Zoom Meeting Access (Open to the Public):

Webinar Link: <https://cccconfer.zoom.us/j/91513113440>

iPhone one-tap: +16699006833,,91513113440#

Telephone Dial: (669) 900-6833

Webinar ID: 915 1311 3440

Notice: This meeting will be held in accordance with Executive Order N-25-20, N-29-20 and N-33-20 issued by California Governor Gavin Newsom on March 12, 17, and 19, 2020, the Ralph M. Brown Act, and the Federal American With Disabilities Act.

In an effort to control the spread of COVID-19, this meeting will not be physically open to the public. All members of the public may participate in the meeting via Zoom Webinar. Upon entry into the meeting; all computers and telephones except for the Board of Trustees, the Chancellor, and the Board Clerk shall be muted.

1. CALL TO ORDER

Board President

2. ORAL COMMUNICATIONS

The public may comment on any items within the Board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. Speakers are limited to three minutes. If you wish to speak to a particular item on the current board agenda, your comments will be taken up at the time the Board takes up that item.

Members of the public have three options to offer public comment:

- 1) *Email your full name and the matter you wish to speak about to board@losrios.edu no later than 3:00pm on April 15, and you will be called on by the Board President during this portion of the meeting.*
- 2) *Use the Q&A function in Zoom to submit your full name and the matter you wish to speak about to the Clerk of the Board. You will be called on by the Board President during this portion of the meeting.*
- 3) *If participating by phone, you may "raise your hand" by dialing *9 during the public comments portion of the meeting. When you raise your hand, you will be recognized by the President of the Board and asked to provide your full name and the matter you wish to speak about.*

3. CONSENT CONSIDERATIONS

A member of the Board may request that an item be removed for further discussion and separate action.

A. Board Meeting Minutes: April 8 and 15, 2020 (page 3)	Brian King
B. Curriculum Proposals: ARC/CRC/FLC/SCC (page 13)	Jamey Nye
C. District Quarterly Financial Status Report (311Q) (page 22)	Mario Rodriguez
D. Los Rios Colleges Foundation – Quarterly Investment Report (page 26)	Mario Rodriguez
E. Ratify: Bid Transactions (page 29)	Mario Rodriguez
F. Ratify: Affiliation and Other Agreements (page 30)	Mario Rodriguez
G. Purchase Orders, Warrants, Checks and Electronic Transfers (page 31)	Mario Rodriguez
H. 2020-21 Sabbaticals/Professional Development Leaves (page 33)	Jamey Nye
I. Human Resources Transactions (page 42)	Jamey Nye

4. ACTION

A. Resolution No. 2020-04: Recognizing Classified Employees (page 54)	Brian King
B. Resolution No. 2020-05: District General Election (page 56)	Brian King
C. Public Hearing: College and Career Access Pathways (CCAP) Memorandum of Understanding: Sierra Educational Advancement Corporation (page 59)	Thomas Greene

D. Public Hearing: College and Career Access Pathways (CCAP) Memorandum of Understanding: Aspire Alexander Twilight Secondary Academy (page 122)	Thomas Greene
E. Public Hearing: College and Career Access Pathways (CCAP) Memorandum of Understanding: Natomas Charter School (page 184)	Thomas Greene

5. INFORMATION	
A. ARC’s Online Dual Enrollment Model (page 276)	Thomas Greene

6. BOARD MEMBER REPORTS

7. FUTURE AGENDA ITEMS

<p>8. REPORTS and COMMENTS</p> <ul style="list-style-type: none"> ▪ Student Association ▪ Classified Senate ▪ Academic Senate ▪ Other Recognized Constituencies ▪ Chancellor’s Report

<p>9. CLOSED SESSION</p> <p><i>Closed session may be held as authorized by law for matters including, but not limited to collective bargaining (Rodda Act), Education Code provisions, pending litigation, etc. Closed Session will be held via Zoom Conference and not be open to the public.</i></p>
A. Pursuant to Government Code Section 54957 Public Employee Discipline/Dismissal/Release
B. Pursuant to Government Code section 54956.9; Conference with Legal Counsel – Existing Litigation WCAB #s ADJ10865320; ADJ11369651

10. ANNOUNCEMENT OF REPORTABLE ACTIONS TAKEN IN CLOSED SESSION SHALL BE POSTED ON THE BOARD OF TRUSTEES’ WEBPAGE: <https://losrios.edu/about-los-rios/board-of-trustees/board-agendas-and-minutes>

11. ADJOURNMENT

LOS RIOS BOARD OF TRUSTEES			
Dustin Johnson President ▪ Area 1	Deborah Ortiz Vice President ▪ Area 6	Robert Jones ▪ Area 2 John Knight ▪ Area 3 Vacant ▪ Area 4	Pamela Haynes ▪ Area 5 Tami Nelson ▪ Area 7 Isabella-Marie Engel ▪ Student Trustee
Regular Board Meetings are generally held every second Wednesday of the month at 5:30 pm ▪ <i>Note:</i> Meeting times and locations are subject to change. For current information, call the District Office at (916) 568-3039. Next Meeting: June 10, 2020 ▪ Regular Board Meeting ▪ Zoom Conference			
Public records provided to the Board for the items listed on the open session portion of this agenda will be posted on the District’s website: www.losrios.edu as soon as they are available.			
Help Us Help You			
Los Rios Community College District strives to make reasonable accommodations in all of its programs, services and activities for all qualified individuals with disabilities. Notification (568-3039) 48 hours in advance will enable the District to make arrangements to ensure meeting accessibility. The District will swiftly resolve those requests consistent with the ADA and resolving any doubt in			

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	Board Meeting Minutes: April 8 and 15, 2020	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

STATUS:

The minutes of the Board of Trustees meetings held on April 8 and 15, 2020 are attached for Board review and consideration.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the minutes of the meetings held on April 8 and 15, 2020.

LOS RIOS COMMUNITY COLLEGE DISTRICT
Special Board Meeting Minutes
Wednesday, April 8, 2020

This special board meeting was held via Zoom Conference in accordance with Executive Orders N-25-20, N-29-20 and N-33-20 issued by California Governor Gavin Newsom on March 12, 17, and 19, 2020.

1. CALL TO ORDER

The special board meeting was called to order by Vice President Ortiz at 4:00 p.m.

Present:

Mr. Dustin Johnson, President
Ms. Deborah Ortiz, Vice President
Mr. Robert Jones
Mr. John Knight
Ms. Pamela Haynes
Ms. Tami Nelson

Dr. Brian King, Chancellor

2. ORAL COMMUNICATIONS

There were no oral communications.

3. CLOSED SESSION

- A. Pursuant to Government Code Section 54957; Threat to Public Services or Facilities;
Consultation with General Counsel.

4. ANNOUNCEMENT OF REPORTABLE ACTIONS TAKEN IN CLOSED SESSION ITEMS SHALL BE POSTED ON THE DISTRICT'S WEBPAGE.

In closed session, under Item 3.A, the Board of Trustees took the following actions:

1. A motion was made by Trustee Haynes, seconded by Trustee Knight, that the Board of Trustees appoint Standby Board Officers.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz

No: None

Absent: None

Motion carried; 6:0

2. A motion was made by Trustee Nelson, seconded by Trustee Haynes, that the Board of Trustees approve the payment of the District's current stipend and benefits to Standby Board Officers while acting.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz

No: None

Absent: None

Motion carried; 6:0

3. A motion was made by Trustee Haynes, seconded by Trustee Nelson, that the Board of Trustees appoint the Standby Board Officers listed below for each filled trustee position.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz

No: None

Absent: None

Motion carried; 6:0

AREA 1 - Trustee Dustin Johnson (President):

Standby Board Officer Number 1: **David Inniss**

Standby Board Officer Number 2: **Maheen Ahmed**

AREA 6 - Trustee Deborah Ortiz (Vice President):

Standby Board Officer Number 1: **Bruce Pomer**

Standby Board Officer Number 2: **Catherine Lopez**

AREA 2 - Trustee Robert Jones:

Standby Board Officer Number 1: **David Wagner**

AREA 3 - Trustee John Knight:

Standby Board Officer Number 1: **Christa Campbell**

Standby Board Officer Number 2: **Todd White**

AREA 5 - Trustee Pam Haynes:

Standby Board Officer Number 1: **Rita Gallardo Good**

Standby Board Officer Number 2: **Tracy Thomas**

AREA 7 - Trustee Tami Nelson:

Standby Board Officer Number 1: **Debra Corbett**

Standby Board Officer Number 2: **Joel Broussard**

4. ADJOURNMENT

The meeting was adjourned at 5:05 p.m.

BRIAN KING

Chancellor and Secretary to the Board of Trustees

LOS RIOS COMMUNITY COLLEGE DISTRICT
Board Meeting Minutes
Wednesday, April 15, 2020

This board meeting was held via Zoom Conference in accordance with Executive Orders N-25-20, N-29-20 and N-33-20 issued by California Governor Gavin Newsom on March 12, 17, and 19, 2020.

1. CALL TO ORDER

The board meeting was called to order by President Johnson at 5:32 p.m.

Present:

Mr. Dustin Johnson, President
Ms. Deborah Ortiz, Vice President
Mr. John Knight
Mr. Robert Jones
Ms. Pamela Haynes
Ms. Tami Nelson

Dr. Brian King, Chancellor

Absent:

Ms. Isabella-Marie Engel, Student Trustee

2. ORAL COMMUNICATIONS

There were no oral communications.

3. CONSENT CONSIDERATIONS

A motion was made by Trustee Haynes, seconded by Trustee Ortiz, that the Board of Trustees approve Consent Consideration items A through J.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz

No: None

Absent: Engel (Advisory Vote)

Motion carried; 6:0

A. Board Meeting Minutes: March 6-7, 11 and 17, 2020

That the Board of Trustees approve the minutes of the meetings held on March 6-7, 11 and 17, 2020.

B. Revised 2020 Board Meeting Calendar

That the Board of Trustees approve the revised 2020 board meeting calendar removing the physical locations.

C. Curriculum Proposals: American River, Cosumnes River, Folsom Lake and Sacramento City Colleges

That the Board of Trustees approve the curriculum proposals for American River, Cosumnes River, Folsom Lake and Sacramento City College.

D. Transfer of Unclaimed Monies

That the Board of Trustees transfer the funds identified into the District's General Fund.

E. Disposition of Surplus Equipment

That the Board of Trustees approve the disposal of the listed items per Education Code section 81452.

F. Ratify: Bid Transactions

That the Board of Trustees ratify and/or approve the bid transactions as herein listed.

CHANGE ORDERS				
Bid №	Change Amount	Change Number	Vendor	New Contract Total
18027	\$180,649.00	5	Flint Builders Inc.	\$32,142,440.00
Description: Add 45 days for weather delay. New completion date is 6/3/2020. Increase PO Line 6 for additional signage, relocate fire alarm device, additional caulking on exterior furring, adding an all gender bathroom, removal of smartboard infrastructure.				

G. Ratify: Grants and Contracts Awarded

That the Board of Trustees ratify and/or approve the grant and contract awards listed herein, pursuant to Board Policy 8315.

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
CCC Maker Grant <ul style="list-style-type: none"> • Funding for the Sacramento City College Makerspace. • 12/11/2019 through 6/30/2021 • Administrator: Gabriel Meehan / AVC, Economic and Workforce Development 	SCC	\$15,000	California Community College Chancellor's Office

H. Ratify: Affiliation and Other Agreements

That the Board of Trustees ratify and/or approve the agreements identified.

ON-CAMPUS FACILITY USE AGREEMENTS

Below are Facility Use Agreements for events where facilities are provided free of charge or the District has or will receive payment from the user. All of the applicable events occurred prior to the District’s closure due to COVID-19.

Campus	Type of Agreement	Permit Number
SCC	Facility Use Permit	S20-0080
Harris Center	Facility Use Permit	14245
Harris Center	Facility Use Permit	14339
Harris Center	Facility Use Permit	14392
Harris Center	Facility Use Permit	14962
Harris Center	Facility Use Permit	14970
Harris Center	Facility Use Permit	14996

I. Purchase Orders, Warrants, Checks and Electronic Transfers

That the Board of Trustees approve the numbered purchase orders, warrants, checks and electronic transfers that are reflected on the schedule below.

PURCHASE ORDERS		
General Fund	0001110456-0001111240 B200906-B200927	\$ 8,560,504.32
Capital Outlay Fund	0003018527-0003018576	
Child Development Fund	0006000914-0006000914	
Self-Insurance Fund	-	
WARRANTS		
General Fund	791299-792902	\$ 17,409,145.79
General Fund-ARC Instructional Related	010618-010705	
General Fund-CRC Instructional Related	023648-023676	
General Fund-FLC Instructional Related	031687-031708	
General Fund-SCC Instructional Related	048272-048321	
Capital Outlay Fund	834527-834612	
Student Financial Aid Fund	900603-900611	
Child Development Fund	954832-954849	
Self-Insurance Fund	976599-976604	
ODSFD	-	
Payroll Warrants	465814-467387	\$ 8,833,851.78
Payroll Vendor Warrants	66835-66974	
February Leave Process	467388-468932	
CHECKS		
Financial Aid Disbursements (E-trans)	-	\$ 4,443,995.00
Clearing Checks	2821-2822	\$ 7,530.11
Parking Checks	3162-3164	\$ 56.00
Bookstore Fund – ARC	34194-34251	\$ 620,868.17
Bookstore Fund – CRC	29012-29041	
Bookstore Fund – FLC	-	
Bookstore Fund – SCC	51674-51739	

Student Clubs Agency Fund – ARC	6054-6095	\$ 99,642.77
Student Clubs Agency Fund – CRC	5402-5431	
Student Clubs Agency Fund – FLC	2849-2871	
Student Clubs Agency Fund – SCC	4433-4449	
Foundation – ARC	6718-6730	\$ 31,709.95
Foundation – CRC	2854-2857	
Foundation – FLC	1937-1957	
Foundation – SCC	5396-5405	
Foundation – DO	1168-1172	
Associated Students Trust Fund – ARC	-	\$ 221.51
Associated Students Trust Fund – CRC	0922-0922	
Associated Students Trust Fund – FLC	0764-0765	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 7489-7566	\$ 649,838.12
ELECTRONIC TRANSFERS		
Board of Equalization	-	\$
PARS	-	\$ 38,992.74
Vendors	-	\$
International Wire- Ethan Way Center	-	\$ 7,050.00
Backup Withholding	-	\$ -
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ 67,353.88
Bookstore	-	\$ 36,107.67
Payroll Direct Deposit Advices	1032739-1037884	\$ 13,967,725.89
Other Payroll Transactions	-	\$ 4,561.00
Foundation Scholarships	-	\$ 13,000.00
ACH Transaction	-	\$ 9,975.68

J. Human Resources Transactions

That the Board of Trustees approve the human resources transactions listed in the April board agenda packet.

4. ACTION

A. 2020 CCCT Board Election

A motion was made by Trustee Ortiz, seconded by Trustee Knight, that the Board of Trustees approve the following nine nominated candidates from the official ballot and authorize staff to submit the vetoes via eBallot to the Community College League of California: Adrienne Grey, Andra Hoffman, Pam Haynes, Suzanne Lee Chan, Barbara Jean Calhoun, Marisa Perez, Larry Kenned, Barry Snell, Loren Steck.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz

No: None

Absent: Engel (Advisory Vote)

Motion carried; 6:0

B. Contract Award: Management of District College Stores

A motion was made by Trustee Ortiz, seconded by Trustee Nelson, that the Board of Trustees approve the contract with Follett for District College Store Management Services.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz

No: None

Absent: Engel (Advisory Vote)

Motion carried; 6:0

C. Resolution No. 2020-03: 2020 Refunding General Obligation Bonds (Refinancing of Measure A, 2010 Refunding Bond)

A motion was made by Trustee Ortiz, seconded by Trustee Haynes, that the Board of Trustees approve Resolution No. 2020-03 authorizing the issuance and sale of the 2020 Refunding General Obligation Bonds in the maximum principal amount of \$12,500,000 to partially refund outstanding 2010 General Obligation Refunding Bonds and approve related documents and official actions, including the Preliminary Official Statement relating to the refunding bonds.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz

No: None

Absent: Engel (Advisory Vote)

Motion carried; 6:0

D. Public Hearing: College and Career Access Pathways (CCAP) Memorandum of Understanding: Center Joint Unified School District

Public Hearing: President Johnson declared a public hearing to receive comments on the MOU between the LRCCD and EGUSD.

A motion was made by Trustee Ortiz, seconded by Trustee Haynes, that the Board of Trustees adopt the proposed CCAP MOU between the Los Rios Community College District and Center Joint Unified School District; and authorize the Chancellor or his designee(s) to execute the MOU and any future augmentations, amendments, renewals, extensions, or other modifications to the MOU.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz

No: None

Absent: Engel (Advisory Vote)

Motion carried; 6:0

5. BOARD MEMBER REPORTS

Trustee Nelson has been participating in the weekly COVID-19 Trustee Webinars hosted by the Community College League of California and has found them informative.

Trustee Haynes let her colleagues know about the upcoming virtual legislative town hall and other meetings hosted by the state Chancellor's Office and Board of Governors on April 22 that Trustees are encouraged to participate in.

6. FUTURE AGENDA ITEMS

No future agenda items were discussed.

7. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:

Lia Gugava, Folsom Lake College Student Senate

Courtnee Mack, President, Sacramento City College Classified Senate

Julie Oliver, President, Districtwide Academic Senate

Chancellor's Report:

ARC: ARC fashion students and faculty have been creating custom homemade masks as a volunteer effort to serve the community. In partnership with the American Sewing Guild and others, students and faculty have created masks for a number of health care organizations. These masks are not used as primary personal protective equipment, but rather supplemental materials. As of last week, the team had crafted about 400 masks, working individually in homes and then coordinating efforts. The work is ongoing with plans to continue to respond to needs as they arise.

CRC: The Student Support Center (SSC) has been reaching out to CRC's most vulnerable student populations in an effort to be a resource for their academic, financial, housing & food, technology, mental health & self-care, and social wellness needs. During the closure, employees have reached out, via Zoom, phone and email for counseling requests, daily forums on a number of topics, tutoring and food and shelter resources. They have assisted in community resources and grant opportunities, financial services and have also secured additional laptops, cell phones and hot spots for these students.

FLC: Folsom Lake College's Innovation Center manufactured and donated the 3D printed parts for 84 face shields to the national COVID-19 Maker Response Hub drive. This hub connects hospitals and government agencies in need of medical supplies with those who can create them using digital manufacturing. Makerspace Facilitators Jared Dishman, Sydney Reynolds, John Skinner, and Ronnie Swenson each printed parts, and Innovation Center Coordinator Zack Dowell collected (in a safe and no contact way) and mailed the much-needed parts to the hub. Next up,

the Innovation Center staff are shifting gears to collaborate with Hacker Lab to print some "ear saver" back of the head mask supports for UC Davis Medical Center.

SCC: Sacramento City College and Hacker Lab are partnering to produce Face Shields to protect doctors, nurses, and healthcare workers. SCC is providing access to materials and 3D printers to support this effort. Hacker Lab is providing access to laser cutters, 3 D printers and its location for assembly of the face shields. Best practices developed through the #OperationShieldsUp project in Rocklin will be used.

8. CLOSED SESSION

A motion was made by Trustee Haynes, seconded by Trustee Knight, that the Board of Trustees adjourn the board meetings at the end of Closed Session as a standing practice through the COVID-19 emergency.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz

No: None

Absent: Engel (Advisory Vote)

Motion carried; 6:0

General Counsel Sherry announced closed session as listed below. The following board members went into closed session: Ms. Haynes, Mr. Johnson, Mr. Jones, Mr. Knight, Ms. Nelson and Ms. Ortiz.

- A. Under Government Code section 54957, Public Employee Discipline/Dismissal/Release

9. ANNOUNCEMENT OF REPORTABLE ACTIONS TAKEN IN CLOSED SESSION ITEMS SHALL BE POSTED ON THE BOARD OF TRUSTEES' WEBPAGE.

No reportable action was taken in Closed Session.

10. ADJOURNMENT

President Johnson adjourned the meeting at 7:23 pm.

BRIAN KING


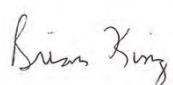
Chancellor and Secretary to the Board of Trustees

Draft minutes presented to the Board of Trustees: May 13, 2020

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	Curriculum Proposals: American River, Cosumnes River, Folsom Lake and Sacramento City Colleges	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

STATUS:

The District Curriculum Coordinating Committee reviews college proposals for new, modified, or deleted courses and programs; general education guidelines, graduation competencies, grading policies, course placement into disciplines, and discusses and acts on other curriculum related issues. The attached curriculum was approved at the April 24, 2020 meeting.

The District Curriculum Coordinating Committee membership includes the following representatives: American River College – Valerie Rose (chair), Joe Gilman, Al Ahmadi; Cosumnes River College – Brian Noel, Amanda Wolcott-Paskey, Juana Esty; Folsom Lake College – Rose Giordano, Eric Wada, Danny Siegfried; Sacramento City College – Dyan Pease (Chair), Renee Medina, Richard Yang, Shannon Gilley; District Senate – Alisa Shubb; Articulation Officer – Lynn Fowler; District Office – Tammy Montgomery; and Student Representative: TBA.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the curriculum proposals for American River, Cosumnes River, Folsom Lake and Sacramento City College.

Los Rios Community College District

Recommendation for Adoption by the Board of Trustees

May 13, 2020

COURSE PROPOSALS

Course Deletions

American River College

1. **TECCOM 340 Technical/Professional Communication: Developing Help Systems (1.50 units)**

Justification: The certificate and courses in this program are being updated and restructured. The TECCOM 340: Technical/Professional Communication: Developing Help Systems course is no longer needed in the catalog.

Cosumnes River College

1. **HRIT 100 Introduction to Health Care and Public Health in the U.S. (2.00 units)**

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT programs and the courses associated with them are no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

2. **HRIT 104 Medical Terminology for Health Records IT Professionals (2.00 units)**

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT programs and the courses associated with them are no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

3. **HRIT 112 Networking and Health Information Exchange for Health Records IT Professionals (2.00 units)**

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT programs and the courses associated with them are no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

4. **HRIT 160 Professionalism and Customer Service in the Health Care Environment (1.00 unit)**

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT programs and the courses associated with them are no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

5. **HRIT 162 Training and Instructional Design in Health Records IT (1.00 unit)**

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT programs and the courses associated with them are no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

6. **HRIT 164 Usability and Human Factors in Health Records IT (1.00 unit)**

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT programs and the courses associated with them are no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

7. **HRIT 180 Special Topics Course on Vendor-Specific Systems in Health Records IT (1.00 unit)**

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT programs and the courses associated with them are no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

8. **HRIT 298 Work Experience in Health Records Information Technology (1.00 - 4.00 units)**

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT programs and the courses associated with them are no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

9. **HRIT 299 Experimental Offering in Health Records Information Technology (0.50 - 4.00 units)**

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT programs and the courses associated with them are no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a

living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

Folsom Lake College

1. PSYC 360 Psychology of Women (3.00 units)

Justification: The psychology department would like to delete the course PSYC-360 from the department's current offerings because the course no longer meets the need of our students.

New to District Courses

American River College

1. CARPT 103 OSHA 10-hour Construction Training Course (0.50 units)

Prerequisite: None.

Enrollment Limitation: Student must be a Registered Carpenter Apprentice.

10.00 hours lecture

This course is designed with Occupational Safety and Health Administration (OSHA) recommendations for the 10-Hour Construction Training Program. It covers recognition, avoidance, abatement, and prevention of occupational hazards in the construction industry which satisfies regulatory and employment requirements in the construction sector.

Justification: The course is needed due to the new OSHA requirements in the construction industry and provides students the fundamental tools for safety while meeting OSHA regulations.

2. PREAP 130 Carpenter Pre-Apprenticeship I (3.00 units)

Prerequisite: None.

27.00 hours lecture, 81.00 hours laboratory

This course provides an introduction to the carpentry apprenticeship. It is designed to teach the minimum skills for entry into the carpentry apprenticeship. It includes OSHA safety, carpentry math and the roles and responsibilities of an apprentice.

Justification: This is one of two, introductory level courses for the pre-apprentice that are interested in learning the skills required to enter into the Carpenter's Apprenticeship program. The courses are requested by the Carpenters Apprenticeship program, and cover tool safety, carpenter math, and the roles and responsibilities of an apprentice.

3. PREAP 131 Carpenter Pre-Apprenticeship II (3.00 units)

Prerequisite: None.

27.00 hours lecture, 81.00 hours laboratory

This course is a continuation of PREAP 131 and provides additional introductory training for the carpentry apprenticeship. It is designed to continue teaching the minimum skills for entry into the carpentry apprenticeship. It includes OSHA safety, carpentry math and the roles and responsibilities of an apprentice.

Justification: This is one of two, introductory level courses for the pre-apprentice that are interested in learning the skills required to enter into the Carpenter's Apprenticeship program. The courses are requested by the Carpenters Apprenticeship program, and cover tool safety, carpenter math, and the roles and responsibilities of an apprentice.

Cosumnes River College

1. **FIRE 1144 Chief Fire Officer 3D: Command of Expanding All-Hazard Incidents (1.25 units)**

Prerequisite: Meet the educational requirements for Company Officer.

Enrollment Limitation: Meet the educational requirements for Company Officer.

18.00 hours lecture, 20.00 hours laboratory, 2.00 hours TBA

This course provides a basic knowledge of the administration requirements related to the roles and responsibilities of a Chief Fire Officer. Topics include developing an agency resource contingency plan, evaluating incident facilities, supervising multiple resources, developing and utilizing an incident action plan, obtaining incident information to facilitate transfer of command, developing and conducting a post-incident analysis, and maintaining incident records. Pass/No Pass only.

Justification: This course is offered as part of our program accreditation. Accreditation is granted from State Fire Training. The intention of the course is to be offered as a professional development course for the incumbent worker. The Chief Officer certification utilizes NFPA 1021 Standard for Fire Officer Professional Qualifications (2014) and NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2016) to provide the qualifications for State Fire Training's Chief Officer certification. Outside partner agencies will be requesting this course for continuing education. An earlier version of this course is offered through American River College (FIRE 1143) which will be retired December 31, 2020.

Folsom Lake College

1. **AH 109 Direct Caregiver Training: Adult and Elderly (1.50 units)**

Prerequisite: None.

27.00 hours lecture, 6.00 hours laboratory

This course provides direct caregivers the initial 20-hour component (of 40 hours total) required prior to working independently with residents in residential care communities for elderly (RCFE) settings. Topics include those required by state law: personal care services; physical limitations and psychosocial needs of the elderly; residents' rights; medication management; emergency management; dementia care; postural supports, and cultural competency. California law, specifically Health and Safety Code section 1569.625, dictates the initial 40 hours of direct caregivers training. *RCFE employees must meet specific requirements prior to hire. Students should consider these requirements prior to registering for the course. All employees must pass a criminal background check, and possess the physical and mental ability to

perform direct caregiver work. Please reference California Assisted Living Association: <http://caassistedliving.org/provider-resources/laws-regulations/staff-training/>

Justification: Research indicates a significant shortage of direct caregivers. Two recent briefs by the Centers of Excellence noted that caregivers represented the largest portion of open positions in the North Far North Region. The projected 2017-2022 job demand is expected to increase 32.6%. This project started as an outreach from elder-care providers in El Dorado County who are experiencing a significant shortage of direct care givers.

Sacramento City College

1. NDT 381 Magnetic Particle Inspection Level 1 and 2 (2.00 units)

Prerequisite: None.

32.00 hours lecture, 12.00 hours laboratory

This Level I & II classroom training covers the basic principles of the magnetic particle nondestructive testing method that will allow students to identify defects in aerospace components using this application. This course covers the theoretical and practical aspects of this method and is designed to meet the training requirements of National Aerospace Standard (NAS) 410. This course provides both the initial training and the required recurrent training for NDT technicians.

Justification: The aging aviation fleet as well as newer, lighter, and more highly stressed aircraft require inspections by highly trained technicians using Nondestructive Testing (NDT) techniques. Students that possess NDT training are in high demand and easily employable. NDT skills are transferable from aviation to the oil and gas industry, manufacturing, and other transportation industries. This course provides both the initial training and the required recurrent training for NDT technicians.

2. NDT 382 Liquid Penetrant Inspection Level 1 and 2 (2.00 units)

Prerequisite: None.

32.00 hours lecture, 12.00 hours laboratory

This Level I & II classroom training covers the basic principles of the liquid penetrant nondestructive testing method that will allow students to identify defects in aerospace components using this application. This course covers the theoretical and practical aspects of this method and is designed to meet the training requirements of National Aerospace Standard (NAS) 410.

Justification: The aging aviation fleet as well as newer, lighter, and more highly stressed aircraft require inspections by highly trained technicians using Nondestructive Testing (NDT) techniques. Students that possess NDT training are in high demand and easily employable. NDT skills are transferable from aviation to the oil and gas industry, manufacturing, and other transportation industries. This course provides both the initial training and the required recurrent training for NDT technicians. Students who have successfully completed this course more than 36 months ago may repeat it for recertification.

3. NDT 383 Ultrasonic Inspection Level 1 and 2 (4.00 units)

Prerequisite: None.

64.00 hours lecture, 24.00 hours laboratory

This Level I and II classroom training covers the basic principles of the ultrasonic nondestructive testing method that will allow students to identify defects in aerospace components using this application. This course covers the theoretical and practical aspects of this method and is designed to meet the training requirements of National Aerospace Standard (NAS) 410. Students who have successfully completed this course more than 36 months ago may repeat it for recertification.

Justification: The aging aviation fleet as well as newer, lighter, and more highly stressed aircraft require inspections by highly trained technicians using Nondestructive Testing (NDT) techniques. Students that possess NDT training are in high demand and easily employable. NDT skills are transferable from aviation to the oil and gas industry, manufacturing, and other transportation industries. This course provides both the initial training and the required recurrent training for NDT technicians.

4. **NDT 384 Electromagnetic Inspection Level 1 and 2 (4.00 units)**

Prerequisite: None.

64.00 hours lecture, 24.00 hours laboratory

This Level I and II classroom training covers the basic principles of the electromagnetic nondestructive testing method that will allow students to identify defects in aerospace components using this application. This course covers the theoretical and practical aspects of this method and is designed to meet the training requirements of National Aerospace Standard (NAS) 410. This course provides both the initial training and the required recurrent training for NDT technicians.

Justification: The aging aviation fleet as well as newer, lighter, and more highly stressed aircraft require inspections by highly trained technicians using Nondestructive Testing (NDT) techniques. Students that possess NDT training are in high demand and easily employable. NDT skills are transferable from aviation to the oil and gas industry, manufacturing, and other transportation industries. This course provides both the initial training and the required recurrent training for NDT technicians.

PROGRAM PROPOSALS

Program Deletion(s)

American River College

1. **Curriculum Specialist**

Justification: As a result of program review and advisory committee input, our department is revising curriculum to streamline certificate and degree options. The Master Teacher specialization in curriculum will better meet the employment goals of students.

2. **Early Childhood Education Management Specialist**

Justification: As a result of program review and advisory committee input, our department is revising curriculum to streamline certificate and degree options. The Site Supervisor certificate will better meet the employment goals of students.

3. School Age

Justification: As part of a comprehensive streamlining of our courses and programs, we are deleting several certificates, keeping only the program pathways that lead to employment and meet community needs. The courses required for this certificate have also been deleted.

Cosumnes River College

1. Health Records IT Implementation Support Specialist

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT is no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

2. Health Records IT Technical Support Specialist

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT is no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

3. Health Records IT Trainer

Justification: Since the fall of 2014, the enrollment for HRIT courses has dropped significantly. HRIT is no longer viable due to declining market/industry demand as well as declining enrollment/productivity. As such, it would be misleading to continue to guide/place students in these programs when there are very few employment opportunities (towards a living wage). The deletion of the HRIT Certificate Programs has been approved through the CRC Program Discontinuance process.

New Programs

Cosumnes River College

1. Solar Installers

The Solar Installers Certificate program is designed to quickly prepare students for jobs installing solar panels in the solar industry. Our focus is to blend the academic rigor of the classroom, with the hands on training that entry level solar installers need to be successful in the industry. The certificate is a fast paced blend of our introductory course for the construction industry, OSHA 10 Hour Safety certification, and two courses in solar photovoltaics, that culminate with national certification exam preparation and job placement assistance.

Justification: The Solar Installers Certificate is an extension from the Construction Program at CRC. It was designed to create a path for entry level construction students into more solar specific training. The certificate was created in response to our industry advisory committee's request for more rooftop installers training in the region. The certificate includes training in

introductory solar coursework for a quick transition into entry level jobs, as well as intermediate level course aimed at helping student prepare for entry level national certification.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	District Quarterly Financial Status Report (311Q)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Vice Chancellor Finance and Administration <i>MJR</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to the provisions of AB 2910, Chapter 1486, Statutes of 1986, each quarter districts must report their financial condition on forms prescribed by the California Community Colleges Chancellor’s Office. This prescribed report (form CCFS-311Q) must be submitted to the Chancellor’s Office and to the County Superintendent of Schools within forty-five (45) days following the end of each quarter for the first three quarters. The fourth quarter is reported on the CCFS-311 Annual Financial and Budget Report, which must be submitted by October 10th each year. The Chancellor’s Office staff will then review the prescribed quarterly reports and notify districts if further action is necessary.

STATUS:

In accordance with AB 2910, the Governing Board should review the enclosed prescribed report (CCFS-311Q) at a regularly scheduled meeting and enter the report as part of the minutes of the meeting. As required, the District’s Chief Executive Officer (Chancellor) and Chief Business Officer have certified that the information for the quarter ended March 31, 2020 contained in this report is correct.

RECOMMENDATION:

It is recommended that the Board of Trustees receive the March 31, 2020 Quarterly Financial Status Report (CCFS-311Q) and the related financial statements.

LOS RIOS COMMUNITY COLLEGE DISTRICT
GENERAL FUND
STATEMENT OF APPROPRIATIONS, REVENUE & EXPENDITURES
FOR THE QUARTER ENDED March 31, 2020
UNAUDITED

	Revised Budget	YTD Activity
BEGINNING FUND BALANCE, JULY 1		
Uncommitted	\$ 25,491,802	\$ 25,491,802
Committed	36,536,917	36,536,917
Restricted	8,382,766	8,382,766
TOTAL BEGINNING FUND BALANCE	70,411,485	70,411,485
REVENUE:		
GENERAL PURPOSE		
Total Computational Revenue	334,956,380	219,117,180
Lottery Funds	7,957,155	6,444,482
Apprentice/Other General Purpose/Interfund Transfers	44,559,540	15,138,643
TOTAL GENERAL PURPOSE	387,473,075	240,700,305
SPECIAL PROGRAMS	121,870,136	87,769,450
TOTAL REVENUE AND TRANSFERS IN	509,343,211	328,469,755
TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE	\$ 579,754,696	\$ 398,881,240
APPROPRIATIONS/EXPENDITURES:		
Academic Salaries	\$ 170,326,046	114,861,992
Classified Salaries	109,638,403	68,085,099
Employee Benefits	128,832,245	65,066,226
Supplies and Materials	23,867,489	7,496,211
Other Operating Expenses and Services	82,452,139	41,162,188
Capital Outlay	11,560,545	2,791,415
Payments to Students	3,955,449	1,005,325
Other Outgo	18,603,904	15,810,512
TOTAL APPROPRIATIONS/EXPENDITURES AND TRANSFERS OUT	549,236,220	316,278,968
ENDING FUND BALANCE		
Uncommitted	21,935,028	
Committed	4,686,917	
Restricted	3,896,531	
TOTAL ENDING FUND BALANCE	30,518,476	
TOTAL APPROPRIATIONS/EXPENDITURES AND ENDING FUND BALANCE	\$ 579,754,696	

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

Quarterly Financial Status Report, CCFS-311Q

VIEW QUARTERLY DATA

CHANGE THE PERIOD ▼

Fiscal Year: 2019-2020

District: (230) LOS RIOS

Quarter Ended: (Q3) Mar 31, 2020

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2016-17	Actual 2017-18	Actual 2018-19	Projected 2019-2020
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	329,809,249	344,870,123	367,383,024	376,920,249
A.2	Other Financing Sources (Object 8900)	2,156,313	3,105,267	1,398,248	10,552,826
A.3	Total Unrestricted Revenue (A.1 + A.2)	331,965,562	347,975,390	368,781,272	387,473,075
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	312,256,799	327,092,528	345,453,974	407,433,778
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	11,336,001	26,906,850	14,989,885	15,446,071
B.3	Total Unrestricted Expenditures (B.1 + B.2)	323,592,800	353,999,378	360,443,859	422,879,849
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	8,372,762	-6,023,988	8,337,413	-35,406,774
D.	Fund Balance, Beginning	51,342,532	59,715,294	53,691,306	62,028,719
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	51,342,532	59,715,294	53,691,306	62,028,719
E.	Fund Balance, Ending (C. + D.2)	59,715,294	53,691,306	62,028,719	26,621,945
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	18.5%	15.2%	17.2%	6.3%

II. Annualized Attendance FTES: This data is being captured in CCFS-320 and is no longer required here.

G.1	Annualized FTES (excluding apprentice and non-resident)				
-----	---------------------------------------------------------	--	--	--	--

III. Total General Fund Cash Balance (Unrestricted and Restricted)

	Description	As of the specified quarter ended for each fiscal year			
		2016-17	2017-18	2018-19	2019-2020
H.1	Cash, excluding borrowed funds		73,834,778	67,044,724	103,325,295
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	81,423,864	73,834,778	67,044,724	103,325,295

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I. Revenues:					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	376,745,054	376,920,249	239,865,747	63.6%
I.2	Other Financing Sources (Object 8900)	828,310	10,552,826	834,558	7.9%
I.3	Total Unrestricted Revenue (I.1 + I.2)	377,573,364	387,473,075	240,700,305	62.1%

J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	393,232,884	407,433,778	239,338,363	58.7%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	16,190,480	15,446,071	14,120,520	91.4%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	409,423,364	422,879,849	253,458,883	59.9%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-31,850,000	-35,406,774	-12,758,578	
L	Adjusted Fund Balance, Beginning	62,028,719	62,028,719	62,028,719	
L.1	Fund Balance, Ending (C. + L.2)	30,178,719	26,621,945	49,270,141	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	7.4%	6.3%		

V. Has the district settled any employee contracts during this quarter? **NO**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
	Total Cost Increase	% *	Permanent		Temporary		Total Cost Increase	% *
			Total Cost Increase	% *	Total Cost Increase	% *		
a. SALARIES:								
Year 1:								
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1:								
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)


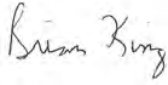
VII. Does the district have significant fiscal problems that must be addressed? **NO**
 This year? **NO**
 Next year? **NO**

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	Los Rios Colleges Foundation – Quarterly Investment Report	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Mario Rodriguez, Vice Chancellor Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

In 1998, the District and Los Rios Colleges Foundation (Foundation) adopted a Master Agreement whereby the Foundation became an auxiliary organization of the District. All college foundations’ investment activities were combined under the Foundation. Morgan Stanley is the investment consultant for the Foundation.

As an auxiliary organization, the Foundation is not required to operate under GC 53600 investment restrictions. The Foundation Board has a Statement of Rules, Objectives and Guidelines (Statement) to govern the investment of funds, last revised June 2018. The funds should be invested with care, skill, prudence and diligence with the goal of producing returns equal to or exceeding prevailing standards among foundations of similar asset size, as well as for the protection of funds held in perpetual duration. The Statement defines the investment guidelines for specified asset classes for endowed funds as follows: equities, defined as common stock, convertible preferred stock, convertible bonds, and convertible stock, shall represent 25-60% of the total fund assets; fixed-income securities, defined as investments with maturities greater than one year that pay a fixed rate of return, shall represent 17-50% of the total assets; alternative investments, defined as fund-of-fund investments, shall represent up to 20% of the total fund assets; and cash, defined as maturities shorter than one year, shall represent 2-10% of the total fund assets. In addition, the Statement provides guidelines for investing non-endowed funds based upon the purpose of the donation and the horizon of time for the use of funds. The three non-endowed portfolio funds available are cash management, fixed income and balanced funds.

STATUS:

The Foundation Quarterly Investment Report, including realized and unrealized earnings, represents the investment activity for the quarter ended March 31, 2020. The Los Rios Colleges Foundation Finance Committee directs the investments of the Foundation. The return for the quarter ended March 31, 2020 for the endowed portfolio of \$9.2 million was -13.19% compared to -13.66% for the composite benchmark. The return for the quarter ended March 31, 2020 for the total managed portfolio of \$13.2 million was -9.02% compared to -8.43% for the composite benchmark. In accordance with generally accepted accounting principles, investments are restated to market value as of each fiscal year-end.

RECOMMENDATION:

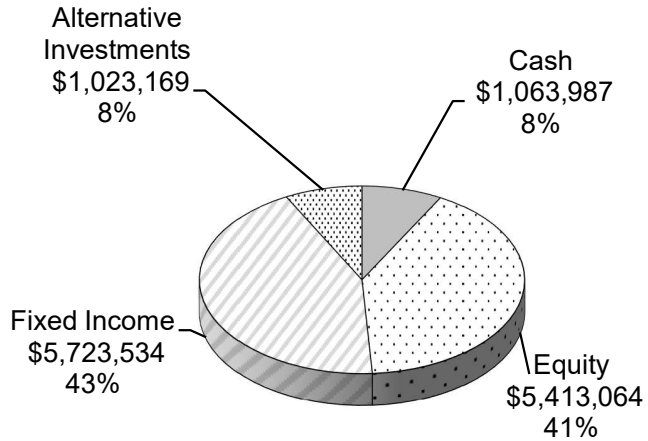
It is recommended that the Board of Trustees receive the Foundation Quarterly Investment Report for the quarter ended March 31, 2020.

Los Rios Colleges Foundation
Investment Portfolio
For the Period July 1, 2019 - March, 31, 2020

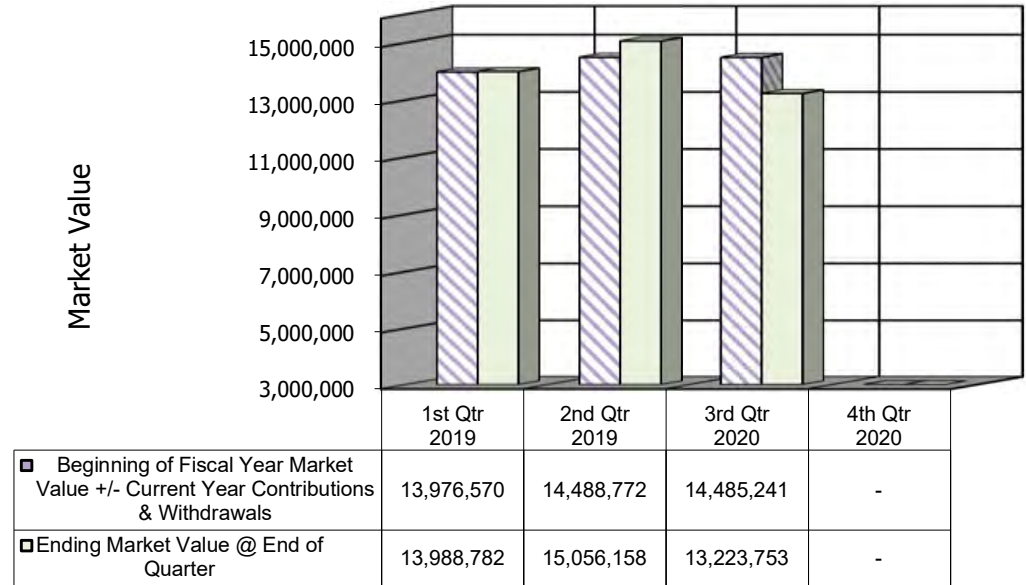
TOTAL PORTFOLIO	Guidelines	Opening Balance July 2019	Net Deposits/ Withdrawals	Unrealized Gains/(Losses)	Realized Gains/(Losses)	Interest / Dividends	Total YTD Earnings	YTD Fees	Market Value (a)	% of Total Current Market Value
Managed (Endowed):										
Cash (Scholarship)	2-10%	131,606	228,340			116	116		360,062	4%
Fixed Income										
Breckinridge*		2,575,577	(1,089,728)	(8,917)	57,246	46,930	95,259	(11,085)	1,570,023	16%
Lord Abbett Inflation		-	300,000	(41,069)		4,487	(36,581)	(616)	262,802	3%
CRANX		-	535,000	1,982	-	2,265	4,248	(414)	538,833	6%
Total Fixed Income	17-50%	2,575,577	(254,728)	(48,004)	57,246	53,682	62,925	(12,116)	2,371,659	25%
Equities										
SPDR Portfolio Total Stock Market ETF		1,727,332	(19,960)	(217,469)	10,164	23,664	(183,641)	(5,459)	1,518,272	16%
Snow All Cap Value		691,175	(744,146)	(18,803)	68,190	7,369	56,757	(3,195)	591	0%
Schafer Cullen International High Dividend		753,362	(55,000)	(88,070)	(17,092)	15,953	(89,209)	(5,127)	604,026	7%
iShares Core MSCI EAFE ETF		1,488,427	(180,000)	(183,800)	(29,573)	17,079	(196,293)	(4,508)	1,107,625	12%
DTD - ETF		537,855	100,000	(105,305)	-	10,489	(94,817)	(1,895)	541,143	6%
MLP Closed End Funds		394,574	(109,696)	(28,119)	(281,226)	27,186	(282,160)	(1,222)	1,496	0%
International Small Cap		239,824	130,000	(89,796)	-	5,192	(84,604)	(1,095)	284,125	3%
Brandes EM		816,650	(170,000)	(191,987)	(39,162)	20,820	(210,328)	(6,741)	429,580	5%
Salient MLP		-	95,250	3,938	-	0	3,938	-	99,188	1%
Millerr Howard and Income Equity SMA		-	764,146	(170,985)	(17,559)	3,136	(185,408)	(926)	577,812	6%
China Portfolio		-	270,000	(20,583)	-	1	(20,582)	(213)	249,205	3%
Total Equities	25-60%	6,649,199	80,593	(1,080,357)	(1,080,357)	18,650	(1,080,357)	(30,381)	5,413,064	59%
Alternative Investments										
Liquid Alternatives		715,537	112,000	(41,679)	(16,604)	18,650	(39,633)	(5,643)	782,261	9%
Structured Invnt		308,708		(67,800)			(67,800)		240,908	3%
Total Alternative Investments	up to 20%	1,024,245	112,000	(109,479)	(16,604)	18,650	(107,433)	(5,643)	1,023,169	12%
Total Managed (Endowed)		10,380,627	166,206	(1,268,462)	(265,616)	203,339	(1,330,740)	(48,140)	9,167,953	100%
Managed (Non-endowed):										
Madison Short Duration Fixed Income*		2,753,155	487,000	62,339	16,460	50,128	128,927	(17,207)	3,351,875	
Total Managed (Endowed & Non-endowed)		13,133,782	653,206	(1,206,124)	(249,156)	253,467	(1,201,813)	(65,347)	12,519,827	
Non-Endowed:										
Cash Management - Money Market		842,786	(144,532)	-	-	5,670	5,670	-	703,924	
Total Non-Endowed				62,339	16,460	55,798	134,597	(17,207)	4,055,799	
Cash Clearing Account										
Gift Receipt		1	(1)	(348)	348	1	1	-	1	
TOTAL PORTFOLIO		13,976,569	508,672	(1,206,471)	(248,808)	259,138	(1,196,141)	(65,347)	13,223,753	

**Los Rios Colleges Foundation
Account Summary
as of March 31, 2020**

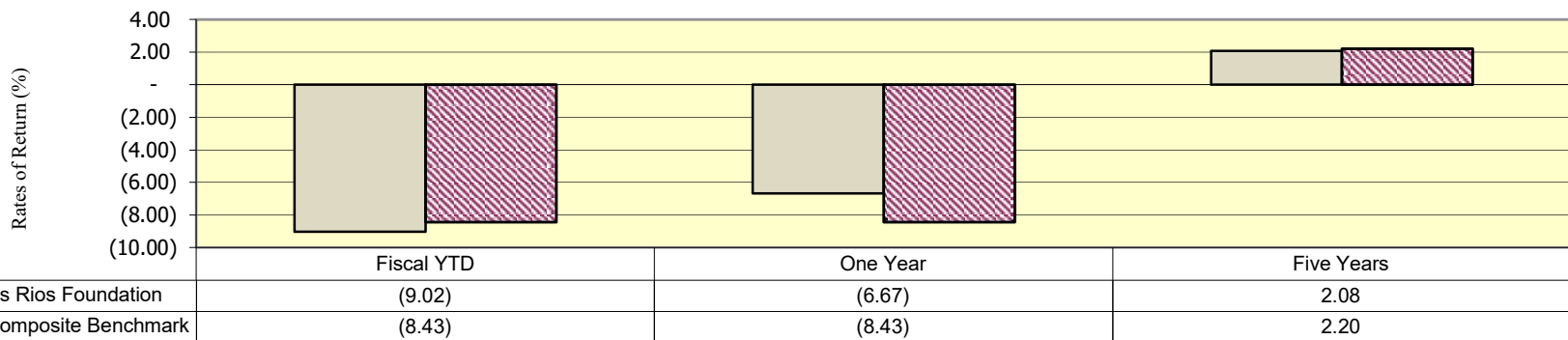
**Asset Allocation as of
March 31, 2020**



Portfolio Change July 2019 through March 2020



Performance Analysis as of March 31, 2020





* The definition of Los Rios Foundation Return is Managed Portfolio Net Time Weighted Returned which is net of fees.

**Provided by Morgan Stanley. Composite benchmark is composed of various market indices selected by Morgan Stanley to approximate the Foundation's asset allocation.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	Ratify: Bid Transactions	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Mario Rodriguez, Vice Chancellor Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to Board Policy 8315 the bid transactions herein listed are presented for approval and/or ratification.

CHANGE ORDERS				
Bid No	Change Amount	Change Number	Vendor	New Contract Total
18025	\$177,505.63	4	F&H Construction	\$18,228,910.19
Description: SCC Mohr Hall: non-compensatory time extension and various additional work, including electrical floor and gang boxes, soffit and casework storage, extending a slab, steel cores for deck, dimensional letters, insulation, gypsum control joints, marker boards, backing, revised framing, revised brick head, revised card reader door hardware, beam outriggers, window header penetrations, digital headwall, elevator equipment, and various plumbing and electrical work.				



RECOMMENDATION:

It is recommended that the Board of Trustees ratify and/or approve the bid transactions herein listed.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	Ratify: Affiliation and Other Agreements	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item F	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Mario Rodriguez, Vice Chancellor Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to Education Code section 81655, and Board Policy 8315, all agreements to which the District is party must be approved by or ratified by the Board of Trustees. Where agreements are not authorized or ratified by other means, this Board item is used to ensure compliance with this obligation.

STATUS:

Pursuant to Board Policy 8315, the agreement below is hereby presented for approval/ratification.

Agreement with Roebbelen Construction and Johnson Controls Inc., resolving a contractual dispute under which Roebbelen will pay the District \$55,000 and Roebbelen and Johnson Controls will extend the existing warranty for a District HVAC System for an additional six months. This requires no payment by the District.

RECOMMENDATION:

It is recommended that the Board of Trustees ratify and/or approve the agreement identified in this board agenda item.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	Purchase Orders, Warrants, Checks and Electronic Transfers	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item G	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	<div style="text-align: right; margin-bottom: 5px;"><i>MR</i></div> Mario Rodriguez, Vice Chancellor Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	<div style="text-align: right; margin-bottom: 5px;"><i>Brian King</i></div> Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

A listing of purchase orders, warrants, checks and wires issued during the period of March 16, 2020 through April 15, 2020 is on file in the District Business Services Office for review.

RECOMMENDATION:


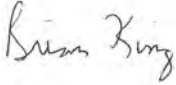
It is recommended that the Board of Trustees approve the numbered purchase orders, warrants, checks and electronic transfers that are reflected on the attached schedule.

PURCHASE ORDERS		
General Fund	0001111241-0001111416 B200923-B200931	\$ 4,508,833.60
Capital Outlay Fund	0003018547-0003018593	
Child Development Fund	-	
Self-Insurance Fund	-	
WARRANTS		
General Fund	792903-796933	\$ 8,156,785.54
General Fund-ARC Instructional Related	010706-010781	
General Fund-CRC Instructional Related	023677-023682	
General Fund-FLC Instructional Related	031709-031709	
General Fund-SCC Instructional Related	048322-048344	
Capital Outlay Fund	834613-834643	
Student Financial Aid Fund	900612-900618	
Child Development Fund	954850-954856	
Self-Insurance Fund	976605-976607	
ODSFD	-	
Payroll Warrants	468933-470334	\$ 8,975,475.88
Payroll Vendor Warrants	66975-67114	
March Leave Process	470335-471334	
CHECKS		
Financial Aid Disbursements (E-trans)	-	\$ 20,143,698.47
Clearing Checks	2823-2826	\$ 47,749.00
Parking Checks	-	\$ -
Bookstore Fund – ARC	34252-34342	\$ 755,078.00
Bookstore Fund – CRC	29042-29072	
Bookstore Fund – FLC	10848-10878	
Bookstore Fund – SCC	51740-51781	
Student Clubs Agency Fund – ARC	6096-6100	\$ 30,012.05
Student Clubs Agency Fund – CRC	5432-5439	
Student Clubs Agency Fund – FLC	2872-2879	
Student Clubs Agency Fund – SCC	4450-4458	
Foundation – ARC	6731-6739	\$ 54,149.79
Foundation – CRC	-	
Foundation – FLC	1958-1965	
Foundation – SCC	5406-5433	
Foundation – DO	1173-1173	
Associated Students Trust Fund – ARC	-	\$ 765.35
Associated Students Trust Fund – CRC	0923-0923	
Associated Students Trust Fund – FLC	0766-0766	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 7567-7890	\$ 176,355.39
ELECTRONIC TRANSFERS		
Board of Equalization	-	\$ -
PARS	-	\$ 44,044.48
Vendors	-	\$ -
International Wire- Ethan Way Center	-	\$ -
Backup Withholding	-	\$ -
Retiree Health Trust	-	\$ 800,000.00
Self-Insurance	-	\$ 87,865.58
Bookstore	-	\$ 49,236.34
Payroll Direct Deposit Advices	1037885-1043268	\$ 14,717,716.03
Other Payroll Transactions	-	\$ 4,561.00
Foundation Scholarships	-	\$ -
ACH Transaction	-	\$ -

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	2020-21 Sabbaticals/Professional Development Leaves	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item H	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The agreement with the Los Rios College Federation of Teachers (LRCFT) provides that at least ten (10) Type A sabbaticals and 2.1 FTE of Type B professional development leaves be granted each year. Type A leaves are leaves of one semester at full pay or one year at half pay. Type B leaves are reassigned time for up to 100% and for up to one year in duration.

The agreement with the LRCFT permits the Professional Standards Committee at each college to recommend the conversion of one or more Type A sabbaticals into equivalent FTE of Type B leaves.

Sabbatical/professional development leave recommendations are presented to the Board in April and November of each year, however this year they are presented in May.

The criteria for leaves, as stated in the LRCFT agreement are as follows:

1. Retraining of applicant to allow for future new assignment(s) in a needed area as determined by College and District priorities.
2. Studies, projects or activities that provide staff with opportunities to upgrade academic, technical, and vocational skills and knowledge for current or future assignments.
3. Studies, projects, or activities for the improvement of curriculum, educational delivery systems, student personnel services, or other support services.
4. Studies, projects, or activities for development or revision of certificate or degree programs.
5. Studies, projects, or activities related to feasibility or revision of new or existing programs.
6. Studies, projects, or activities for the enhancement of student access and success at the course, program or institutional levels.

RECOMMENDATION:

It is recommended that the attached sabbatical/professional development leaves be approved by the Board of Trustees for the 2020-21 year.

**Spring 2020 Board Agenda
Sabbatical Leaves**

American River College

**Type A Leave: One (1) Type A Leave requested
Two (2) Type A Leaves converted to 1.0 Type B Leave**

Type B Leave: 1.717 FTE Type B Leaves requested

Type A Leave Time Annual FTE

Melissa H. Levy	Physical Science Professor	100%	Fall 2020	.500 FTE
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“LRCCD Master Lab Manual for Physical Geology & Earth Science Classes”

Proposal: This project is a continuation by two other LRCCD faculty working to develop a low- or no-cost laboratory manual for use by Geoscience students and faculty across the Los Rios colleges. This work will include the development of ten additional lab exercises, which will add to the approximately 20 exercises already developed. In the end, this lab manual will be made available Spring 2021 to students enrolled in GEOL 301 and GEOL 306 and will relieve a substantial financial burden for hundreds of students including on average 100 ARC students enrolled in the two lab courses each semester.

Two (2) Type A Leaves unused during 2019/20

1.0 FTE Type A Leave Remains Available from 2019/20 (per LRCFT Section 11.6.8.5)

Type B Leave Time Annual FTE

Amanda Corcoran	English Professor	20%	Fall 2020	.100 FTE
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“Equitable Assessment: What’s Most Effective?”

Proposal: The focus of this project is to investigate multiple equitable assessment practices with the idea of creating a concrete framework for effective equitable assessment in multi-disciplinary classrooms. This work aligns with ARC’s recently adopted ARC Equity Plan which recommends that work needs to be done to 1) “eliminate inequities and to promote positive social change” and 2) “sustain and support instructional approaches to supporting students of color.”

Benjamin Etgen	Mathematics Professor	33.34%	Fall 2020	.167 FTE
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“Algebra Bridge Workbook”

Proposal: This project aims to develop the Algebra Bridge Workbook, which will match the content, order and vocabulary of our open-source Algebra text. This text will continue to provide detailed step-by-step discussions of solving and will span a review of beginning Algebra (Math 100) and Intermediate Algebra (MATH 120). This workbook will approach topics fundamentally different from the text by placing an emphasis on translation, concept building examples, and step-by-step processes.

**Spring 2020 Board Agenda
Sabbatical Leaves**

American River College

Thoeung Montgomery		20%		.100 FTE
Elizabeth Specker	ESL Professors	20%	Fall 2020	.100 FTE

“Research and Exploration of Bilingual Speaker Support in ARC Pathways”

Proposal: The focus of this proposal is to explore various possibilities for supporting bilingual students at ARC, including students in the ESL program, in pathways that will help them achieve recognition and credentials in their educational goals and careers. Faculty will research possible avenues that may be open or created, such as AA degrees, Milestone Pathways, bilingual certification attachments and other certificates that students can use to either enhance their current educational goals or to entice them to continue their educational goals to obtain such certificates, degrees or attachments.

Kristina Zajic	Speech Language Pathology Professor	40%	Fall 2020	.200 FTE
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“Speech Language Pathology Support for the ARC CDC-Phase II and SLPA Certification Creation AS/BS”

Proposal: This proposal is a continuation of the professor’s previous work involving one three-unit course in its core curriculum (SLPA 115) which uses the Child Development Center (CDC) on campus for various assignments as students prepare for their fourth semester class of clinical fieldwork. This project will include the review of all 57 speech and language screenings and all 40 hearing screenings recorded in fall 2019 to compile useable data for the CDC Director and teachers to spark discussion in the areas of speech development, language development and/or hearing levels that are strong/borderline/weak and could be promoted in the classrooms of the CDC to promote more effective and efficient communication for the children enrolled. In addition, ARC’s SLPA program offers a single AS degree. This project also aims to create certification specializations in core curriculum completion, early intervention, school age, adult neurogenic and genre-specific therapy courses. These efforts will keep pace with industry standards and provide an edge for SLPA graduates/completers in the marketplace.

.220 FTE Type B Leave unused during 2020/21

.220 FTE Type B Leave Remains Available from 2020/21 (per LRCFT Section 11.6.8.5)

**Spring 2020 Board Agenda
Sabbatical Leaves**

Cosumnes River College

Type A Leave: One (1) Type A Leave requested

Type B Leave: .200 FTE Type B Leave requested

Type A Leave Time

Annual FTE

Markus Geissler	Computer Information Science Professor	100%	Fall 2020	.500 FTE
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“Changing My Teaching Assignment Focus to Cybersecurity-related Courses to Help Meet the Computer Information Science Department’s Emerging Needs”

Proposal: During my sabbatical, I would take five Cybersecurity-focused train-the-trainer online courses from the Western Academy Support and Training Center (WASTC), a community college-focused regional training provider based at Diablo Valley College. After serving as the Regional Director, Employer Engagement (RDEE) for Information & Communication Technologies and Digital Media for the Greater Sacramento Region during the past two years, taking these courses would allow me to expand and update my teaching repertoire in order to support the Computer Information Science Department’s growing Cybersecurity program.

One (1) Type A Leave unused during 2019/20

.500 FTE of Type A Leave Remains Available from 2019/20 (per LRCFT Section 11.6.8.5)

Type B Leave Time

Annual FTE

Rick Schubert	Philosophy Professor	40%	Fall 2020	.200 FTE
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“Pathway to Professional Life”

Proposal: I propose to develop a model, and lay the groundwork for, a pathway for students through the CRC Honors Program to graduate and professional school in preparation for subsequent careers as academics or related professionals with an emphasize on expanding the pipeline of students from historically underrepresented and disproportionately impacted groups into college and university faculty positions.

.566 FTE Type B Leave unused during 2019/20

.566 FTE Type B Leave Remains Available from 2019/20 (per LRCFT Section 11.6.8.5)

**Spring 2020 Board Agenda
Sabbatical Leaves**

Folsom Lake College

Type A Leave: Zero (0) Type A Leave requested

Type B Leave: .300 FTE Type B Leave requested

Type A Leave Time

Two (2) Type A Leave unused during 2019/20

One (1) FTE of Type A Leave Remains Available from 2019/20 (per LRCFT Section 11.6.8.5)

Type B Leave Time

Annual FTE

Philip Angove	Music Professor	40%	Fall 2020	.200 FTE
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“Zero Cost and Low Cost Textbooks for Music Courses”

Proposal: Research multiple low cost and open source text and instructional materials in order to identify the highest quality materials which align with the three most populated music courses (MUFHL 300, 308 and 330 with combined enrollments exceeding 200 students per term) and implement the selected materials beginning in the Spring 2021 term. Construct a repository of public domain and royalty-free music selections for each course that will enable implementation of alternate text materials without sacrificing academic rigor from access to the music itself.

Rebecca Mendell	Librarian	20%	Fall 2020	.100 FTE
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“Information Literacy Project Phase 3”

Proposal: The third and final phase of developing an integrative approach to information literacy (IL) at Folsom Lake College. Completed Spring 2017, Phase I research focused on best practices and effective models for embedding information literacy in higher education. Utilizing these findings, Phase II created a framework for a tiered IL program for FLC. Phase III will be devoted to the full development of the pilot program. This includes writing curricula, creation of faculty training materials, determining assessment methods, integrating with guided pathways and Starfish, marketing of chat reference, coordination with key constituencies, and development of discipline-specific tutorials.

.000 FTE Type B Leave unused during 2020/21

.000 FTE Type B Leave Remains Available from 2020/21 (per LRCFT Section 11.6.8.5)

**Spring 2020 Board Agenda
Sabbatical Leaves**

Sacramento City College

**Type A Leave: One (1) Type A Leave requested
 One (1) Type A Leave converted to .500 Type B Leave**

Type B Leave: 1.25 FTE Type B Leaves requested

Type A Leave Time

Annual FTE

Mark Dennis Psychology Professor 100% Fall 2020 .500 FTE

“An Exploration of Trauma and its Impact on Learning Among Community College Students”

Proposal: The ultimate goal of this proposal is to afford the opportunity to conduct research on the prevalence of trauma in students attending public two-year community colleges. A greater understanding of the prevalence of trauma among community college students has the potential to serve as a catalyst for a radical re-imagining of community college curriculum, values, and mission and a transformation in the way we approach educating students. In addition to this research project, will also include planning and designing curriculum to teach students about trauma using Polyvagal Theory as the dominant theoretical frame and ways to treat, manage, and heal it.

Rick Woodmansee Mathematics Professor 100% Fall 2020 .500 FTE

“Write a Free, Fully Contextualized, Conceptual Introductory Statistics Textbook”

Proposal: Write a free, open, deeply contextualized statistics book and create appropriate supporting materials for it. This textbook will take a simulation approach and emphasize concepts and interpretation rather than notation and computation. This is a different approach to teaching statistics than the current standard textbooks take, but still leads students to master the student learning outcomes. Will use a ‘case study’ approach to explaining statistics so that students will never lose sight of why we need these statistical tools. Rather than rely solely on theory-based procedures, will present a simulation approach for answering statistical questions. This approach “explains” statistical thinking through simple card “games” rather than through formulas and tables. Will focus on the sort of conceptual questions that students in non-mathematical disciplines need to understand about statistics. For example, students in most disciplines need to learn how to interpret the statistical output from technology rather than compute statistics using formulas and a calculator.

One (1) Type A Leave unused during 2019/20

.500 FTE of Type A Leave Remains Available from 2019/20 (per LRCFT Section 11.6.8.5)

**Spring 2020 Board Agenda
Sabbatical Leaves**

Sacramento City College

<u>Type B Leave Time</u>	<u>Annual FTE</u>
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David Fabionar	Communication Professor	20%	Fall 2020	.100 FTE
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“An Online Conflict Management Course: An Anchor Course for the National Endowment for the Humanities Grant and the Forthcoming Conflict Management Course”

Proposal: Prepare lectures, videos, and activities focusing on conflict management for hybrid and online instruction. Focus will also be on expanding discussion of Undesirable Repetitive Patterns (URPS) commonly experienced by immigrant/first-generation families, law enforcement and ethnic minority (including deaf community) URPS, and URPS that domestic violence victims experience. Additionally, community mediation lectures will be included to prepare our students for the opportunity to volunteer as community mediators, which frequently serve those of lower income to resolve neighborhood, family, and workplace disputes without paying attorney fees.

Nicholas Miller	Sociology Professor	40%	Fall 2020	.200 FTE
		40%	Spring 2021	.200 FTE

“A Blueprint for Diverse Community Development and Leadership in Sacramento”

Proposal: Project will entail creating “Building and Leading Sacramento,” a book that will uncover the various journeys of Sacramento leaders who have built and strengthened diverse communities through social impact work. This book will offer a compilation of contextualized interviews with community activists explaining what community building and leadership means to them and their journey into impact-based work. In addition, it will highlight important sociological themes relevant for studying and enacting fields of sociology, community studies and development, and community health.

Valery Ngassam	Physics/Astronomy Professor	50%	Fall 2020	.250 FTE
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“Online Phys. 310, Conceptual Physics”

Proposal: Will develop online version of Conceptual Physics, with emphasis on the POGIL (Process Oriented Guided Inquiry Learning) method. Implementing POGIL online is very demanding, requiring extensive design and development of the material for online courses, as well as an intensive training to facilitate online POGIL group work activities.

Karen Parks	Computer Information Science Professor	40%	Fall 2020	.200 FTE
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“Creation of OER Materials for Computer Familiarization Course”

Proposal: Will develop, create and publish OER resources to use for the Computer Familiarization course (CISC 300). This will include writing lesson plans, creating PowerPoint presentations, making videos, developing student lab assignments, projects and assessment exams. Upon completion, the material will be published with Libretexts.org so it will be accessible for other colleges to use.

**Spring 2020 Board Agenda
Sabbatical Leaves**

Sacramento City College

Karen Tercho	Librarian	20%	Spring 2021	.100 FTE
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‘Scaffolding Information Literacy at SCC’

Proposal: Part I of this project will result in a Canvas-based tutorial for instructors, providing information and ideas for scaffolding information literacy into their online and face-to-face courses. The tutorial will include a summative assessment, with the goal of faculty being able to successfully complete the tutorial and earn an hour of flex credit. Part II of this project will enhance and improve the existing PILOT research tutorials in Canvas that SCC Library provides for SCC students, mainly with the addition of an information evaluation tutorial. The new tutorial will feature engaging content, including an assessment, on the topic of evaluating Internet sources for reliability, including how to fact-check and spot fake news.

Brett Thomas	ESL Professor	20%	Fall 2020	.100 FTE
		20%	Spring 2021	.100 FTE

“ESL Integrated Curriculum Training & Communities of Practice”

Proposal: Will train ESL faculty in teaching entirely new 6-course series of 6-unit combined/integrated reading-writing classes (and content-linked Grammar and Listening/Speaking courses). Training will also develop a strong and productive community of practice and a shared approach to design, teaching, testing and classroom management that is student centered and based on equity principles.


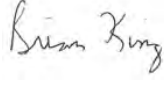
.283 FTE Type B Leave unused during 2019/20

.283 FTE Type B Leave Remains Available from 2019/20 (per LRCFT Section 11.6.8.5)

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item I	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Human Resources transactions on the attached pages.

MANAGEMENT

APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>District Office</u>		
Benzing, Ebony J. (M.P.A., University of Southern California)	Manager (VIII) of the Center of Excellence for Labor Market Research	07/01/20 – 06/30/21
Smith, Blaine A. (M.A., University of San Francisco)	Co-Chair (VII) North / Far North Regional Consortium	07/01/20 – 06/30/21
<u>Sacramento City College</u>		
Chavez-Hernandez, Rosana (M.S., University of California, Sacramento)	Hispanic Serving Institution (HIS) Grant Project Director (VII)	07/01/20 – 09/30/20

APPOINTMENT(S) TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Sorensen, Kathryn H. (Ph.D., University of Texas at Austin)	Interim Dean of Student Services, Counseling, and Transfer Services	08/19/19 – 03/16/20 (Revised)
Sorensen, Kathryn H. (Ph.D., University of Texas at Austin)	Interim Dean of Behavioral and Social Science	03/16/20 – 06/30/20 (Revised)
<u>District Office</u>		
Sommer, Cynthia L. (Ph.D., University of California, Davis)	Interim Associate Dean of Special Projects	07/01/20 – 12/31/20
<u>Folsom Lake College</u>		
Fletcher, Francis G. (M.A., California State University, Sacramento)	Interim Dean of Instruction	01/17/20 – 05/30/21 (Revised)
Lopez, Carlos J. (M.A., University of California, Davis)	Interim Dean of Instruction of the Rancho Cordova Center	01/21/20 – 05/30/21 (Revised)
Senecal, Molly F. (Ph.D., University of California, Davis)	Interim Dean of Student Success	01/13/20 – 05/30/21 (Revised)
<u>Sacramento City College</u>		
Bates, Rukiya F.	Interim Dean of Counseling and Student Services	06/13/20 – 05/15/21

MANAGEMENT

(M.A., California State University, Sacramento)

RESIGNATION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Kaur, Kuldeep	Vice President of Administration	04/30/20 (Revised)
	<u>Cosumnes River College</u>	
Bedford, Brian A.	Dean of the Elk Grove Center	06/06/20
	<u>Sacramento City College</u>	
McDaniel, Kimberly L.	Associate Vice President of Enrollment and Student Services	04/14/20

FACULTY

APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Glynn, Mariel (M.S., California State University, Sacramento)	Counselor	07/01/20 – 06/30/21
Sah, Tasneem K. (M.S., California State University, Chico)	Counselor (50%)/College to Career Coordinator (50%)	07/01/20 – 06/30/21
Stewart, Rachel R. (M.S., San Diego State University)	Counselor (50%)/Workability III Coordinator (50%)	07/01/20 – 06/30/21
Times, Kenneth J. (M.S., California State University, Sacramento)	Counselor	07/01/20 – 06/30/21

APPOINTMENT(S) TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Cosumnes River College</u>	
Dow, Keith M.A., University of California, Santa Cruz	Physics/Astronomy Assistant Professor, L.T.T.	08/20/20 – 12/17/20

PRE-RETIREMENT WORKLOAD REDUCTION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>FTE</u>	<u>Effective Date(s)</u>
	<u>American River College</u>		
Barcellos, Anthony	Mathematics Professor	1.0 to .667	08/20/20 – 05/30/25

RETIREMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
Kraft, Mary Ellen (After 9 years of regular service)	Nursing Professor	05/21/20

TEMPORARY, PART-TIME EMPLOYEES Fall 2019
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Graham,Reginald A.	Commercial Music	9 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2019
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
DeCew Jurach,Pamela	Speech Communication	20 %
Domokos,Cristina I.	Mathematics, General	20 %
Etgen,Benjamin M.	Mathematics Skills	13 %
Gilbert-Valencia,Daniel H.	Computer Infrastructure and Support	13 %
Gilbert-Valencia,Daniel H.	Computer Infrastructure and Support	23 %
Harris,Marianne	Library Science, General	7 %
Hoggan,Patrick Steven	ESL Reading	27 %
Martinez,Marlene M.	Biological and Physical Sciences (and Mathe	8 %
Martinez,Marlene M.	Biomedical Instrumentation	5 %
McCarroll,Sharleen M.	Mathematics, General	33 %
Nelson,Elizabeth L.	Psychology, General	20 %
Roy,Deboleena	Chemistry, General	15 %
Shrope-Austin,David S.	Speech Communication	20 %
** (A1) Stokes,Clarence C.	Software Applications	15 %
** (A1) Stokes,Clarence C.	Software Applications	20 %
Truong,Binh X.	Mathematics, General	33 %
** (A4) Zhang,Lingling	Accounting	60 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2019
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Feindert,Kerstin	English	20 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2019
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Angove,Philip J.	Commercial Music	3 %
Jahangiri,Sayna A.	Microbiology	15 %
Kroencke,Mikael D.	Physical Sciences, General	15 %
Kroencke,Mikael D.	Engineering, General	20 %
Richardson,Ronald E.	Physical Education	15 %
Tinoco,Diana Chang	ESL Writing	53 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2019
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Fitzpatrick,Kenneth E.	Drafting Technology	33 %
Ramsey,Robert A.	Mathematics, General	40 %
Waxman,Robyn M.	Graphic Art and Design	8 %
Whipple V,Charles H.	Sociology	20 %
** (A2) Wu,Tsz Yan P.	Mathematics, General	45 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2019
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Xiao,Alex H.	Political Science	20 %
Zenner,Bruce D.	Chemistry, General	15 %
Zenner,Bruce D.	Chemistry, General	20 %

TEMPORARY, PART-TIME EMPLOYEES Spring 2020
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A1) Adams,Jane P.	Counselor	15 %
Albrecht,Christian	Administration of Justice	1 %
Anaya,Dan A.	Computer Programming	12 %
Ayers,Harold R.	Administration of Justice	1 %
Barr III,Thomas C.	Landscape Design & Maintenance	20 %
Barr III,Thomas C.	Nursery Technology	28 %
Beattie,Brandon L.	Welding Technology	22 %
Beckerman,Nathan S.	Paramedic	6 %
** (B5) Bibb,Akbar M.	Administration of Justice	1 %
Bickel,David T.	Administration of Justice	1 %
Bluette,Chad J.	Administration of Justice	1 %
** (B4) Bradshaw,Don A.	Administration of Justice	1 %
Brakel,Robyn A.	Ceramics	28 %
Brown,Orie A.	Administration of Justice	1 %
** (B5) Bueno III,Jose	Welding Technology	66 %
Byrd,Steven D.	Welding Technology	28 %
Camacho-Tejeda,Jose A.	Welding Technology	57 %
Campas,Steven	Administration of Justice	1 %
Carleton,Christopher J.	Automotive Technology	33 %
Carlisle,Ralph R.	Automotive Technology	42 %
Casella,Jacob A	Administration of Justice	1 %
Castillo,Scott N.	Administration of Justice	1 %
Dailey,Melodee R.	Landscape Design & Maintenance	28 %
Dang,Tina G.	Counselor	15 %
Davalle,Nathan A.	Administration of Justice	1 %
** (B5) Davis,Donald A.	Administration of Justice	1 %
DeLeon,Daniel W.	Administration of Justice	1 %
Delnero,Christina M.	Counselor	45 %
Deterding,Teresa M.	Administration of Justice	1 %
Duran,James J.	Mathematics, General	7 %
Esque,Melanie E.	Administration of Justice	1 %
Frederick,Casey F.	Landscape Design & Maintenance	48 %
Galvin,Jerome F.	Welding Technology	34 %
Gaynor,Carolyn R.	Administration of Justice	1 %
Gunn,Martin E.	Automotive Technology	33 %
Gutierrez,Julio S.	Automotive Technology	53 %
Harris,Merridith R.	Administration of Justice	1 %
Harvey,David B.	Administration of Justice	1 %
Hawe,Larry E.	Automotive Technology	66 %
** (A5) Hayes,David V.	Administration of Justice	1 %
Huerta,Teresa A.	Administration of Justice	62 %
Huggins,Ross R.	Administration of Justice	1 %
James,Mary E.	Administration of Justice	1 %
Jameson,Richard L.	Administration of Justice	1 %
Jensen,Arne E	Automotive Technology	33 %
Jungkeit,James J.	Administration of Justice	1 %

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**TEMPORARY, PART-TIME EMPLOYEES Spring 2020
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Kelley,Sean M.	Administration of Justice	1 %
Kempster,Steven M.	Counselor	42 %
Kempster,Steven M.	Counselor	17 %
Koenig,Barry S	Administration of Justice	1 %
Lester,Katherine M	Administration of Justice	1 %
Lommori,Michael L.	Administration of Justice	1 %
Long,Jackie R.	Administration of Justice	1 %
Marion,Derrick T.	Administration of Justice	1 %
Massetti,Thomas P.	Administration of Justice	1 %
McKee,Steven C.	Administration of Justice	1 %
Meux,Brian L.	Administration of Justice	1 %
Michaels,Craig	Administration of Justice	1 %
Montoya,Sally	Administration of Justice	1 %
Mott,Rodney E.	Ceramics	28 %
Mueller,Robert G.	Administration of Justice	1 %
Nevarez,Jesus B.	Counselor	48 %
Nokkeo,Jeff J.	Drafting Technology	12 %
Palmer,Gary D.	Administration of Justice	1 %
Powers,Matthew T.	Administration of Justice	1 %
Pryde,Marvin E.	Registered Nursing	3 %
Ramos,Gabriel F.	Administration of Justice	1 %
Rath,Jeffrey A.	Administration of Justice	1 %
Robinson,Donna L.	Administration of Justice	1 %
Robison,Bradley O.	Administration of Justice	33 %
** (B4) Rose,David A.	Administration of Justice	1 %
Rowe,Harold E.	Administration of Justice	1 %
** (B5) Schaumburg,Timothy A.	Automotive Technology	33 %
Shepherd,Elden B.	Administration of Justice	1 %
Simmons,Floyd Raymond	Administration of Justice	1 %
Snook,Robert W.	Administration of Justice	1 %
Solomon,Enrico B.	Administration of Justice	1 %
Sowards,Timothy L.	Administration of Justice	1 %
** (B5) Stein,Kevin L.	Automotive Collision Repair	45 %
Stevens,DeAnna D.	Administration of Justice	1 %
** (B5) Stickel,Mike E.	Automotive Collision Repair	35 %
Stincelli,Carl A.	Administration of Justice	1 %
Swanson,Maureen A.	Administration of Justice	1 %
Sweeney,Thomas D.	Administration of Justice	1 %
Swift,Charles A.	Administration of Justice	1 %
Tadlock,Duane A	Administration of Justice	1 %
Tran,Ocean V.	Electrical	55 %
Tran,Thang	Electrical	31 %
Tsushima,Cheryl L.	Automotive Technology	53 %
Tuso,Richard	Automotive Technology	33 %
Uptegrove,Jim L.	Administration of Justice	1 %
Walker,Eric S.	Administration of Justice	1 %
Warren,Marshall T.	Administration of Justice	1 %
Winford,Geoffrey M.	Administration of Justice	1 %
Wong,Kim W.	Administration of Justice	1 %
Word,Richard L.	Administration of Justice	1 %

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**TEMPORARY, PART-TIME EMPLOYEES Spring 2020
Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Brewer,Janet L.	Diagnostic Medical Sonography	13 %
Gelotte,Danielle	Counselor	2 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2020
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Dale,Michael J.	Commercial Music	13 %
Gaffaney,Timothy J.	Political Science	6 %
Kinney,Sasha M	Library Science, General	7 %
Repetto,Deanne R.	Political Science	18 %
Watson,Stephani R	Political Science	19 %

**TEMPORARY, PART-TIME EMPLOYEES Spring 2020
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Garboushian,Maida Y.	Counselor	2 %
Perez,Lizeth	Other Interdisciplinary Studies	6 %
** (A2) Salazar,Rosalinda R.	English	33 %
Sher,Adrienne R.	Dramatic Arts	45 %
Stimers,Dennis G.	English	32 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2020
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Alexander,Carie D.	Counselor	15 %
Andronas,Jennifer L.	Automotive Technology	47 %
Aranda,Amanda L.	Counselor	12 %
Burleson,B. Kathryn	Dramatic Arts	21 %
Chow,Lorraine	Child Development/Early Care and Educatio	13 %
DeCew Jurach,Pamela	Speech Communication	20 %
Domokos,Cristina I.	Mathematics, General	20 %
Gilbert-Valencia,Daniel H.	Computer Infrastructure and Support	5 %
Gilbert-Valencia,Daniel H.	Computer Infrastructure and Support	7 %
Griffin,Robert C.	Counselor	1 %
Harper,Eric I.	Automotive Technology	29 %
Harris,Marianne	Library Science, General	7 %
** (A4) Heeren,Christopher P.	Mathematics Skills	40 %
Holmes,Michael W.	Biology, General	15 %
** (A2) Jones,Marie E.	Child Development/Early Care and Educatio	13 %
Martin,Eric E.	Emergency Medical Services	23 %
Martinez,Marlene M.	Biological and Physical Sciences (and Mathe	8 %
McCarroll,Sharleen M.	Mathematics Skills	13 %
Mentink,Kathleen M.	Registered Nursing	25 %
Messier,Christopher D.	Welding Technology	30 %
Moore,Christopher E.	Automotive Technology	30 %
Nelson,Elizabeth L.	Psychology, General	20 %
Nelson,Jessica B.	Counselor	9 %
Nelson,Jessica B.	Counselor	6 %

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**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2020
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Parks, Judith	Culinary Arts	7 %
Reese, Mark A.	Welding Technology	22 %
Shrope-Austin, David S.	Speech Communication	40 %
** (B2) Sjolund, Joe P.	Coordinator	8 %
Travis, Margaret A.	ESL Integrated	27 %
Truong, Binh X.	Mathematics, General	47 %
** (A4) Zhang, Lingling	Accounting	20 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2020
Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Anderson, Eric W.	Engineering, General	20 %
Anderson, Eric W.	Engineering, General	40 %
Blankenship, Thomas A.	Mathematics, General	20 %
Chapman, Gregory Dennis	Computer Programming	35 %
Fagin, Edwin D.	Economics	45 %
Spisak, John H.	Computer Networking	8 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2020
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Angove, Philip J.	Commercial Music	6 %
Cook, Elizabeth B.	Study Skills	40 %
Jahangiri, Sayna A.	Biology, General	23 %
Jones, Kalinda	Human Services	30 %
Jones, Kalinda	Human Services	20 %
Lennert, Michelle G.	Sign Language	27 %
Lennert, Michelle G.	Sign Language	27 %
Morrison, Jill	Counselor	9 %
Swithenbank, Elizabeth A.Z.	Office Technology/Office Computer Applicati	5 %
Swithenbank, Elizabeth A.Z.	Office Technology/Office Computer Applicati	31 %
Tikhonova, Inna V.	Counselor	15 %
Tinoco, Diana Chang	ESL Writing	53 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2020
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Carbary, Kathleen	Psychology, General	20 %
Copely, Douglas M.	Physics, General	7 %
Fitzpatrick, Kenneth E.	Drafting Technology	19 %
Fitzpatrick, Kenneth E.	Drafting Technology	19 %
Hwang, Joel	Chemistry, General	30 %
Ramsey, Robert A.	Mathematics, General	40 %
Weinsheink, Shawn E.	Technical Theater	50 %
Xiao, Alex H.	Political Science	20 %
Zenner, Bruce D.	Chemistry, General	20 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2020
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Nelson, Jessica B.	Counselor	9 %

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C L A S S I F I E D

REASSIGNMENT(S)/TRANSFER(S)

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Akutagawa, Glenn K.	Printing Services Operator II (Bookstore Stock Clerk)	CRC CRC)	06/01/20
Cigich, Sarah K.	Account Clerk II (Bookstore Stock Clerk)	ARC ARC)	06/01/20
Denley-Willis, Kimberly	Accountant (Accountant)	DO SCC)	06/01/20
Hudgens, Andrea K.	Clerk III (Clerk III)	ARC ARC)	06/01/20
Khan, Aaron	Admissions/Records Clerk II (Bookstore Clerk)	ARC ARC)	06/01/20
Odipo, Denis O.	Operations Technician (Bookstore Buyer II)	SCC SCC)	06/01/20
Perez, Christina A.	Clerk III (Bookstore Stock Clerk)	SCC SCC)	06/01/20
Pu, James	Accountant (Accountant)	DO ARC)	06/01/20
Sagaydak, Elena	Clerk III (Bookstore Clerk)	SCC SCC)	06/01/20
Stanley, Robert A.	Financial Aid Clerk II (Bookstore Buyer I)	ARC ARC)	06/01/20
Tkachenko, Dmitriy	Educational Center Clerk (40%)/ Financial Aid Clerk II (60%) (Bookstore Buyer I)	SCC SCC)	06/01/20
Zalasky, Julie A.	Account Clerk III (Bookstore Buyer II)	CRC CRC)	06/01/20

RESIGNATION(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Bell, Simeon	Police Officer	DO	04/17/20
Corona Lira, Horacio	Student Support Specialist	SCC	04/14/20
Schut, Mollie B.	Instructional Assistant – Writing/English Reading, 80%, 9 months	CRC	05/26/20

CLASSIFIED

RETIREMENT(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Howell, Anita K.	Counseling Clerk I (After 21+ years of regular service)	ARC	07/04/20
Pfau, Paula J.	Clerk III (After 15+ years of regular service)	ARC	07/01/20

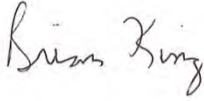
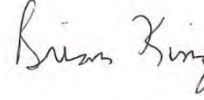
SEPARATION(S) OF SERVICE

<u>Name</u>	<u>Position</u>	<u>Date</u>
Brandon, John G. (deceased)	Environmental Services Technician (20+ years of service)	04/17/20

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	Resolution No. 2020-04: Recognizing Classified Employees	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor 	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor 	ACTION	X
		INFORMATION	

STATUS:

Pursuant to Education Code § 88270, a resolution has been prepared to recognize the contributions that classified employees make to the Los Rios Community College District educational community.

RECOMMENDATION:

It is recommended that the Board of Trustees adopt Resolution No. 2020-04 recognizing classified staff contributions to the District.

LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2020-04

RECOGNIZING CLASSIFIED EMPLOYEES

WHEREAS, the Los Rios Community College District employs over 2,000 classified employees in diverse areas of professional support from fiscal services, clerical and administrative support, to specialized areas in human resources, information technology and telecommunications, campus security and emergency services, health care, food services, grounds keeping, custodial services, energy and utility resources, engineers and electrical maintenance, construction and facilities management, and food service workers; and

WHEREAS, the third week of May has been recognized as Classified School Employee Week; and

WHEREAS, classified staff endeavors and support are critical to the District's ongoing strategic plan framework of vision, mission, and values for developing, maintaining and promoting organizational effectiveness, community, economic and workforce development and student success: Now, therefore,

BE IT RESOLVED that the Board of Trustees of the Los Rios Community College District extends sincere appreciation to all classified staff districtwide for their unparalleled service, notable enthusiasm, distinguished professionalism, and ongoing remarkable contributions to our entire District and college service communities.

PASSED AND ADOPTED as Los Rios Community College District Resolution № 2020-04 this thirteenth day of May, 2020, by the following called vote:

AYES	NOES	ABSENT
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Dustin Johnson, Board President

Attest:

Brian King
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	Resolution No. 2020-05: District General Election	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	X
		INFORMATION	<input type="checkbox"/>

STATUS:

The Sacramento County Office of Voter Registration and Elections has notified the District that the governing board must file a resolution in preparation for the November 3, 2020 election. The resolution shall set forth:

1. The authority, purpose, and date of the election;
2. Candidate’s Statement – number of words and cost;
3. Determination of payment of the cost of the candidate’s statement;
4. Method of breaking tie vote (by lot specified); and
5. Consolidation with the statewide general election.

RECOMMENDATION:

It is recommended that the Board of Trustees adopt Resolution No. 2020-05 that describes specifications for the November 3, 2020 election.

LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2020-05

SPECIFICATIONS FOR GENERAL DISTRICT ELECTION

WHEREAS, an election will be held within the Los Rios Community College District that will affect Sacramento, El Dorado, Yolo and Solano counties on November 3, 2020, for the purpose of electing Board of Trustees Areas 3, 4, 5 and 7; and

WHEREAS, a Presidential General Election will be held within the counties of Sacramento, El Dorado, Yolo and Solano on the same day; and

WHEREAS, Elections Code § 10403 requires jurisdictions to file with the Board of Supervisors, and a copy with the Registrar of Voters, a resolution requesting consolidation with a statewide election; and

WHEREAS, the Los Rios Community College District trustee boundaries have not changed since they were filed with the Sacramento, El Dorado, Placer, Solano and Yolo counties Registrar of Voters in 2011: Now, therefore,

BE IT RESOLVED, that the Los Rios Community College District requests the Board of Supervisors of Sacramento, El Dorado, Yolo and Solano counties to consolidate the regularly scheduled Presidential General District Election with the statewide election to be held November 3, 2020; and

BE IT FURTHER RESOLVED, the candidate pays at the County Voter Registration and Elections Office(s) applicable for the publication of the candidate's statement, pursuant to Elections Code § 13307. The limitation on the number of words that a candidate may use in his or her candidate's statement is 200 words; and

BE IT FURTHER RESOLVED, that if a tie vote makes it impossible to determine which of two or more candidates has been elected to the Board of Trustees, the winner or winners shall be determined by lot by the Board of Trustees; and

BE IT FURTHER RESOLVED, that the District agrees to reimburse the Sacramento, El Dorado, Yolo and Solano counties Registrar of Voters for actual costs accrued, such costs to be calculated by the method set forth in the counties' current Election Cost Allocation Procedures.

PASSED AND ADOPTED as Los Rios Community College District Resolution № 2020-05 this thirteenth day of May, 2020 by the following called vote:

AYES	NOES	ABSENT
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Dustin Johnson, Board President

Attest:

Brian King
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	College and Career Access Pathways (CCAP) Memorandum of Understanding: Sierra Educational Advancement Corporation	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Thomas G. Greene <i>Thomas Greene</i> President, American River College	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	X
		INFORMATION	<input type="checkbox"/>

BACKGROUND:

With the passage of Assembly Bill 288, California community college districts are authorized to enter into College and Career Access Pathways Partnerships with high school districts to expand opportunities for high school students to take college courses during the regular school day and for community colleges to claim apportionment. To go forward with this program, the law requires community college districts and high school districts to enter into a Memorandum of Understanding approved by the governing boards of both the community college district and the high school district. The Los Rios Community College District convened a task force under the guidance of former Deputy Chancellor Lorimer to review this law, to create the standard Memorandum of Understanding and to propose a new policy and regulation addressing this issue. American River College has worked to develop stronger and deeper partnerships with local K-12 school districts as part of the College’s strategic goals. American River College has worked to develop stronger and deeper partnerships with local K-12 school districts and charter schools as part of the College’s strategic goals.

STATUS:

The proposed College and Career Access Pathways (CCAP) Memorandum of Understanding (MOU) is between the Los Rios Community College District and Sierra Educational Advancement Corporation. The purpose of the MOU is to offer and expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college. In Fall 2020, Spring 2021, and Fall 2021 classes will be offered to High School students at Sierra Educational Advancement Corporation. At the completion of these classes, students will earn credit toward multiple degree or certificate programs within the ARC catalog.

RECOMMENDATION:

It is recommended that the Board of Trustees conduct a public hearing; adopt the proposed CCAP MOU between the Los Rios Community College District and Sierra Educational Advancement Corporation; and authorize the Chancellor or his designee(s) to execute the MOU and any future augmentations, amendments, renewals, extensions, or other modifications to the MOU.

**MEMORANDUM OF UNDERSTANDING
REGARDING DUAL ENROLLMENT
BETWEEN THE LOS RIOS COMMUNITY COLLEGE DISTRICT
FOR THE BENEFIT OF AMERICAN RIVER COLLEGE
AND
SIERRA EDUCATIONAL ADVANCEMENT CORPORATION
(Dual Enrollment Program)**

This Memorandum of Understanding ("MOU") is between the Los Rios Community College District and its respective colleges ("LRCCD") which oversees the American River College ("College") (LRCCD and COLLEGE hereafter collectively "LRCCD"), and Sierra Educational Advancement Corporation, a California nonprofit corporation that operates a public charter school named Marconi Learning Academy ("SCHOOL"). For identification purposes only this MOU is dated as of January 13, 2020. Collectively LRCCD and SCHOOL shall be referred to herein as the "Parties" and each individually as a "Party."

RECITALS

WHEREAS, LRCCD is a multi-college district whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within the LRCCD;

WHEREAS, SCHOOL is a public charter school located in the County of Sacramento;

WHEREAS, the Parties desire to enter into a College and Career Access Pathways ("CCAP") agreement to collaborate and provide college credit and courses pursuant to Assembly Bill 288;

WHEREAS, the purpose of this MOU is to offer and expand dual enrollment opportunities for students who may not already be college-bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness;

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by the state legislature and LRCCD;

WHEREAS, the Parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their relationship in regard to the CCAP program;

WHEREAS, this MOU contemplates that the Parties will enter into a related course agreement ("CA") for the individual courses offered under this MOU ("Courses"), that each CA will fully incorporate the terms of this MOU, and that each CA will set out the necessary details specific to the subject Courses and all Courses must be of the same quality and rigor as those offered on LRCCD's campus;

WHEREAS, the Parties intend for LRCCD to report full-time equivalent students ("FTES") and obtain state apportionment for the subject Courses given through this MOU in accordance with California Education Code, section 76004 and the appropriate portions of Title V of the California Code of Regulations; and

WHEREAS, all Courses will be held within LRCCD's District boundaries.

AGREEMENT

NOW, THEREFORE, the Parties mutually agree as follows:

TERMS

1. **Recitals**. The above recitals are incorporated herein and made a part of this MOU.
2. **Effective Date and Duration**. This MOU shall be effective on the date authorized representatives of both Parties sign it and continue in effect until June 30, 2021, with an annual renewal through 2027, unless duly modified or terminated by the Parties.
3. **Termination**. This MOU may be terminated by either Party with cause if another Party fails to comply with the insurance, and indemnification requirements or otherwise commits a material breach of this MOU. Termination will be effective no sooner than 15 calendar days after a written demand to comply or cure is provided and the Party fails to comply or cure. This remedy is in addition to any other remedy which may be provided for by law.

In addition, this MOU may be terminated without cause and for any reason by either Party. The Party desiring early termination without cause must provide written notice to the other Party at least 45 days prior to the end of a semester of its intent to terminate this MOU. Any such notices shall be given pursuant to Section 25 of this MOU. All classes currently in progress shall continue until the completion of the semester. Any students currently enrolled in LRCCD Courses under this MOU shall be allowed to complete those Courses prior to the termination of this MOU.

The indemnification provisions contained in this MOU shall survive termination for a period of two years.

4. **Course Agreements**. The terms of this MOU are deemed to be part of and fully incorporated into any and all presently existing or future CAs unless expressly modified by a related CA. Related CAs will typically address the scope, nature, time, date, location, number of educational hours, LRCCD credits offered, number of students, and other specifics related to each Course (such as textbooks and Course materials). The terms of this MOU may be modified by individual CA as necessary, including eligibility requirements for students to enroll in a particular course or courses. Any inconsistency between the MOU and an express provision of a CA will be resolved in favor of this MOU.

5. **Required CCAP Terms.**

- A. The total number of high school students to be served pursuant to this MOU will be 25. *(Ed. Code § 76004(c)(1).)*
- B. The total number of full-time equivalency students (“FTES”) projected to be claimed by LRCCD for apportionment under this MOU will be 2.43 FTES. *(Ed. Code § 76004(c)(1).)* The criteria to assess the ability of pupils to benefit from the Courses is as follows:
School Principal recommendation, School Counselor recommendation, demonstrated maturity, and American River College Faculty recommendation.
(Ed. Code § 76004(c)(1).)
- C. The point of contact for LRCCD is Deputy Chancellor Jamey Nye. The point of contact for SCHOOL is Rajkamal Gill, Regional CTE Specialist. *(Ed. Code § 76004(c)(2).)*
- D. SCHOOL shall be the employer of record for all instructors paid by SCHOOL providing services under this MOU, and LRCCD shall be the employer of records for all instructors paid by LRCCD providing services under this MOU. For purposes of assignment monitoring and reporting to the County Office of Education if required, each Party respectively shall assume reporting responsibilities pursuant to applicable federal teacher quality mandates. *(Ed. Code § 76004(m)(2).)* Copies of documents provided to the County Office of Education by one Party shall also be provided to the other Party.
- E. All sharing of information between LRCCD and the SCHOOL shall be in compliance with federal and state laws, including the Family Educational Rights and Privacy Act (“FERPA”) and the California Education Code as more fully described in Exhibit A attached hereto and by this reference is incorporated herein. Where exceptions to those laws allow LRCCD and the SCHOOL to share information without the consent of the students and/or parents/legal guardian(s), LRCCD and the SCHOOL will follow the requirements of FERPA and State law. No data shall be shared by either Party until the other Party is satisfied, in its sole discretion, as to the safety and security of that data in the other Party's control. Where there is no exception, sharing information will require a signed, dated release from the student explicitly authorizing the sharing of personally identifiable information about the student. *(Ed. Code § 76004(c)(1).)* Records of student attendance and achievement for all SCHOOL students who enroll in a dual enrollment Course shall be maintained by SCHOOL and by LRCCD. Parent(s)/legal guardians shall have access to SCHOOL-related student education records. For purposes of this MOU, LRCCD and SCHOOL shall not utilize Joint Use Facilities. Instruction shall occur on the campuses of either the SCHOOL or LRCCD. *(Ed. Code § 76004(c)(1).)*
- F. Parents or legal guardians shall be required to sign a form consenting to the enrollment of their pupils in community college courses offered by the

LRCCD pursuant to this MOU. The consent form shall be submitted to and be maintained by LRCCD. A copy of the consent form shall be retained by the SCHOOL. Pursuant to LRCCD Policy and Regulation, LRCCD data concerning a student shall not be shared with parents without a signed, dated release from the student authorizing the sharing of that data, unless required by federal or state law.

6. Required CCAP Partnership Certifications.

- A. The Board of Trustees of LRCCD and the Board of Directors of SCHOOL each will pass a resolution approving this MOU as required under Education Code section 76004. The resolution shall be in such form as reasonably acceptable to each Party.
- B. All LRCCD faculty teaching a Course at a SCHOOL resource center will be employees of LRCCD.
- C. All LRCCD faculty teaching a Course at a SCHOOL resource center have not been convicted of any sex offenses as defined in Education Code section 86010 or any controlled substance offense as defined by Education Code section 87011. (*Ed. Code § 76004(h).*)
- D. LRCCD faculty teaching a Course at a SCHOOL campus will not displace or result in the termination of an existing SCHOOL teacher teaching the same course on that SCHOOL campus. (*Ed. Code § 76004(i).*)
- E. A qualified SCHOOL teacher teaching a Course offered for college credit at a SCHOOL high school resource center will not displace or result in the termination of an existing LRCCD faculty member teaching the same course on a partnering LRCCD campus. (*Ed. Code § 76004(j).*)
- F. Community college Courses offered for college credit at the SCHOOL campus will not reduce access to the same courses offered at the LRCCD campus. (*Ed. Code § 76004(k)(1).*)
- G. Any LRCCD community college course that is oversubscribed or has a waiting list at LRCCD will not be offered pursuant to this MOU. (*Ed. Code § 76004(k)(2).*)
- H. Participation in the CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code, section 66010.4. (*Ed. Code § 76004(k)(3).*)
- I. High school students participating in the CCAP partnership will not lead to enrollment displacement of otherwise eligible adults at LRCCD colleges. (*Ed. Code § 76004(k)(3).*)
- J. Both LRCCD and SCHOOL will comply with local bargaining requirements and

all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching an AB 288 CCAP partnership agreement courses offered for high school credit. (Ed. Code § 76004(l).)

- K. Any remedial course taught by LRCCD faculty (which includes a qualified high school teacher teaching a college course as an "employee" of the community college district pursuant to CCR, Title 5 Section 58058(b)) at a SCHOOL high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both based on an interim assessment in grade 10 or 11, as determined by the SCHOOL, and that the delivery of these remedial courses shall involve a collaborative effort between the SCHOOL high school and LRCCD faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon high school graduation. (Ed. Code § 76004(n).)

7. **Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted Under the Terms of This MOU.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

Responsibilities of the Parties

- A. LRCCD and SCHOOL policies and procedures apply. LRCCD in collaboration with the SCHOOL is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards applicable to LRCCD, as well as any corresponding local policies, practices, and requirements of the SCHOOL.
- B. Enrollment Period. The enrollment period shall be determined by LRCCD in accordance with its guidelines, policies, pertinent statutes, and regulations. The SCHOOL's calendar shall also be considered for purposes of the enrollment period.
- C. Number of Course Hours Sufficient to Meet the Stated Performance Objectives. LRCCD will determine the student learning outcomes for each of the Courses and the number of course hours necessary to meet the performance objectives. The performance objectives and corresponding course hours shall be specified in the related CA.
- D. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with LRCCD's guidelines, Board Policies, Administrative Regulations, pertinent statutes, and regulations or as mutually agreed upon by the Parties. All students will be under the immediate supervision of an employee of LRCCD. For purposes of this paragraph only all SCHOOL employees who are teaching the Courses shall be deemed to be employees of LRCCD. For Courses conducted at SCHOOL's resource centers, the SCHOOL shall be responsible for all ADA and Individual Education Plan issues for its students; LRCCD shall be responsible for any academic accommodations deemed necessary through the LRCCD Disabled Student Programs and Services program.

- E. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with LRCCD and the SCHOOL's guidelines, policies, pertinent statutes and regulations.
- F. Right to Control and Direct Instructional Activities. LRCCD is responsible for the Courses and has the sole right to control and direct the instructional activities of all faculty teaching those Courses, including those who are also SCHOOL personnel.
- G. Minimum Qualifications for Faculty Teaching Courses. All faculty that teach Courses shall meet the minimum qualifications to provide instruction in a California community college.
- H. Facilities. The Parties will provide adequate classroom space at their facilities, or other mutually agreed upon location, to conduct the contemplated instruction and do so without charge to either Party or students. The Parties agrees to clean, maintain, and safeguard their premises. The Parties warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- I. Materials/Equipment. SCHOOL and/or the Parties will furnish, at its own expense, all Course textbooks and materials, specialized equipment, and other necessary equipment for all SCHOOL students. It is understood that whichever Party supplies any equipment and materials such equipment and materials shall be the sole property of that Party. The faculty shall determine the type, make, and model of all equipment and materials to be used during each Course. The Parties understands that no equipment or materials fee may be charged to SCHOOL's students enrolled in classes pursuant to this MOU.
- J. CCAP Enrollment. Enrollment shall be open to any SCHOOL pupil who has been admitted to LRCCD and meets all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by LRCCD. Applicants must meet the standards and prerequisites of the LRCCD.

In coordination with the SCHOOL, LRCCD will be responsible for processing student applications. LRCCD will provide the necessary admission forms and procedures and both LRCCD, and SCHOOL will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

In coordination with the SCHOOL, LRCCD will ensure that each student completes the admissions procedure, the Course enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. SCHOOL will assist LRCCD, as necessary. A successful enrollment requires that each student has completed an enrollment application provided by LRCCD, completed the parental permission form, the application and parental permission form has been delivered to and accepted

by LRCCD's Admissions and Registration Office, all enrollment and other applicable fees have been paid, and the applicant has met all requirements, to include the standard LRCCD student liability and medical care coverage, if applicable.

- K. Enrollment Fees. Pursuant to LRCCD's Board Policy, Education Code sections 76300(f), and 76004, students enrolled in Courses under this MOU shall be exempt from fees described in Education Code sections 76060.5 (student body fee), 76140 (nonresident tuition), 76223 (copies of records), 76300 (student fee), 76350 (apprenticeship fees), and 79121 (child development center fees). Students enrolled in these Courses will pay all other applicable fees (i.e., Universal Transit Fee, Student Representation Fee, Health Center Fee, etc.), as long as permissible under state and federal law
 - L. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to LRCCD periodically, or upon demand, and shall be maintained by LRCCD, copies of said documents shall also be maintained by the SCHOOL.
 - M. Ancillary Support Services for Students. Both LRCCD and SCHOOL shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling and guidance and placement assistance.
8. **Liaison.** At no cost to the SCHOOL, LRCCD will provide the services of faculty members who will facilitate coordination and cooperation between LRCCD and SCHOOL. LRCCD will provide SCHOOL personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this MOU, including conducting appropriate student assessments, outreach/recruitment activities and the LRCCD's application procedures.
9. **Support Staff.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:
- A. SCHOOL to Provide Support Services. Unless otherwise provided for in a related CA, SCHOOL will provide personnel to perform the following services at its facilities: clerical services and services associated with outreach activities, recruiting students, assessing students, processing student applications, enrolling qualified students, and other related services as may be necessary.
 - B. SCHOOL is Responsible for its Own Personnel. SCHOOL's personnel will perform the support services during on duty time. SCHOOL personnel performing these services will be employees solely of SCHOOL, subject to the authority of SCHOOL, but will also be subject to the direction of LRCCD, specifically with regard to their duties pertaining to the Courses described in the related CAs. LRCCD has the primary right to control and direct Course activities.
10. **Faculty.** These provisions may not be voided, modified nor waived by a related CA

unless otherwise expressly provided herein:

- A. Selection and Employment of Faculty. With the input of the SCHOOL, LRCCD will select faculty pursuant to its own policies, regulations and the law. The LRCCD faculty shall be subject to the LRCCD Collective Bargaining Agreement with the Los Rios College Federation of Teachers in effect at the time the course is offered. SCHOOL certificated staff shall be subject to the Collective Bargaining Agreement between the SCHOOL and the Twin Rivers Unified Educators in effect at the time the course is offered.
 - B. Faculty. LRCCD shall ensure that all faculty are experienced, competent, dedicated personnel who have the personal attributes necessary for providing instruction in the Courses. LRCCD shall ensure that all faculty possess all minimum qualifications, any certificates or other training requirements that may be required including, but not limited to the qualification requirements of Title 5 CCR 53410 and 58060.
 - C. LRCCD Shall Determine Faculty Requirements. LRCCD shall determine the number of faculty, the ratio of faculty to students, and the subject areas of instruction.
 - D. Orientation Meeting. Faculty shall attend an orientation meeting if scheduled and LRCCD shall provide manuals, course outlines, curriculum materials, and testing and grading procedures as necessary.
11. **Instruction.** All lectures will conform to LRCCD approved curriculum and Course outlines and recommendations of experienced LRCCD faculty. All Courses must follow LRCCD's required hours of instruction and meet LRCCD's minimum enrollment requirements. Instructional presentations will incorporate planned practical demonstrations, as may be necessary, and use audiovisual techniques or equipment and vocational equipment. Course instruction must also comply with SCHOOL's policies and regulations.
12. **Facilities.** The Parties contemplate that primarily, the facilities of the SCHOOL will be utilized to carry out the goals of this MOU and any related CA, although from time to time LRCCD facilities may be utilized subject to the mutual MOU by the Parties as expressed in a related CA. The Parties agrees to defend, hold harmless, and indemnify each other and their respective governing board, officers, employees, administrators, independent contractors, subcontractors, and other representatives from all damages, losses, or expenses, including litigation costs such as reasonable attorney's fees, should a student, faculty, or third party be injured as a result of or connected with the condition of the Parties' premises, in whole or in part. The indemnity shall survive termination of this MOU for a period of two (2) years and is in addition to any other rights or remedies LRCCD may have under law or otherwise.
13. **Workers' Compensation.** SCHOOL shall be the "primary employer" for all its personnel who perform services under this MOU as support staff. SCHOOL shall

be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL personnel made in connection with performing services and receiving instruction under this MOU or any related CA. SCHOOL agrees to hold harmless, indemnify, and defend LRCCD from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by their respective SCHOOL personnel made in connection with providing services under this MOU or any related CA. SCHOOL is not responsible for non-SCHOOL personnel who may serve as faculty or students who are not affiliated with the SCHOOL. These provisions may not be voided, modified nor waived by a related CA.

LRCCD shall be the "primary employer" for all its personnel who perform services under this MOU as support staff. LRCCD shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective LRCCD personnel made in connection with performing services and receiving instruction under this MOU or any related CA. LRCCD agrees to hold harmless, indemnify, and defend SCHOOL from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by their respective LRCCD personnel made in connection with providing services under this MOU or any related CA. LRCCD is not responsible for non-LRCCD personnel who may serve as faculty or students who are not affiliated with LRCCD . These provisions may not be voided, modified nor waived by a related CA.

14. **Reporting Requirements.** Annually, LRCCD and SCHOOL shall report all of the following information to the office of the Chancellor of the California Community Colleges:
- A. The total number of high school pupils by school-site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws;
 - B. The total number of community college Courses by Course category and type and by school-site enrolled in by partnership participants;
 - C. The total number and percentage of successful Course completions, by Course category and type and by school-site, of partnership participants;
 - D. The total number of FTES generated by CCAP partnership community college district participants.

16. **Indemnification.**

- A. SCHOOL shall defend, hold harmless, and indemnify LRCCD, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives (the "LRCCD Parties") from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected

with SCHOOL's responsibilities hereunder or any related CA that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of SCHOOL, its employees, agents, subcontractors, independent contractors, consultants, or other representatives (the SCHOOL Parties").

- B. LRCCD shall defend, hold harmless, and indemnify the SCHOOL Parties from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with LRCCD's responsibilities hereunder that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of the LRCCD Parties
- C. SCHOOL shall have no obligation to defend, hold harmless, or indemnify LRCCD Parties for their sole negligence or willful misconduct; and LRCCD shall have no obligation to defend, hold harmless, or indemnify the SCHOOL Parties, for their sole negligence or willful misconduct.
- D. This indemnity shall survive termination of this MOU or any related CA for a period of two (2) years, and is in addition to any other rights or remedies that SCHOOL or LRCCD may have under law and/or otherwise.
- E. These provisions may not be voided, modified nor waived by any related CA.

17. Insurance Requirements.

- A. During the entire term of this MOU, each Party shall, at its own expense, maintain, and shall require all subcontractors to maintain insurance as set forth below and shall provide the additional insured endorsements that name the other Party as an additional insured on the each party's General Liability policy and Automobile Liability policy.
Minimum Scope of Insurance: Coverage shall be:
 - 1. Commercial General Liability. \$1,000,000 combined single limit per occurrence for bodily injury, personal injury and property damage; and a \$3,000,000 aggregate. Any combination of General Liability, and Excess Coverage amounting to a minimum of \$3,000,000 in coverage will be acceptable. The Commercial General Liability additional

insured endorsement shall be as broad as the Insurance Services Inc.'s (ISO) additional insured, Form B CG 20101001.

2. Automobile Liability. "Any Auto" with \$1,000,000 combined single limit per accident for bodily injury and property damage.
 3. Workers' Compensation. As required by the Labor Code of the State of California, and Employers' Liability Insurance; with limits as required by the Labor Code of the State of California and Employers' Liability limits of \$1,000,000 per accident.
- B. If the above liability coverage is written on a claims-made form, it shall have a retroactive date of placement prior to or coinciding with the effective date of this MOU and continue for at least two (2) full years following the completion of any services/work under this MOU. Any deductibles, self-insured retentions, or changes in these items must be declared to and approved by the other party. Each insurance policy required by this MOU shall be endorsed to state that coverages shall not be canceled except after thirty (30) days prior written notice has been given to the other party. Each Party shall provide the other Party with certificates of insurance and required executed endorsements, evidencing compliance with this section, prior to the commencement of any Courses. On request, each Party shall furnish copies of any and/or all of the required insurance policies.
- C. Nothing in this section concerning minimum insurance requirements shall reduce a Party's liability or obligations under the indemnification provisions of this MOU.
- D. The Parties acknowledge that LRCCD is permissibly self-insured under California law.
- E. These provisions may not be voided, modified nor waived by a related CA.
18. **Discrimination and Harassment.** Each Party agrees it will not unlawfully discriminate, harass, or allow harassment against any employee or other person because of ethnic group identification, race, color, gender, sexual orientation, sexual identity, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, military and veteran status, or marital status, and shall comply with all applicable laws pertaining to employment.
19. **Entire Agreement.** This MOU and any related CAs constitute the entire agreement between the Parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No Party has been induced to enter into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related CA.

20. **Amendment.** The provisions of this MOU may be modified only by mutual written consent of the Parties. No modification shall be binding unless it is in writing and signed by the Party against whom enforcement of the modification is sought.
21. **Waiver.** Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the Party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.
22. **Assignment.** Neither Party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other Party. Any purported assignment without written consent shall be void.
23. **Parties in Interest.** Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the Parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any Party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.
24. **Severability.** If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.
25. **Notices.** Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the Parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.
26. **Authority to Enter Into MOU.** Each Party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.
27. **Status of the Parties.** Neither Party is a partner, joint venture, co-principal, employer, or co-employer of the other or of an employee of the

other Party. Each Party shall be solely responsible for paying all salaries, wages, benefits, and other compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this MOU and any related CA. Each Party shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes, FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this MOU and any related CA.

28. **Retention and Audit of Records.** Each party shall maintain records pertaining to this MOU and related CAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.
29. **Governing Law and Venue.** This MOU will be governed by and construed in accordance with California law and venue of any action or proceeding in connection with this MOU shall be Sacramento County, California.

IN WITNESS WHEREOF, the Parties hereto have caused this MOU to be executed the day and year first above written.

AGREED TO AND ACCEPTED:
**LOS RIOS COMMUNITY COLLEGE
DISTRICT**

AGREED TO AND ACCEPTED:
**SIERRA EDUCATIONAL ADVANCEMENT
CORPORATION**

By: _____
Jamey Nye, Ph.D.
Deputy Chancellor
1919 Spanos Court
Sacramento, CA 95825
(916) 568-3031

By: _____
Shellie Hanes
Area Superintendent
4065 West Ashcroft
Fresno, CA 93722
(559) 214-0039

EXHIBIT A

Family Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, D.C. 20202-8520

COURSE AGREEMENT

This course agreement is entered into between the Los Rios Community College District / American River College (“LRCCD”) and the Sierra Educational Advancement Corporation (“SCHOOL”) regarding dual enrollment courses to be taught at Marconi Learning Academy.

1. The memorandum of understanding (“MOU”) entered into by LRCCD and SCHOOL is incorporated by reference as if fully set forth herein. In the event of a conflict between the terms of this course agreement and the MOU the terms of the MOU shall govern.

2. The name(s) of the course(s) to be taught are:

Fall 2020

- HEED 300
- PSYC 300
- HIST 310

Spring 2021

- HCD 310
- PSYC 330
- HIST 311

Fall 2021

- POLS 301
- MUFHL 308

3. The name(s) of the Faculty for the course are: TBD

4. Classroom instruction for the course shall commence on or about date of August 5, 2020 and shall continue until the conclusion of the courses on or about June 30, 2021.

5. The approved curriculum and course outlines applicable to this course are incorporated herein as Attachment A to this agreement.

LOS RIOS COMMUNITY COLLEGE
DISTRICT

SIERRA EDUCATIONAL
ADVANCEMENT CORPORATION

By: _____
Jamey Nye
Deputy Chancellor

By: _____
Shellie Hanes
Area Superintendent

Date: _____

Date: _____

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: HCD 310: College Success

Outline Status: Catalog

Last Full Review: Nov 03, 2017

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: HCD 310

Title: College Success

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course covers the skills and knowledge necessary for college success, as well as personal issues that are commonly encountered by many college students. Topics include motivation, self-discipline, learning styles, memory development, time management, communication skills, goal-setting, career planning, study skills and techniques, and critical thinking skills. Campus resources, college regulations, and information competency are also addressed. This course is highly recommended for first time college students and/or continuing college students who would benefit. Field trips may be required.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- assess student success strategies and identify techniques and campus resources to build effective learning skills in areas such as: textbook reading, note taking, memory skills, exam preparation, and exam taking.
- distinguish among different learning styles (i.e. auditory, visual, kinesthetic, and/or read/write) in identifying personal learning preference(s).
- locate and identify campus programs and support services.
- incorporate campus rules and requirements for degree and transfer planning.
- analyze and choose effective communication skills that apply to the academic, career, and/or personal life issues.
- demonstrate measurable goal-setting and decision-making skills.
- recognize the various elements of diversity on our campus.
- demonstrate problem-solving and critical-thinking skills.
- demonstrate personal wellness skills such as stress reduction and health maintenance.
- discriminate between effective and non-effective goal and life planning skills.
- formulate and implement appropriate interpersonal skills and conflict resolution strategies.
- appraise and select the most appropriate modes of instruction for personal learning success.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 2 Instructor and course introduction, student introductions.
- 4 Campus services and resources such as the Learning Resource Center, Career Center, Transfer Center, Library Orientation, Disabled Students Programs and Service.
- 4 Self-assessment: personality/learning styles assessment and its application in academic and personal life.
- 3 Self-awareness development, multiple intelligences, and appropriate study strategies to maximize learning.
- 3 Values clarification, decision making, goal setting, and development of an action plan.
- 4 American River College regulations, degree requirements, comparison of CSU, UC, and private university systems and their transfer requirements.
- 3.5 Time management skills: priority setting, balancing ones own life.
- 3 Critical thinking, creative thinking, brainstorming, and group problem solving.
- 3.5 Introductions to the textbook reading process and resources available to build skills such as LRC and various reading courses.
- 3 Listening skills, memory techniques.
- 3 Note taking, research skills.
- 3.5 Effective writing skills, ARC writing curriculum, Writing Center orientation.
- 3 Exam preparation, test-taking skills, test anxiety management.
- 3 Oral communication skills, assertiveness training, role playing, and conflict resolution exercises.

- 3 Diversity in society; appreciating our differences.
 - 3.5 Personal wellness, stress reduction, nutrition.
 - 2 Career and Interest Inventories/Assessments.
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, group activities, team building exercises, role playing, media presentations, and field trips.

Section 6: Typical Student Assignments

Example # 1:

Complete a report that outlines how personal health and wellness practices are beneficial to your own personal ability to be successful in college.

Example # 2:

Keep a monthly day planner that will allow you to visually monitor your ability to manage time, plan for upcoming assignments, tests and/or projects and adjust your priorities as appropriate.

Section 7: Evaluation and Assessment Methods

Written assignments, quizzes, exams, discussions, participation, group assignments, presentations, personal portfolios, and activity journals.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Downing, S. (2017). *On Course* (8th ed.). Houghton Mifflin Company. [ISBN: 9781305397477]
- Mollan-Masters, R. (2009). *You Are Smarter Than You Think* (3rd ed.). Reality Productions. [ISBN: 978-0984112609]
- Ellis, D. (2018). *Becoming A Master Student* (16th ed.). Houghton Mifflin Company. [ISBN: 9781337579858]
- Carter, C., and Lyman-Kravits, S. (2017). *Keys to Success* (8th ed.). Prentice Hall. [ISBN: 978-0321929242]
- Ferrett, S. (2018). *Peak Performance* (10th ed.). McGraw Hill. [ISBN: 9781259702761]

Supplementary Requirements: American River College Catalog (Current Year)

Section 10: Additional Course Information

Faculty Discipline(s):	Counseling
Short Title for Transcripts:	College Success
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	4930.13 (<i>Academic Guidance</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification:

"Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- evaluate source credibility
- distinguish among fact, inference and opinion
- respond to issues raised in texts
- compose essays with clear controlling ideas
- format documents properly

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.

- make inferences.
- apply basic research steps.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This course offers students the information and skills needed to succeed in college.
Associate Degree GE Pattern:	III(b). Life Development Skills (<i>Approved: Jun 01, 2003</i>)
Degrees and Certificates:	Emergency and Episodic Care (Certificate)
Prerequisite To:	HCD 364
Corequisite To:	None.
Advisory To:	None.
Embedded In Descriptions:	

Section 13: Relationship to Transfer Institutions

Transfer:	CSU <i>Approved: Jun 01, 2003</i>
Transfer:	UC <i>Approved: Jun 01, 2003</i>
CSU General Education:	Area E1: Lifelong Understanding and Self-Development (<i>Approved: Aug 01, 2008</i>)

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: HEED 300: Health Science

Outline Status: Catalog

Last Full Review: May 02, 2018

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: HEED 300

Title: Health Science

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course focuses on factors which influence the health status of both the individual and the community. Topics include personal fitness, nutrition, sexuality, sexually transmitted disease, drug dependence including alcohol and tobacco, as well as diseases related to lifestyle.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- explain the principles of healthy living.
- analyze the relationship between lifestyle and a variety of diseases.
- describe the process of making healthy lifestyle changes.
- distinguish between myths and facts related to health and wellness.
- evaluate personal health behaviors.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 6 Nutrition: essential nutrients, diet and various diseases, nutritional requirements, food labels, dietary planning, current issues in nutrition.
- 6 Exercise and fitness: components of physical fitness, physiological and psychological benefits of exercise, target heart rate training, development of a physical fitness plan.
- 6 Disease transmission: infectious disease and immunity, the chain of infection, breaking the chain of infection, disease pathogens, the immune system, healthy immunity, reducing risk of infectious disease.
- 4 Lifestyle related disease and behavioral risk factors.
- 2 Psychological health.
- 6 The disease of addiction: addictive behaviors, patterns of disease development, symptoms of addiction, physiology of addiction.
- 4 Commonly abused drugs.
- 2 Recovery from addiction.
- 3 Bacterial sexually transmitted diseases.
- 3 Viral sexually transmitted diseases.
- 3 Risk reduction and practicing safe sex.
- 5 Relationships between lifestyle behaviors and diseases such as cancer, diabetes, and digestive disorders.
- 4 Weight management.

54 Total Hours

Section 5: Methods of Instruction

Lectures, group discussions, essays, self-assessments, and interactive learning activities

Section 6: Typical Student Assignments

Example #1:

Visit the "Choose My Plate" website, at www.choosemyplate.gov. Go to Daily Food Plan and enter the information asked for to determine your daily nutritional requirements. Report your results by completing the

questions on the worksheet provided.

Example #2:

The worksheet provided contains six topic choices pertaining to current issues on drug use and abuse. Choose one of the six topic choices and read the assigned articles for your chosen topic. Answer the essay questions pertaining to your chosen topic. Be prepared to discuss your findings and views.

Section 7: Evaluation and Assessment Methods

Exams, written assignments, worksheets, group discussions

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Insel, P., and Roth, W. (2018). *Core Concepts in Health* (15th ed.). McGraw Hill. [ISBN: 9781259702747]
 - Donatelle, R. J. (2016). *Access to Health* (14th ed.). Pearson. [ISBN: 9780321995483]
-

Section 10: Additional Course Information

Faculty Discipline(s):	Health
Short Title for Transcripts:	Health Science
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	0837.00 (<i>Health Education</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

*ENGRD 116: Preparation for Academic Study**ENGWR 101: College Writing*

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English
- distinguish among fact, inference and opinion

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- recognize a wide variety of academic and idiomatic vocabulary.
- adapt reading speed and style to material.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course offers students an opportunity to explore the concepts of health and wellness. It covers the basic principles of healthful living and encourages students to incorporate positive health habits into their everyday living. This course meets GE requirements for ARC and CSU

Associate Degree GE Pattern: III(b). Life Development Skills (*Approved: Jun 01, 1967*)

Degrees and Certificates: Emergency and Episodic Care (Certificate); Physical Education (A.S. Degree)

Prerequisite To: None.

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 13: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983*

CSU General Education: Area E1: Lifelong Understanding and Self-Development (*Approved: Aug 01, 1982*)

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	HIST 310: History of the United States
Outline Status:	Catalog
Last Full Review:	Sep 27, 2018
Last Curriculum Action:	Sep 05, 2019
Catalog Addendum Date:	Jan 01, 2020
Official:	Yes
Explanation:	AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier:	HIST 310
Title:	History of the United States
Units:	3.00
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Hours:	54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.
Description:	This course is a survey of United States history from its European, African, and Native American backgrounds to 1865. It examines the origin and development of many of this nation's political, social, economic, and intellectual institutions including their influences upon contemporary American life. It also emphasizes such historical concepts as cause and effect, multiple causation, historical context, and historical interpretation. This course is not open to students who have completed HIST 483.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- identify and correctly use basic historical terminology, and distinguish between primary and secondary sources as historical evidence.
- analyze multiple causes for an historical event, and properly evaluate why that event happened.
- identify various interpretations used by historians to explain United States history up to the Civil War.
- identify the major time periods and relevant geography of United States history up to the Civil War.
- analyze and evaluate the major economic, social, political, and cultural developments in United States history up to the Civil War.
- analyze and evaluate the experiences and conflicts of diverse groups of people, including “common people,” in United States history up to the Civil War.
- analyze, describe, and explain the motives, settlement, and organization of European colonies in North America, and the impact on the Native American environment and cultures.
- trace the development of racial slavery in America, explain the reasons for its institutionalization, and analyze the influence of Africans and African culture on American society and institutions.
- analyze the events of the American Revolution and the creation of the United States, including state and national Constitutions, and explain the rationale behind these developments.
- analyze the philosophical, intellectual, and cultural influences on the development of American political and social institutions.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 1 Course introduction.
- 2 Native American civilizations before 1500; South American natives; North American natives.
- 2 Europe in the age of Renaissance and exploration.
- 2 The Spanish discovery and conquest of the Americas, 1500 - 1600, and impact on American cultures of European ethnocentrism and diseases.
- 1 French and Dutch settlement in North America before 1700.
- 4 The English settlement of North America: Virginia, New England, Pennsylvania; impact on Native American peoples; comparison and contrast of English colonial life.
- 3 The origins and development of African slavery in the Americas; the European involvement in the slave trade; the economics and cultural bases of slavery, including issues of racism and ethnocentrism; the early development of African American culture.
- 3 Regional colonial development, 1700 - 1750; the northern colonies (New England, New York, Pennsylvania); the southern colonies (Virginia, Maryland, North and South Carolina).
- 3 The beginnings of an American independence movement, 1750 - 1775; the impact of changing social values; the impact of new political ideas.
- 4 The American Revolution 1775 - 1783; military aspects; the social, political, and economic impact of war; impact of the Revolution on African Americans, Native Americans, and women.
- 3 The confederation and early national periods, 1783 - 1800; the Articles of Confederation; the drafting and ratification of the Constitution; codification of slavery into state and national constitutions; the early republic under Federalist rule.

- 3 The United States 1800 - 1815; early westward expansion and Native American responses; diplomatic crises with Great Britain and France; the War of 1812.
 - 3 The industrial revolution of the early nineteenth century; changes in the urban north; expansion in the Old Northwest (Ohio, Indiana, Illinois).
 - 4 The growth of slavery in the southern United States, 1800 - 1830; the spread of slavery to the Old Southwest (Mississippi, Alabama, Louisiana); the culture of slavery for whites and blacks in the south.
 - 3 The Jacksonian era, 1820 - 1840; economic expansion: industrial development, immigrant labor, urban growth; causes and impact of Indian Removal Policy; Democratic transformations: new parties, new rules of politics.
 - 3 The reform period of the early nineteenth century; the impact of evangelical religion: the Second Great Awakening in the north; abolitionism, temperance, and women's rights as efforts to perfect society.
 - 3 Westward expansion and Manifest Destiny, 1820 - 1850; the American advance into the Pacific Northwest; conflicts with Mexico and Great Britain; the impact of the absorption of Hispanic peoples of Southwest into U.S.; the development of an ideology of national purpose.
 - 3 The sectional crisis, 1845 - 1860; Texas, California, and the war with Mexico; political disputes over slavery, including both anti- & pro-slavery arguments; the dividing of the United States into two societies.
 - 4 The Civil War, 1861 - 1865; causes of the War: immediate and long term; Military aspects; social and economic changes wrought by war; African American responses to and participation in the War; the end of slavery; consequences and legacies of the War.
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, student oral reports, guest speakers, and media presentations.

Section 6: Typical Student Assignments

Sample assignment #1:

Essays and other writings analyzing assigned readings, both primary and secondary. "Write a paper of 1500 words using excerpts from "Common Sense" and the Declaration of Independence to explain and analyze the political goals of the American Revolution."

(Addresses SLO:

-analyze the events of the American Revolution and the creation of the United States, including state and national Constitutions, and explain the rationale behind these developments.)

Sample assignment #2:

Written responses to direct questions, based on the lectures and readings. "In an essay of 750 words, explain the course of the sectional crisis of the 1850s, and evaluate the forces that led to the Civil War."

(Addresses SLO:

-analyze and evaluate the major economic, social, political, and cultural developments in United States history up to the Civil War.)

Section 7: Evaluation and Assessment Methods

Application/written exercises, primary source analysis, problem solving exams and quizzes, research reports, oral and written presentations, and team projects.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Henretta, J., et al. (2015). *America, A Concise History, Volume I: To 1877* (6th ed.). Bedford/St. Martin's Publishing. [ISBN: 978-1-4576-4865-6]
 - Hewitt, N., & Lawson S. (2017). *Exploring America Histories, Volume I* (2nd ed.). Bedford/St.Martin's. [ISBN: 978-1-319-03830-4]
 - Brinkley, A., (2016). *The Unfinished Nation, Volume I* (8th ed.). McGraw-Hill. [ISBN: 978-1-259-28712-1]
 - Foner, E. (2017). *Give Me Liberty! Volume I* (5th ed.). Norton. [ISBN: 978-393-61412-1]
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Section 10: Additional Course Information

Faculty Discipline(s):	History
Short Title for Transcripts:	History of the United States
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2205.00 (<i>History</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

*ENGRD 116: Preparation for Academic Study**ENGWR 101: College Writing*

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- revise essay drafts to improve focus and strengthen ideas
- format documents properly

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.
- make inferences.
- recognize a wide variety of academic and idiomatic vocabulary.
- outline, paraphrase, and summarize passages from a range of texts.
- apply basic research steps.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This is course is a survey of United States history from its European, African, and Native American backgrounds to 1865. It fulfills the GE pattern of ARC Area V(a); CSU and IGETC general education patterns, and is part of several degrees.

Associate Degree GE Pattern: V(a). American Institutions Requirement (*Approved: Jun 01, 1967*)

Degrees and Certificates: Elementary Teacher Education (A.A. for Transfer (AA-T) Degree); History (A.A. for Transfer (AA-T) Degree); Political Science (A.A. Degree)

Prerequisite None.

To:

Corequisite None.

To:

Advisory To: None.

Embedded In

Descriptions:

Section 13: Course Identification (C-ID) Number

C-ID: HIST 130 (*Approved: Jan 01, 2013*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983* "Credit Limitation: HIST 310 & 483: maximum credit one course"

CSU Area D6: History (*Approved: Aug 01, 1980*)

General

Education:

CSU Area F1: History of U.S. Institutions and Ideals (*Approved: Aug 01, 1980*)

General

Education:

CSU Area F2: U.S. Constitution and Government (*Denied: May 16, 2019*) (Reviewer Comments: There is not sufficient coverage of the Constitution. Only 3 hours out of the entirety of the course. And no apparent attention to anything beyond the framing of the Constitution- no amendments, etc. (5/16/2019))

General

Education:

IGETC: Area 4F: History (*Approved: Aug 01, 1991*)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	HIST 311: History of the United States
Outline Status:	Catalog
Last Full Review:	Nov 18, 2010
Last Curriculum Action:	Sep 05, 2019
Catalog Addendum Date:	Jan 01, 2020
Official:	Yes
Explanation:	AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier:	HIST 311
Title:	History of the United States
Units:	3.00
Prerequisite:	None.
Advisory:	ENGWR 102 and ENGRD 116 with a grade of “C” or better; OR ESLR 320 and ESLW 320 with a grade of “C” or better.
Hours:	54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.
Description:	This course is a survey of United States History from 1865 to the present. It also analyzes many of America's political, social, economic, and intellectual institutions, including their influences upon contemporary life. This course also examines this nation's increasing involvement in world affairs. These analyses are set within the context of such historical concepts as cause and effect, multiple causation, and historical interpretation. This course is not open to students who have completed Hist 484.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- identify and correctly use basic historical terminology, and distinguish between primary and secondary sources as historical evidence.
- identify various interpretations used by historians to explain United States History since the Civil War.
- analyze multiple causes for and properly evaluate why a historical event happened.
- identify the major time periods and relevant geography of United States history since the Civil War.
- analyze and evaluate the major economic, social, political, and cultural developments in United States history since the Civil War.
- analyze and evaluate the experiences and conflicts of diverse groups of people, including “common people,” in United States history since the Civil War.
- make historical generalizations about United States history since the Civil War based on historical evidence.
- analyze and evaluate the increasing role of the United States in a global context since the Civil War.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Reconstruction: Rebuilding the South; Formation of free African American communities and culture; Southern politics and resistance to Reconstruction
- 3 The Trans Mississippi West: Migration and settlement; Transformation of American Indian societies; The western economy of mining, ranching, and farming
- 4 Industrial Revolution: Business and technology in the industrial north; Victorian middle class culture; Urbanization and the new immigrants; Worker protest and organized labor
- 3 Populism: Agriculture and capitalism in the Midwest; Farmer politics and the call for regulation
- 3 Progressivism: Women and urban reform; Progressives in politics and print
- 3 The United States and the world: Imperialism: overseas interests and territorial acquisition; Race and the limits of democracy; Spanish American War and the Philippine insurrection
- 3 World War I: The business of war and muzzling dissent; Ethnicity and culture during wartime
- 4 The Great Depression: Hard times across America; FDR and the New Deal; Women, minorities, and the new Democratic Party; A new day for organized labor
- 3 World War II: Global conflicts and the coming of war; The Arsenal of Democracy and wartime mobilization; Civil rights and the Four Freedoms
- 4 Onset of the Cold War: Birth of the atomic age and new global alliances; Truman and the policy of Containment; National Security and the new Red Scare
- 3 Postwar affluence and anxiety: The growth of suburbia and the baby boom; Materialism, youth culture, and culture's critics; The New Frontier and the 1960 election
- 3 The Struggle for civil rights: The NAACP and the challenge to Jim Crow; Martin Luther King Jr. and the mobilization of black southerners; Chicanos, Latinos, and civil rights beyond the south
- 5 Vietnam War era: The emerging conflict in Southeast Asia; A deepening commitment and domestic unrest; A generation in conflict; War on Poverty and urban uprising; Woodstock to Watergate

- 4 America's crisis of confidence in the 1970's: The energy crisis and environmentalism; Feminism and the women's movement; Foreign policy, detente, and the thawing of Cold War; The Iran hostage crisis and U.S. vulnerability
 - 4 The United States and the Post Cold War world. Conservative ascendancy: Ronald Reagan, the "Evil Empire," and the New Right; Wiring the World: the personal computer revolution of the 1990s; After 9/11: democracy and the threat of terrorism
 - 2 Final exam
-

54 Total Hours

Section 5: Methods of Instruction

Discussion, lecture, student oral reports, guest speakers, and multimedia materials.

Section 6: Typical Student Assignments

Assigned readings, essays on primary and secondary sources, book reviews, movie reviews, map projects, and extended research projects.

Example #1:

Write a take-home essay of 1,500 words comparing historical interpretations of Roosevelt's New Deal and its effect on the American economy during the Great Depression.

Example #2:

Write an in-Class essay of 750 words analyzing Abraham Lincoln's Gettysburg Address with regard to the historical significance of the Civil War.

Section 7: Evaluation and Assessment Methods

Application/written exercises, problem solving exams and quizzes, research reports, oral and written presentations and team projects.

Section 8: Distance Education

Percentage: Up to 0% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Foner, E. (2010). *Give Me Liberty!: An American History, Volume 2* (3rd ed.). New York City, NY: W.W. Norton & Company. [ISBN: 978-0-393-93543-1]
- Henretta, J., & Brody, D. (2010). *America: A Concise History, Volume 2* (4th ed.). New York City, NY: Bedford/St. Martin's. [ISBN: 0-312-60551-X]

Section 10: Additional Course Information

Faculty Discipline(s):	History
Short Title for Transcripts:	History of the United States
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2205.00 (<i>History</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *ENGWR 102 and ENGRD 116 with a grade of “C” or better; OR ESLR 320 and ESLW 320 with a grade of “C” or better.*

Justification: "ENGWR 102 and ENGRD 116 with a grade of “C” or better; OR ESLR 320 and ESLW 320 with a grade of “C” or better. "

Other Justification:

English reading and writing proficiency is strongly advised for students to be successful in this course.

ENGRD 116: Preparation for Academic Study

ENGWR 102: Proficient Writing

The following ENGWR 102 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- compose essays with clear controlling ideas that address topics using appropriate strategies
- compose essays with a logical progression and organization of ideas
- develop and expand ideas that are supported by a variety of relevant details

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- appraise and critique reading passages for bias.
- apply basic research steps.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- analyze paragraph and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This course satisfies the GE requirement for AA/AS Area V(a), and is transferable to UC and CSU.
Associate Degree GE Pattern:	V(a). American Institutions Requirement (<i>Approved: Aug 01, 1967</i>)
Degrees and Certificates:	History (A.A. for Transfer (AA-T) Degree); Political Science (A.A. Degree)
Prerequisite To:	None.
Corequisite To:	None.
Advisory To:	None.
Embedded In Descriptions:	

Section 13: Course Identification (C-ID) Number

C-ID: HIST 140 (*Approved: Jan 01, 2013*)

Section 14: Relationship to Transfer Institutions

Transfer:	CSU <i>Approved</i>
Transfer:	UC <i>Approved: Aug 01, 1983</i> "Credit Limitation: HIST 311 & 484: maximum credit one course"
CSU General Education:	Area D6: History (<i>Approved: Aug 01, 1980</i>)
CSU General Education:	Area F1: History of U.S. Institutions and Ideals (<i>Approved: Aug 01, 1980</i>)
IGETC:	Area 4F: History (<i>Approved: Aug 01, 1983</i>)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: MUFHL 308: Introduction to Music: Rock & Roll

Outline Status: Catalog

Last Full Review: Sep 12, 2018

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: MUFHL 308

Title: Introduction to Music: Rock & Roll

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course examines social, political, cultural, and economic issues as they relate to the history of Rock & Roll music. It includes guided listening and video presentations to show the evolution of Rock from its roots to current stylistic trends. This course requires no previous musical study.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- compare and contrast substyles of the Rock & Roll genre.
 - analyze the national and international historical events of past decades and the influence of these events on the Rock & Roll idiom.
 - identify the influences of social, political, ethnic, and gender issues on Rock & Roll.
 - describe the influence of world cultures (e.g. England, Africa, Ireland, Eastern India, South America, Mexico) on Rock & Roll.
 - evaluate musical examples by applying techniques of analytical listening.
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Introduction to elements of music. Listening styles: sound, rhythm, harmony, melody, scales, texture (homophony, heterophony, polyphony) traditional instruments used in Rock and Roll
 - 3 The Blues, R&B and racism
 - 3 Rockabilly and Elvis
 - 3 The Teen Market: American Bandstand, girl groups
 - 2 The Surf Sound: Beach Boys and the new American empire
 - 3 The folk revival: Dylan and civil rights, Native American and Mexican folk singers
 - 3 The British invasion of America
 - 3 Motown and civil rights
 - 3 Acid rock and the hippie culture
 - 3 Black soul and white America
 - 2 Campus unrest: psychedelia, heavy metal and Woodstock, George Harrison and East Indian influences
 - 3 The 70s: sweet soul, classic rock, country, and folk to disco
 - 3 Punk rock and independent labels, the new wave, the Jamaican connection: reggae and ska
 - 3 MTV and Michael Jackson
 - 3 Bruce Springsteen and the compact disk, U2: Ireland, Bloody Sunday, and Martin Luther King
 - 2 Generation X: hardcore to grunge
 - 2 Rave revolution: house and techno
 - 2 Hip-hop history
 - 3 Rockin' in the twenty-first century
 - 2 The Internet and jam bands
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, recordings, and guided media demonstrations.

Section 6: Typical Student Assignments

Example #1:

Considering ‘The British Invasion of America: The Beatles’ from the textbook along with our lecture content, write a two-page paper discussing the effect of The Beatles on the American music scene and society.

Example #2:

Write a two-page biography of an individual rock artist, focusing on a specific era of his or her career. Include the use of five musical terms from this course in the paper and underline them.

Example #3:

Post to the discussion board a six sentence description of your favorite solo artist or band in rock. What is it about the artist or group that you find appealing? Include musical concepts and terminology that you have learned from this course. Respond to two other student discussion posts with at least four sentences stating your opinion on the subject.

Section 7: Evaluation and Assessment Methods

Exams, quizzes, presentations, discussions, and essays.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Szatmary, D. (2013). *Rockin' in Time: A Social History of Rock and Roll* (8th ed.). Prentice Hall. [ISBN: 978-0205936243]
 - Charlton, C. (2015). *Rock Music Styles* (7th ed.). McGraw-Hill. [ISBN: 978-0205936243]
 - Covach, J., and Flory, A. (2018). *What's That Sound?* (5th ed.). W.W. Norton & Company. [ISBN: 978-0393624144]
-

Section 10: Additional Course Information

Faculty Discipline(s):	Music
Short Title for Transcripts:	Intro to Music: Rock & Roll
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.

Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	1004.00 (<i>Music</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340. "

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- respond to issues raised in texts
- compose essays with clear controlling ideas
- format documents properly

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- make inferences.
- recognize a wide variety of academic and idiomatic vocabulary.
- outline, paraphrase, and summarize passages from a range of texts.
- adapt reading speed and style to material.
- apply basic research steps.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- develop effective persuasive essays under time constraints.
- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course provides a study of the history of the Rock & Roll music genre and contributes towards the fulfillment of general education requirements for degree and transfer students.

Associate Degree GE Pattern: I. Humanities (*Approved: Jun 01, 2004*)

Degrees and Certificates: History of the Creative Arts (A.A. Degree)

Prerequisite To: None.

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 13: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 2003*

CSU General Education: Area C1: Creative Arts (*Approved: Aug 01, 2016*)

IGETC: Area 3A: Arts (*Approved: Aug 01, 2016*)

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: POLS 301: Introduction to Government: United States

Outline Status: Catalog

Last Full Review: Feb 14, 2014

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: POLS 301

Title: Introduction to Government: United States

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course analyzes the U.S. government's historic origins, philosophical and theoretical justification, federal structure, and constitutional structures. The course studies the rights and liberties of individuals as articulated in the U.S. Constitution and federal court decisions. Further, it examines and describes the procedural aspects of the U.S. and California political systems including amending the U.S. and California constitutions, holding elections, campaigning, legislating, executing and adjudicating law. The course examines individual and group political behavior in voting, interest groups, political parties, and the media. It provides an analysis of contemporary problems and issues and looks at factors that shape politics and policy-making including diversity, political culture, political socialization, political ideologies, and public opinion. Finally, it also describes California state and local governments'

constitutional base, structures and functions, political process, problems and issues, and federal-state relations. This course is not open to students who have completed POLS 481.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- describe the nature of government and its theoretical foundations and functions.
 - relate American political thought, the Constitution, and governing institutions to one another.
 - identify and explain the structures and functions of the United States and California governments prescribed by their respective constitutions.
 - compare and contrast the federal, state and local governments with respect to their political foundations, functions, and contemporary problems.
 - explain the civil liberties and civil rights of individuals as articulated in the United States Constitution and federal court decisions.
 - identify and evaluate political processes within the United States and California, including the development of political ideologies, voting behavior and other forms of political participation.
 - evaluate the relationship between the governing process and public policy at both the state and federal level.
 - discuss and analyze contemporary political issues and operations in the United States and California.
 - analyze the role of culture, diversity, and ideology in shaping public opinion and public policy in the United States and California.
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Introduction to politics and government. Foundations of American political thought.
- 3 Politics of America's founding. The split from England: the Declaration of Independence, the Articles of Confederation.
- 6 The U.S. Constitution: the Constitutional Convention and ratification debates, and the key provisions of the Constitution. Federalism: the changing nature of state and federal relations.
- 4 Civil rights: the struggle for equality. Civil liberties: individual freedoms guaranteed to the people.
- 4 Legislative branch: the structure and functions of Congress and the legislative process.
- 4 Executive branch: the structure and functions of the presidency and federal bureaucracy. The evolution of the presidency.
- 4 Judicial branch: the structure and functions of the federal judiciary. The evolution of judicial power.
- 3 Political socialization: the development of political ideology and public opinion.
- 5 Political parties: the structure and functions of American political parties. The evolution of American political parties. Interest groups: the role of interest groups in American politics.
- 6 Elections: primary and general elections for Congress and the President. Campaigns: the nature and conduct of political campaigns. Political participation: voting behavior and civic engagement.
- 3 Media: the impact of media on elections, civic engagement, and public policy.

- 3 Public policy: types of policy and the policy-making process.
 - 4 California: the political landscape, the institutions of state and local governments, and electoral politics.
 - 2 Final exam.
-

54 Total Hours

Section 5: Methods of Instruction

Lecture, discussion, small-group activities, student presentations, guest speakers, and media.

Section 6: Typical Student Assignments

Example #1:

Read Federalist #51 by James Madison. Write a 750-word explanation of the "auxiliary precautions" against tyranny included in the U.S. Constitution and illustrate each with a specific example from the U.S. Constitution.

Example #2:

Conduct research to identify your members of the U.S. Congress and California state legislature and to discover what legislation they have sponsored and/or how they have voted on issues important to you. Based on your findings, write a 750-word letter to one of your elected representatives explaining to them why you believe you are or are not being well represented.

Example #3:

Identify and investigate a specific proposition on the upcoming election ballot, including information about what it proposes to do and who supports and opposes the proposed law. Based on the information you find, prepare a five minute speech encouraging voters to either vote "yes" or "no" on the proposition.

Section 7: Evaluation and Assessment Methods

Homework assignments, research reports, problem-solving exams and quizzes, and exercises.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Barbour, C., and Wright, G. (2013). *Keeping the Republic, Brief* (5th ed.). Congressional Quarterly. [ISBN: 9781608712748]
- Magleby, D., Light, P., and Nemachek, C. (2013). *Government by the People* (25th ed.). Prentice Hall. [ISBN: 9780205865789]

- Greenberg, E., and Page, B. (2012). *Struggle for Democracy* (11th ed.). Longman. [ISBN: 9780205909049]
- Schmidt, S., Shelley, M., and Bardes, B. (2013). *American Government and Politics Today* (17th ed.). Wadsworth/Thomson. [ISBN: 9781133604372]
- Field, M. (2012). *California Government and Politics Today* (14th ed.). Longman. [ISBN: 9780205251780]
- Gerston, L., and Christensen, T. (2013). *California Politics and Government: A Practical Approach* (12th ed.). Wadsworth/Thomson. [ISBN: 9781133587651]

Supplementary Requirements: Selected primary source documents, such as the Declaration of Independence, the U.S. Constitution, the Federalist Papers etc.

Section 10: Additional Course Information

Faculty Discipline(s):	Political Science
Short Title for Transcripts:	Intro to Government: U.S.
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2207.00 (<i>Political Science</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340"

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 102: Proficient Writing

The following ENGWR 102 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- develop and expand ideas that are supported by a variety of relevant details

- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- make inferences.
- recognize a wide variety of academic and idiomatic vocabulary.
- adapt reading speed and style to material.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This course is an introduction to one of the five core fields in the Political Science curriculum. By examining the historical origins and theoretical basis of government, analyzing the political and public policy making processes, and relating these to current issues and problems, students acquire the critical thinking skills necessary for evaluating political events and their role in the American political system.
Associate Degree GE Pattern:	V(a). American Institutions Requirement (<i>Approved: Jun 01, 1967</i>)
Degrees and Certificates:	Elementary Teacher Education (A.A. for Transfer (AA-T) Degree); Gerontology: Social Policy/Advocacy (A.A. Degree); Gerontology: Social Policy/Advocacy (Certificate); Journalism and Mass Communications (A.A. for Transfer (AA-T) Degree); Nutrition and Dietetics (A.S. for Transfer (AS-T) Degree); Political Science (A.A. Degree); Political Science (A.A. for Transfer (AA-T) Degree)
Prerequisite To:	None.
Corequisite To:	None.
Advisory To:	None.

**Embedded In
Descriptions:**

Section 13: Course Identification (C-ID) Number

C-ID: POLS 110 (*Approved: Jan 08, 2015*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983*

CSU General Education: Area D8: Political Science, Government, and Legal Institutions (*Approved: Aug 01, 1980*)

CSU General Education: Area F2: U.S. Constitution and Government (*Approved: Aug 01, 1980*)

CSU General Education: Area F3: California State and Local Government (*Approved: Aug 01, 1980*)

IGETC: Area 4H: Political Science (*Approved: Aug 01, 1991*)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	PSYC 300: General Principles
Outline Status:	Catalog
Last Full Review:	May 10, 2019
Last Curriculum Action:	Sep 22, 2019
Catalog Date:	Jun 01, 2020
Official:	Yes

Section 2: Basic Course Information

Identifier:	PSYC 300
Title:	General Principles
Units:	3.00
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Hours:	54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.
Description:	This course provides a broad overview of general principles of psychology. Topics include the scientific method, statistics, biological determinants, as well as general processes of behavior, such as development, learning, language, intelligence, perception, motivation, emotion, personality, and mental health. This course is not open to students who have taken PSYC 480.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- compare the major theoretical perspectives in psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, socio-cultural)
- describe the general subject areas of psychology (e.g., biological, sensation and perception, learning and memory, cognition, consciousness, individual differences, psychometrics, personality, social processes, developmental/lifespan, emotion, motivation)
- describe the applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school health)
- differentiate between commonly used research methods in psychology and their applications

- apply psychological concepts, theories, and research findings to personal, interpersonal, occupational, and social/community contexts
- incorporate systematic critical thinking in arriving at conclusions about behavior and mental processes
- describe the roles that culture and diversity play in various aspects of human behavior and mental processes
- distinguish between the ethical implications of psychological research and the responsibility to pursue and use knowledge wisely

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Introduction to psychology: historical overview, major perspectives in psychology
- 4 Research methods: the scientific method, descriptive methods, correlational research, experimental studies, overview of American Psychological Association (APA) style
- 4 Biological determinants of behavior: neural communication, the nervous system, major structures of the brain, the endocrine system
- 4 Lifespan and developmental issues: prenatal development, physical, cognitive, and social development across the lifespan, development of gender, sexual orientation and cultural identity
- 3 Sexuality and gender: sexual differentiation, gender roles, gender differences and similarities, sexual orientation, sexual behaviors, sexually transmitted infections
- 3 Sensation and perception: overview of visual, auditory, gustatory, olfactory and pain/touch sensations, sensory thresholds, sensory adaptation, perceptual organization and interpretation, selective attention, perceptual illusions
- 3 States of consciousness: sleep cycle, hypnosis, altered states of consciousness, drug-induced states
- 3 Learning: classical conditioning, operant conditioning, social-cognitive learning theories, practical applications of theories
- 3 Cognition: language, reasoning, decision making, problem solving, theories of intelligence, intelligence testing, and genetic and environmental influences on intelligence
- 3 Memory: theories of memory encoding, storage and retrieval, short- and long-term memory, the biological basis of memory, theories of forgetting, memory construction, repressed memory controversy, improving memory
- 3 Motivation: theories of motivation, biological, cognitive and social/cultural influences on motivation, motivation and hunger, sexual behavior, and achievement
- 3 Emotion: theories and physiology of emotion, expression and experience of emotion
- 3 Stress: physiology of stress, psychological and environmental factors contributing to stress, coping, modification of health-impairing behaviors
- 3 Personality theories: trait perspective, psychoanalytic theory, behaviorism, humanistic theory, social-cognitive perspective, personality assessment
- 3 Psychological disorders: overview of diagnostic process, etiology and symptoms of major disorders
- 3 Psychotherapies: types of psychotherapists, major approaches to therapy (psychodynamic, humanistic,

cognitive, behavioral, biomedical treatments, research on the effectiveness of psychotherapy

- 3 Social psychology: social roles, attribution theory, social influence, conformity, obedience, group behavior, prejudice and discrimination, aggression
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, student reports, media

Section 6: Typical Student Assignments

Sample Assignment #1:

Obtain an article about a psychological topic and write a five-page paper that includes both a summary of the article and your review which demonstrates knowledge of psychological concepts and the ability to think scientifically.

(Addresses SLO: incorporate systematic critical thinking in arriving at conclusions about behavior and mental processes)

Sample Assignment #2:

Write a one-page paper describing how a psychological concept (such as cognitive dissonance) has been applied in your own life.

(Addresses SLO: apply psychological concepts, theories, and research findings to personal, interpersonal, occupational, and social/community contexts)

Section 7: Evaluation and Assessment Methods

Application/written exercises, problem-solving exams and quizzes, research reports, oral and written presentations, peer reviews, graded discussions, and/or team projects.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Hockenbury, D., and Nolan, S. (2019). *Discovering Psychology* (8th ed.). Worth Publishing. [ISBN: 9781319136390]
 - Myers, D. (2019). *Exploring Psychology* (11th ed.). Worth Publishing. [ISBN: 9781319104191]
 - Ciccarelli, S., and White, J. N. (2016). *Psychology* (5th ed.). Pearson. [ISBN: 978-0134477961]
 - Feldman, R. (2019). *Understanding Psychology* (14th ed.). McGraw-Hill. [ISBN: 9781260194555]
-

Section 10: Additional Course Information

Faculty Discipline(s):	Psychology
Short Title for Transcripts:	General Principles
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2001.00 (<i>Psychology, General</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English
- distinguish among fact, inference and opinion
- respond to issues raised in texts
- develop and expand ideas that are supported by a variety of relevant details

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.
- make inferences.

- recognize a wide variety of academic and idiomatic vocabulary.
- outline, paraphrase, and summarize passages from a range of texts.
- adapt reading speed and style to material.
- apply basic research steps.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- develop effective persuasive essays under time constraints.
- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This is a core requirement for the A.A. and A.A.-T degrees in Psychology and is a part of many other degrees and certificates. It provides an overview of the discipline and a foundation for further study in the field of psychology.
Associate Degree GE Pattern:	V(b). Social and Behavioral Sciences - Other (<i>Approved: Jun 01, 1973</i>)
Degrees and Certificates:	Administration of Justice (A.S. for Transfer (AS-T) Degree); Chemical Dependency Studies (A.A. Degree); Chemical Dependency Studies (Certificate); Communication Studies (A.A. for Transfer (AA-T) Degree); Emergency and Episodic Care (Certificate); Human Services (A.A. Degree); Human Services (Certificate); LVN to RN Career Mobility (A.S. Degree); Nutrition and Dietetics (A.S. for Transfer (AS-T) Degree); Physical Education (A.S. Degree); Psychology (A.A. Degree); Psychology (A.A. for Transfer (AA-T) Degree); Registered Nursing (A.S. Degree); Respiratory Care (A.S. Degree); Social Justice Studies: Race and Ethnicity (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Women, Gender, and LGBTQ Studies (A.A. for Transfer (AA-T) Degree); Sociology (A.A. for Transfer (AA-T) Degree); Sports Medicine (A.S. Degree); The Individual and Society (A.A. Degree)
Prerequisite To:	PSYC 310, 335, 340, 342, and 481
Corequisite To:	None.
Advisory To:	HACT 311 and PSYC 320

Embedded In Descriptions:

Section 13: Course Identification (C-ID) Number

C-ID: PSY 110 (*Approved: Jan 01, 2013*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983* "UC credit limitation: PSYC 300, 305, & 480 combined: maximum credit, one course"

CSU General Education: Area D9: Psychology (*Approved: Aug 01, 1980*)

IGETC: Area 4I: Psychology (*Approved: Aug 01, 1991*)

Section 15: Digital Signatures

Faculty Initiator: Natasha Fratello

Department/Subject: PSYC

Department Vote: *Yes:* 13

No: 0

Abstain: 0

Total: 13

Department Chair/ Designated Contact: "Only revision was to update textbooks. Department was informed. Full-timer who teaches the course provided updated list of textbooks."
--Andrea Garvey (**Signed:** Oct 25, 2018)

Librarian:

Division Dean: "This update textbook request has my approval.

Steven Boyd Dean BSS"

--Steven Boyd (**Signed:** Oct 25, 2018)

CRC Contact: James Frazee (**Signed:** Oct 25, 2018)

FLC Contact: Sean Fannon (**Signed:** Jan 29, 2019)

SCC Contact: Maria Regalado (**Signed:** Oct 29, 2018)

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: PSYC 330: Introductory Statistics for the Behavioral Sciences

Outline Status: Catalog

Last Full Review: Feb 26, 2015

Last Curriculum Action: Oct 27, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: PSYC 330

Title: Introductory Statistics for the Behavioral Sciences

Units: 3.00

Prerequisite: MATH 120, MATH 125, MATH 129, or MATH 133 with a grade of "C" or better.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course focuses upon the concepts and applications of descriptive and inferential statistics in psychology and other behavioral sciences. Topics include descriptive statistics, probability and sampling distributions, parametric and nonparametric statistical methods, hypothesis testing, statistical inference and power, correlation and regression, chi-square, t-tests, and analysis of variance procedures. Application of both hand computation and statistical software to data in a social science context is emphasized to include the interpretation of the relevance of the statistical findings.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- compare and contrast statistical concepts relevant to research in the behavioral sciences.
- perform the following probability and statistical calculations by hand: sample spaces, factorial notation, counting rules, permutations and combinations, laws of probability, calculating probability of events using elementary, expected value probability principles; mean, median, mode, standard deviation – sample and best estimate, variance, range and interquartile ranges for discrete and continuous distributions; correlation, covariance, and regression analyses to test hypotheses of association; and, t-tests, ANOVAs, and other appropriate statistical analyses (Mann-Whitney U, Kruskal-Wallis H, Wilcoxon Signed- Ranks, and Friedman ANOVA) to test hypotheses of difference.
- calculate probabilities using t-distributions.
- use statistical software such as SPSS, Excel, Minitab or a graphing calculator to perform probability and statistical calculations.
- critique psychological literature that contains statistics.
- formulate a testable hypothesis; analyze data using an appropriate statistical procedure; determine and interpret the statistical significance and p value of results; reflect upon correctness of the hypothesis.
- analyze and appropriately interpret applications using data from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- examine research reported in the media.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 1 Introduction: course introduction and expectations
- 1 Orientation to calculators and computers
- 1 Research approaches, the scientific method
- 1 Scales of measurement, discrete and continuous random variables
- 1 Frequency distributions: types of frequency distributions, principles for preparing a grouped distribution
- 1 Preparation of frequency distributions from a set of data
- 1 Graphs: primary features of the graphs, graphing data
- 1 Measures of central tendency: computing the mean, median, mode
- 1 Skewed and multimodal frequency distributions, comparing measures of central tendency
- 2 Measures of variability: range
- 2 Calculating and estimating variance and standard deviation
- 1 Calculating definitional and computational sum of squares, principle of least squares
- 1 Positively and negatively skewed distributions
- 2 The normal distribution, standard normal distribution, normal probability distribution: characteristics, calculating proportions and percentages, finding percentiles
- 1 Scaled scores and standard scores, calculating z scores, transforming z scores to x scores
- 1 Correlation: nature of the correlation, bivariate correlation, covariance

- 2 Computational formulas for covariance and the correlation coefficient, Pearson r
- 2 Using formulas to predict scores, approximation of correlation coefficient from scatter plot, Spearman r
- 2 Regression: calculating slope and y intercept, using linear regression to make predictions, finding and graphing a linear regression line
- 1 Standard error of the estimate, multiple correlation
- 4 Probability theory: sample spaces, factorial notation, counting rules, permutations and combinations, laws of probability, calculating probability of events using elementary, expected value probability principles, sample spaces, law of large numbers, joint and conditional probability, Bayes theorem
- 1 Binomial probability distribution and formula, calculating probability for discrete variables, Bernoulli trial, calculating the mean, variance, and standard deviation of a binomial distribution
- 1 Sampling techniques: samples and populations, characteristics of a good sample
- 1 Sampling methods, confounds, standard error of the estimate, central limit theorem, the z-test
- 2 Experimental design: null and research hypotheses, independent, dependent and extraneous variables, experimenter bias, demand characteristics
- 2 Within-subjects, between-subjects, and mixed designs, one-tailed and two-tailed hypotheses
- 1 Statistical significance and statistical power
- 2 Hypothesis testing: using t-test for hypothesis testing, computational formula for the t-test
- 2 t-tests between two independent sample means, t-tests for correlated samples, calculating pooled variance, and the estimated standard error of the mean difference
- 1 Parameter estimation using the t statistic to construct confidence intervals
- 1 Type I and Type II errors in statistical decisions
- 2 Hypothesis testing using One-Way analysis of variance (ANOVA)
- 1 The F-test, computational formula for F
- 1 Strength of treatment effect
- 1 Two-way analysis of variance: main effects, interaction
- 1 Computation of sums of squares, computation of degrees of freedom, computation of mean squares, F ratio
- 2 Formula for F-test for Two-Way ANOVA, significance of main effects, interaction
- 2 Non-parametric statistical tests: chi-square test, Mann-Whitney U-test, Kruskal-Wallis H-test, Wilcoxon Signed-Ranks test, Friedman ANOVA, goodness of fit, independence

54 Total Hours

Section 5: Methods of Instruction

Lectures, group discussions, student presentations, and media presentations.

Section 6: Typical Student Assignments

Example #1:

In a study of knowledge of current events, a student gets 11 answers right on a 20 item true-false test. Do we have any reason to believe that she/he has done anything other than guess?

The probability of disease A in the population is .20. A test for detecting disease A has a hit rate of .75. However, it also has a false alarm rate of .15. Compute $p(\text{disease A} \mid \text{positive test})$.

For a distribution of scores, $X = 40$ corresponds to a z score of $z = +1.00$, and $X = 28$ corresponds to a z score of $z = -0.50$. Find the values for the mean and standard deviation for the distribution. Submit your paper to your instructor.

Example #2:

Analyze this data using SPSS, Excel, or Minitab.

Example #3:

Read a primary source research article from a peer-reviewed journal that contains both descriptive and inferential statistics. Write a two-page paper summarizing the main points of that research article, the conclusions drawn, and the statistics used to support those conclusions.

Section 7: Evaluation and Assessment Methods

Application/written exercises, problem-solving exams and quizzes, and research reports.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Gravetter, F., and Wallnau, L. (2012). *Statistics for the Behavioral Sciences* (9th ed.). Cengage. [ISBN: 978-1111830991]
- Sprinthall, R. (2011). *Basic Statistical Analysis* (9th ed.). Pearson. [ISBN: 978-0205052172]
- Kiess, H. (2009). *Statistical Concepts for the Behavioral Sciences* (4th ed.). Pearson. [ISBN: 978-0205626243]

Section 10: Additional Course Information

Faculty Discipline(s):	Psychology
Short Title for Transcripts:	Intro Stats Behavioral Science
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.

Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2001.00 (<i>Psychology, General</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Prerequisite Justification

Prerequisite: *MATH 120, MATH 125, MATH 129, or MATH 133 with a grade of "C" or better.*

Justification:

"MATH 120, MATH 125, MATH 129, or MATH 133 with a grade of "C" or better."

Statute/Regulation:

The CSU Chancellor's Office requires an explicit Intermediate Algebra prerequisite for all courses that meet the CSU GE Area B4 requirement.

MATH 120: Intermediate Algebra

The following MATH 120 prerequisite skills are needed in order to be successful in the course:

- solve equations containing radicals.
- solve and graph linear equations and systems of linear equations.
- simplify polynomial expressions.

MATH 125: Intermediate Algebra for Statistics and Liberal Arts

MATH 129: Elementary and Intermediate Algebra

The following MATH 129 prerequisite skills are needed in order to be successful in the course:

- recognize and solve various types of equations, inequalities, and systems of equations, and related applications.
- analyze and solve applications related to linear, rational, and radical equations.

MATH 133: Combined Algebra - Part III

The following MATH 133 prerequisite skills are needed in order to be successful in the course:

- evaluate functions using function notation.
- solve quadratic equations using a variety of algebraic methods.

- analyze and graph quadratic functions.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course serves as a college-level transferable course and is a core course for the A.A. and AA-T in psychology. In addition to learning statistics as it specifically relates to psychology, students will learn to critically evaluate data and research in their other courses as well.

Associate Degree Competency: Competency Mathematics (*Approved: Jun 01, 2010*)

Associate Degree GE Pattern: II(b). Communication and Analytical Thinking (*Approved: Aug 01, 1973*)

Degrees and Certificates: Anthropology (A.A. for Transfer (AA-T) Degree); Economics (A.A. for Transfer (AA-T) Degree); Geography (A.S. Degree); Journalism and Mass Communications (A.A. for Transfer (AA-T) Degree); Nutrition and Dietetics (A.S. for Transfer (AS-T) Degree); Psychology (A.A. Degree); Psychology (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Race and Ethnicity (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Women, Gender, and LGBTQ Studies (A.A. for Transfer (AA-T) Degree); Sociology (A.A. for Transfer (AA-T) Degree); Temp Geo (A.S. Degree)

Prerequisite To: PSYC 335

Corequisite To: None.

Advisory To: SOC 302

Embedded In Descriptions:

Section 13: Course Identification (C-ID) Number

C-ID: MATH 110 (*Approved: Mar 22, 2016*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983* "UC credit limitation: STAT 300, 305, and PSYC 330 combined: maximum credit, one course "

CSU General Education: Area B4: Mathematics/Quantitative Reasoning (*Approved: Aug 01, 1981*)

IGETC: Area 2: Mathematical Concepts and Quantitative Reasoning (*Approved: Jan 01, 2004*)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	College and Career Access Pathways (CCAP) Memorandum of Understanding: Aspire Alexander Twilight Secondary Academy	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Thomas G. Greene <i>Thomas Greene</i> President, American River College	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	X
		INFORMATION	<input type="checkbox"/>

BACKGROUND:

With the passage of Assembly Bill 288, California community college districts are authorized to enter into College and Career Access Pathways Partnerships with high school districts to expand opportunities for high school students to take college courses during the regular school day and for community colleges to claim apportionment. To go forward with this program, the law requires community college districts and high school districts to enter into a Memorandum of Understanding approved by the governing boards of both the community college district and the high school district. The Los Rios Community College District convened a task force under the guidance of former Deputy Chancellor Lorimer to review this law, to create the standard Memorandum of Understanding and to propose a new policy and regulation addressing this issue. American River College has worked to develop stronger and deeper partnerships with local K-12 school districts as part of the College’s strategic goals. American River College has worked to develop stronger and deeper partnerships with local K-12 school districts and charter schools as part of the College’s strategic goals.

STATUS:

The proposed College and Career Access Pathways (CCAP) Memorandum of Understanding (MOU) is between the Los Rios Community College District and Aspire Alexander Twilight Secondary Academy. The purpose of the MOU is to offer and expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college. In Fall 2020, Spring 2021, and Fall 2021 classes will be offered to High School students at Aspire Alexander Twilight Secondary Academy. At the completion of these classes, students will earn credit toward multiple degree or certificate programs within the ARC catalog.

RECOMMENDATION:

It is recommended that the Board of Trustees conduct a public hearing; adopt the proposed CCAP MOU between the Los Rios Community College District and Aspire Alexander Twilight Secondary Academy; and authorize the Chancellor or his designee(s) to execute the MOU and any future augmentations, amendments, renewals, extensions, or other modifications to the MOU.

**MEMORANDUM OF UNDERSTANDING
REGARDING DUAL ENROLLMENT
BETWEEN THE LOS RIOS COMMUNITY COLLEGE DISTRICT
AMERICAN RIVER COLLEGE
AND**

ASPIRE ALEXANDER TWILIGHT SECONDARY ACADEMY

This Memorandum of Understanding ("MOU") is between the Los Rios Community College District and its respective colleges ("LRCCD"), and Aspire Alexander Twilight Secondary Academy ("ASPIRE"). For identification purposes only this MOU is date August 1, 2020. Collectively LRCCD and ASPIRE shall be referred to as ("the Parties.")

RECITALS

WHEREAS, LRCCD is a multi-college District whose mission includes providing educational programs and services that are responsive to the needs of the students and communities of **ASPIRE**.

WHEREAS, ASPIRE is located in the County of Sacramento;

WHEREAS, the Parties desire to enter into a College and Career Access Pathways ("CCAP") Partnership to collaborate and provide college credit and courses pursuant to Assembly Bill 288;

WHEREAS, the purpose of this MOU is to offer and expand dual enrollment opportunities for students who may not already be college-bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness;

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by the Legislature and LRCCD;

WHEREAS, the Parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their relationship in regard to the CCAP program;

WHEREAS, this MOU contemplates that the Parties will enter into a related course agreement ("CA") for the individual courses offered under this MOU ("Courses"), that each CA will fully incorporate the terms of this MOU, and that each CA will set out the necessary details specific to the subject Programs/Courses;

WHEREAS, the Parties intend for LRCCD to report full-time equivalent students ("FTES") and obtain state apportionment for the subject Courses given through this MOU in

accordance with California Education Code, section 76004 and the appropriate portions of Title V of the California Code of Regulations;

WHEREAS, all Courses will be held within LRCCD's District boundaries;

NOW, THEREFORE, the Parties mutually agree as follows:

TERMS

1. **Recitals.** The above recitals are incorporated herein and made a part of this MOU.
2. **Effective Date and Duration.** This MOU shall be effective on the date authorized representatives of both Parties sign it and continue in effect until June 30, 2021, with an annual renewal through 2021, unless duly modified or terminated by the Parties.
3. **Early Termination.** This MOU may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach of this MOU. Termination will be effective no sooner than 15 calendar days after a written demand to comply or cure is provided and the party fails to comply or cure. This remedy is in addition to any other remedy which may be provided for by law.
This MOU may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other party at least 45 days' prior to the end of a semester of its intent to terminate the Agreement. All classes currently in progress shall continue until the completion of the semester. Any students currently enrolled in LRCCD courses under this MOU shall be allowed to complete those courses prior to the termination of this MOU
The indemnification provisions contained in this MOU shall survive termination.
4. **Course Agreements.** The terms of this MOU are deemed to be part of and fully incorporated into any and all presently existing or future CAs unless expressly modified by a related CA. Related CAs will typically address the scope, nature, time, date, location, number of educational hours, LRCCD credits offered, number of students, and other specifics related to each Course. The terms of this MOU may be modified by individual CA as necessary, including eligibility requirements for students to enroll in a particular course or courses. Any inconsistency between the MOU and an express provision of a CA will be resolved in favor of this MOU.
5. **Required CCAP Terms.**
 - A. The total number of high school students to be served pursuant to this MOU will be 228. (*Ed. Code § 76004(c)(1).*)
 - B. The total number of full time equivalent students projected to be claimed by LRCCD for apportionment under this MOU will be 22.15 FTES. (*Ed. Code § 76004(c)(1).*)

- C. The criteria to assess the ability of pupils to benefit from those courses is as follows:
School Principal recommendation, School Counselor recommendation, demonstrated maturity, and American River College Faculty recommendation.
(Ed. Code § 76004(c)(1).)
- D. The point of contact for LRCCD is Vice Chancellor Jamey Nye and the American River College President, Thomas Greene. The point of contact for ASPIRE is Anthony Solina, California Central Valley Area Superintendent. *(Ed. Code § 76004(c)(2).)*
- E. ASPIRE shall be the employer of record for purposes of assignment monitoring and reporting to the County Office of Education if required and shall assume reporting responsibilities pursuant to applicable federal teacher quality mandates. *(Ed. Code § 76004(m)(2).)* Copies of documents provided to the county office of education shall be provided to ASPIRE and LRCCD.
- F. All sharing of information between LRCCD and ASPIRE shall be in compliance with federal and state laws, including the Federal Educational Rights and Privacy Act ("FERPA") and the California Education Code. Where exceptions to those laws allow LRCCD and ASPIRE to share information without the consent of the students and/or parents/legal guardian(s), LRCCD and ASPIRE will follow the requirements of FERPA and State law. No data shall be shared by either party until the other party is satisfied, in its sole discretion, as to the safety and security of that data in the other party's control. Where there is no exception, sharing information will require a signed, dated release from the student explicitly authorizing the sharing of personally identifiable information about the student. *(Ed. Code § 76004(c)(1).)*
Parent(s)/legal guardians shall have access to ASPIRE-related student education records. For purposes of this MOU, LRCCD and ASPIRE shall not utilize Joint Use Facilities. Instruction shall occur on the campuses of either the ASPIRE or LRCCD. *(Ed. Code § 76004(c)(1).)*
- G. Parents or legal guardians shall be required to sign a form consenting to the enrollment of their pupils in community college courses offered by the LRCCD pursuant to this MOU. The consent form shall be submitted to and be maintained by LRCCD. A copy of the consent form shall be retained by ASPIRE. Pursuant to LRCCD Policy and Regulation, LRCCD data concerning a student shall not be shared with parents without a signed, dated release from the student authorizing the sharing of that data, unless required by federal or state law.

6. Required CCAP Partnership Certifications.

- A. The Board of Trustees of LRCCD and ASPIRE will pass a resolution approving this MOU as required under Education Code section 76004. The resolution shall be in the form provided in Exhibit A to this MOU.

- B. All college course faculty will be employees of LRCCD.
- C. All LRCCD faculty teaching a course on an ASPIRE campus has not been convicted of any sex offenses as defined in Education Code section 86010 or any controlled substance offense as defined by Education Code section 87011. *(Ed. Code § 76004(h).)*
- D. LRCCD faculty teaching a course at an ASPIRE campus will not displace or result in the termination of an existing ASPIRE teacher teaching the same course on that ASPIRE campus. *(Ed. Code § 76004(i).)*
- E. A qualified ASPIRE teacher teaching a course offered for college credit at a ASPIRE high school campus will not displace or result in the termination of an existing LRCCD faculty member teaching the same course on a partnering LRCCD campus. *(Ed. Code § 76004(j).)*
- F. Community college courses offered for college credit at an ASPIRE campus will not reduce access to the same courses offered at the LRCCD campus. *(Ed. Code § 76004(k)(1)*
- G. Any LRCCD community college course that is oversubscribed or has a waiting list at LRCCD will not be offered pursuant to this MOU. *(Ed. Code § 76004(k)(2).)*
- H. Participation in the CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code, section 66010.4. *(Ed. Code § 76004(k)(3).)*
- I. High school students participating in the CCAP partnership will not lead to enrollment displacement of otherwise eligible adults at LRCCD colleges. *(Ed. Code § 76004(k)(3).)*
- J. Both LRCCD and ASPIRE will comply with local bargaining requirements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching an AB 288 CCAP Partnership Agreement courses offered for high school credit. *(Ed. Code § 76004(l).)*
- K. Any remedial course taught by LRCCD faculty (which includes a qualified high school teacher teaching a college course as an "employee" of the community college district pursuant to CCR, Title 5 Section 58058(b)) at an ASPIRE high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both based on an interim assessment in grade 10 or 11, as determined by ASPIRE, and that the delivery of these remedial courses shall involve a collaborative effort between the ASPIRE high school and LRCCD faculty to deliver an innovative remediation course as an

intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon high school graduation. (Ed. Code § 76004(n).)

7. **Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted Under the Terms of This MOU.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

Responsibilities of the Parties

- A. LRCCD and ASPIRE policies and procedures apply. LRCCD in collaboration with ASPIRE is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards applicable to LRCCD, as well as any corresponding local policies, practices, and requirements of ASPIRE.
- B. Enrollment Period. The enrollment period shall be determined by LRCCD in accordance with its guidelines, policies, pertinent statutes, and regulations. The District's calendar shall also be considered for purposes of the enrollment period.
- C. Number of Course Hours Sufficient to Meet the Stated Performance Objectives. LRCCD will determine the student learning outcomes for each of the Courses and the number of course hours necessary to meet the performance objectives. The performance objectives and corresponding course hours shall be specified in the related CA.
- D. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with LRCCD guidelines, Board Policies, Administrative Regulations, pertinent statutes, and regulations or as mutually agreed upon by the Parties. All students will be under the immediate supervision of an employee of LRCCD. For purposes of this paragraph all ASPIRE employees who are teaching the courses shall be deemed to be employees of LRCCD. For courses conducted on ASPIRE campuses, ASPIRE shall be responsible for all ADA and Individual Education Plan issues for its students; LRCCD shall be responsible for any academic accommodations deemed necessary through the LRCCD DSPS program.
- E. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with LRCCD and ASPIRE guidelines, policies, pertinent statutes and regulations.
- F. Right to Control and Direct Instructional Activities. LRCCD is responsible for the Courses and has the sole right to control and direct the instructional activities of all faculty teaching those Courses, including those who are also ASPIRE personnel.

- G. Minimum Qualifications for Faculty Teaching Courses. All faculty that teach Courses shall meet the minimum qualifications to provide instruction in a California community college.
- H. Facilities. The Parties will provide adequate classroom space at their facilities, or other mutually agreed upon location, to conduct the contemplated instruction and do so without charge to either party or students. The Parties agrees to clean, maintain, and safeguard their premises. The Parties warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- I. Equipment. ASPIRE and/or the Parties will furnish, at its own expense, all course materials, specialized equipment, and other necessary equipment for all ASPIRE students. It is understood that whichever Party supplies any equipment and materials such equipment and materials shall be the sole property of the Party. The faculty shall determine the type, make, and model of all equipment and materials to be used during each Course. The Parties understands that no equipment or materials fee may be charged to ASPIRE students enrolled in classes pursuant to this MOU.
- J. CCAP Enrollment. Enrollment shall be open to any ASPIRE pupil who has been admitted to LRCCD and meets all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by LRCCD. Applicants must meet the standards and prerequisites of the LRCCD. In coordination with ASPIRE, LRCCD will be responsible for processing student applications. LRCCD will provide the necessary admission forms and procedures and both LRCCD and ASPIRE will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any. In coordination with ASPIRE, LRCCD will ensure that each student completes the admissions procedure, the course enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. ASPIRE will assist LRCCD, as necessary. A successful enrollment requires that each student has completed an enrollment application provided by LRCCD, completed the parental permission form, the application and parental permission form has been delivered to and accepted by LRCCD's Admissions and Registration Office, all enrollment and other applicable fees have been paid, and the applicant has met all requirements, to include the standard LRCCD student liability and medical care coverage, if applicable.
- K. Enrollment Fees. Pursuant to LRCCD Board Policy, Education Code sections 76300(f), and 76004, students enrolled in courses under this MOU shall be exempt from fees described in Education Code sections 76060.5 (student

body fee), 76140 (nonresident tuition), 76223 (copies of records), 76300 (student fee), 76350 (apprenticeship fees), and 79121 (child development center fees). Students enrolled in these courses will pay all other applicable fees (i.e Universal Transit Fee, Student Representation Fee, Health Center Fee, etc.), as long as permissible under state and federal law.

- L. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to LRCCD periodically, or upon demand, and shall be maintained by LRCCD, copies of said documents shall also be maintained by ASPIRE.
 - M. Ancillary Support Services for Students. Both LRCCD and ASPIRE shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling and guidance and placement assistance.
8. **Liaison.** At no cost to ASPIRE, LRCCD will provide the services of faculty members who will facilitate coordination and cooperation between LRCCD and ASPIRE. LRCCD will provide ASPIRE personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this MOU, including conducting appropriate student assessments, outreach/recruitment activities and the LRCCD's application procedures.
9. **Support Staff.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:
- A. ASPIRE to Provide Support Services. Unless otherwise provided for in a related CA, ASPIRE will provide personnel to perform the following services on its campus: clerical services and services associated with outreach activities, recruiting students, assessing students, processing student applications, enrolling qualified students, and other related services as may be necessary.
 - B. ASPIRE is Responsible for its Own Personnel. DISTRICT'S personnel will perform these services on duty time. ASPIRE personnel performing these services will be employees solely of ASPIRE, subject to the authority of ASPIRE, but will also be subject to the direction of LRCCD, specifically with regard to their duties pertaining to the Courses described in the related CAs. LRCCD has the primary right to control and direct Course activities.
10. **Faculty.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:
- A. Selection and Employment of Faculty. With the input of the ASPIRE, LRCCD will select faculty pursuant to its own policies, regulations and the law. ASPIRE personnel selected to be faculty shall be employees solely of LRCCD during the time they teach LRCCD courses, but will also be subject to the authority of ASPIRE, specifically with regard to their duties as ASPIRE

employees. The LRCCD faculty shall be subject to the LRCCD Collective Bargaining Agreement with the Los Rios College Federation of Teachers in effect at the time the course is offered. ASPIRE certificated staff shall be subject to the Collective Bargaining Agreement between ASPIRE and ASPIRE Educators in effect at the time the course is offered.

- B. Faculty. LRCCD shall ensure that all faculty are experienced, competent, dedicated personnel who have the personal attributes necessary for providing instruction in the Courses. LRCCD shall ensure that all faculty possess all minimum qualifications, any certificates or other training requirements that may be required including, but not limited to the qualification requirements of Title 5 CCR 53410 and 58060.
 - C. LRCCD Shall Determine Faculty Requirements. LRCCD shall determine the number of faculty, the ratio of faculty to students, and the subject areas of instruction.
 - D. Orientation Meeting. Faculty shall attend an orientation meeting if scheduled and LRCCD shall provide manuals, course outlines, curriculum materials, and testing and grading procedures as necessary.
11. **Instruction.** All lectures will conform to LRCCD approved curriculum and course outlines and recommendations of experienced LRCCD faculty. All courses must follow LRCCD's required hours of instruction and meet LRCCD's minimum enrollment requirements. Instructional presentations will incorporate planned practical demonstrations, as may be necessary, and use audiovisual techniques or equipment and vocational equipment. Course instruction must also comply with ASPIRE policies and regulations.
12. **Facilities.** The Parties contemplate that primarily, the facilities of the ASPIRE will be utilized to carry out the goals of this MOU and any related CA, although from time to time LRCCD facilities may be utilized subject to the mutual MOU by the Parties as expressed in a related CA. The Parties agree to defend, hold harmless, and indemnify each other and their respective governing board, officers, employees, administrators, independent contractors, subcontractors, and other representatives from all damages, losses, or expenses, including litigation costs such as attorney's fees, should a student, faculty, or third party be injured as a result of or connected with the condition of the Parties' premises, in whole or in part. The indemnity shall survive termination of this MOU and is in addition to any other rights or remedies LRCCD may have under law or otherwise.
13. **Workers' Compensation.** ASPIRE shall be the "primary employer" for all its personnel who perform services as support staff. ASPIRE shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective ASPIRE personnel made in connection with performing services and receiving instruction under this MOU or any related

CA. ASPIRE agrees to hold harmless, indemnify, and defend LRCCD from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by ASPIRE personnel connected with providing services under this MOU or any related CA. ASPIRE is not responsible for non-ASPIRE personnel who may serve as faculty or students who are not affiliated with ASPIRE. These provisions may not be voided, modified nor waived by a related CA.

LRCCD shall be the "primary employer" for all its personnel who perform services as support staff. LRCCD shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective LRCCD personnel made in connection with performing services and receiving instruction under this MOU or any related CA. LRCCD agrees to hold harmless, indemnify, and defend ASPIRE from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by LRCCD personnel connected with providing services under this MOU or any related CA. LRCCD is not responsible for non-LRCCD personnel who may serve as faculty or students who are not affiliated with LRCCD . These provisions may not be voided, modified nor waived by a related CA.

14. **Reporting Requirements.** Annually, LRCCD and ASPIRE shall report all of the following information to the office of the Chancellor of the California Community Colleges:
- A. The total number of high school pupils by school-site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - B. The total number of community college courses by course category and type and by school-site enrolled in by partnership participants.
 - C. The total number and percentage of successful course completions, by course category and type and by school-site, of partnership participants.
 - D. The total number of full-time equivalent students generated by CCAP partnership community college district participants.

15. **Indemnification.**

- A. ASPIRE shall defend, hold harmless, and indemnify LRCCD, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of

instruction pursuant to this MOU or any related CA that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of ASPIRE, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

- B. LRCCD shall defend, hold harmless, and indemnify ASPIRE, their governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its responsibilities hereunder that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of LRCCD, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.
- C. ASPIRE shall have no obligation to defend, hold harmless, or indemnify LRCCD, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct; and LRCCD shall have no obligation to defend, hold harmless, or indemnify ASPIRE, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct.
- D. This indemnity shall survive termination of this MOU or any related CA, and is in addition to any other rights or remedies that ASPIRE or LRCCD may have under law and/or otherwise.
- E. These provisions may not be voided, modified nor waived by any related CA.

17. Insurance Requirements.

- A. During the entire term of this Agreement, each party shall, at its own expense, maintain, and shall require all subcontractors to maintain insurance as set forth below and shall provide the additional insured endorsements that name the other party as an additional insured on the each party's General Liability policy and Automobile Liability policy. Minimum Scope of Insurance: Coverage shall be:
 - 1. Commercial General Liability. \$1,000,000 combined single limit per occurrence for bodily injury, personal injury and property damage; and a \$3,000,000 aggregate. Any combination of General Liability, and Excess Coverage amounting to a minimum of \$3,000,000 in coverage will be acceptable. The Commercial General Liability additional

insured endorsement shall be as broad as the Insurance Services Inc.'s (ISO) additional insured, Form B CG 20101001.

2. Automobile Liability. "Any Auto" with \$1,000,000 combined single limit per accident for bodily injury and property damage.
 3. Workers' Compensation. As required by the Labor Code of the State of California, and Employers' Liability Insurance; with limits as required by the Labor Code of the State of California and Employers' Liability limits of \$1,000,000 per accident.
- B. If the above liability coverage is written on a claims-made form, it shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement and continue for at least three full years following the completion of any services/work under this Agreement. Any deductibles, self-insured retentions, or changes in these items must be declared to and approved by the other party. Each insurance policy required by this Agreement shall be endorsed to state that coverages shall not be canceled except after thirty (30) days prior written notice has been given to the other party. Each party shall provide the other with certificates of insurance and required executed endorsements, evidencing compliance with this section, prior to the commencement of any Courses. On request, each party shall furnish copies of any and/or all of the required insurance policies.
- C. Nothing in this section concerning minimum insurance requirements shall reduce a party's liability or obligations under the indemnification provisions of this MOU.
- D. The Parties acknowledge that both parties are permissibly self-insured under California law.
- E. These provisions may not be voided, modified nor waived by a related CA.
- 18. Discrimination and Harassment.** Each party agrees it will not unlawfully discriminate, harass, or allow harassment against any employee or other person because of ethnic group identification, race, color, gender, sexual orientation, sexual identity, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, military and veteran status, or marital status, and shall comply with all applicable laws pertaining to employment.
- 19. Entire Agreement.** This MOU and any related CAs constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related CA.

20. **Amendment.** The provisions of this MOU may be modified only by mutual MOU of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.
21. **Waiver.** Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.
22. **Assignment.** Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.
23. **Parties in Interest.** Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.
24. **Severability.** If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.
25. **Notices.** Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.
26. **Authority to Enter Into MOU.** Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.
27. **Status of the Parties.** Neither party is a partner, joint venture, co-principal, employer, or co-employer of the other or of an employee of the other party. ASPIRE shall be solely responsible for paying all salaries, wages, benefits, and other compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this MOU and any related CA. ASPIRE shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes,

FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this MOU and any related CA.

28. LRCCD shall be solely responsible for paying all salaries, wages, benefits, and other compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this MOU and any related CA. LRCCD shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes, FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this MOU and any related CA.
29. **Retention and Audit of Records.** Each party shall maintain records pertaining to this MOU and related CAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.
30. **Governing Law and Venue.** This MOU will be governed by and construed in accordance with California law and venue of any action or proceeding in connection with this MOU shall be Sacramento County, California.

IN WITNESS WHEREOF, the Parties hereto have caused this MOU to be executed the day and year first above written.

AGREED TO AND ACCEPTED:
LOS RIOS COMMUNITY COLLEGE DISTRICT

AGREED TO AND ACCEPTED:
**ASPIRE ALEXANDER TWILIGHT
SECONDARY ACADEMY**

BY: _____
Jamey Nye, Ph.D.
Vice Chancellor
1919 Spanos Court
Sacramento, CA 95825
(916) 568-3031

By: _____
Anthony Solina
California Central Valley Area Superintendent
3311 East Morada Lane
Stockton, CA 95212
Office: 209.647.3047
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Fax: 209.472.7212
Email: anthony.solina@aspirepublicschools.org

COURSE AGREEMENT

This course agreement is entered into between the Los Rios Community College District / American River College (“LRCCD”) and the Aspire Alexander Twilight Secondary Academy (“SCHOOL”) regarding dual enrollment courses to be taught at Aspire Alexander Twilight Secondary Academy.

1. The memorandum of understanding (“MOU”) entered into by LRCCD and SCHOOL is incorporated by reference as if fully set forth herein. In the event of a conflict between the terms of this course agreement and the MOU the terms of the MOU shall govern.

2. The name(s) of the course(s) to be taught are:

Fall 2020

- ENGWR 300
- HCD 310
- MUFHL 308

Spring 2021

- ENGWR 302
- HCD 310
- MUFHL 308

Fall 2021

- ENGWR 300
- HEED 300
- HCD 310
- MUFHL 308

3. The name(s) of the Faculty for the course are: TBD
4. Classroom instruction for the course shall commence on or about date of August 5, 2020 and shall continue until the conclusion of the courses on or about June 30, 2021.
5. The approved curriculum and course outlines applicable to this course are incorporated herein as Attachment A to this agreement.

LOS RIOS COMMUNITY COLLEGE
DISTRICT

ASPIRE ALEXANDER TWILIGHT SECONDARY
ACADEMY

By: _____
Jamey Nye
Deputy Chancellor

By: _____
Anthony Solina
California Central Valley Area Superintendent

Date: _____

Date: _____

Course Outline

American River College

Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: HCD 310: College Success

Outline Status: Catalog

Last Full Review: Nov 03, 2017

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: HCD 310

Title: College Success

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course covers the skills and knowledge necessary for college success, as well as personal issues that are commonly encountered by many college students. Topics include motivation, self-discipline, learning styles, memory development, time management, communication skills, goal-setting, career planning, study skills and techniques, and critical thinking skills. Campus resources, college regulations, and information competency are also addressed. This course is highly recommended for first time college students and/or continuing college students who would benefit. Field trips may be required.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- assess student success strategies and identify techniques and campus resources to build effective learning skills in areas such as: textbook reading, note taking, memory skills, exam preparation, and exam taking.
- distinguish among different learning styles (i.e. auditory, visual, kinesthetic, and/or read/write) in identifying personal learning preference(s).
- locate and identify campus programs and support services.
- incorporate campus rules and requirements for degree and transfer planning.
- analyze and choose effective communication skills that apply to the academic, career, and/or personal life issues.
- demonstrate measurable goal-setting and decision-making skills.
- recognize the various elements of diversity on our campus.
- demonstrate problem-solving and critical-thinking skills.
- demonstrate personal wellness skills such as stress reduction and health maintenance.
- discriminate between effective and non-effective goal and life planning skills.
- formulate and implement appropriate interpersonal skills and conflict resolution strategies.
- appraise and select the most appropriate modes of instruction for personal learning success.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 2 Instructor and course introduction, student introductions.
- 4 Campus services and resources such as the Learning Resource Center, Career Center, Transfer Center, Library Orientation, Disabled Students Programs and Service.
- 4 Self-assessment: personality/learning styles assessment and its application in academic and personal life.
- 3 Self-awareness development, multiple intelligences, and appropriate study strategies to maximize learning.
- 3 Values clarification, decision making, goal setting, and development of an action plan.
- 4 American River College regulations, degree requirements, comparison of CSU, UC, and private university systems and their transfer requirements.
- 3.5 Time management skills: priority setting, balancing ones own life.
- 3 Critical thinking, creative thinking, brainstorming, and group problem solving.
- 3.5 Introductions to the textbook reading process and resources available to build skills such as LRC and various reading courses.
- 3 Listening skills, memory techniques.
- 3 Note taking, research skills.
- 3.5 Effective writing skills, ARC writing curriculum, Writing Center orientation.
- 3 Exam preparation, test-taking skills, test anxiety management.
- 3 Oral communication skills, assertiveness training, role playing, and conflict resolution exercises.

- 3 Diversity in society; appreciating our differences.
 - 3.5 Personal wellness, stress reduction, nutrition.
 - 2 Career and Interest Inventories/Assessments.
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, group activities, team building exercises, role playing, media presentations, and field trips.

Section 6: Typical Student Assignments

Example # 1:

Complete a report that outlines how personal health and wellness practices are beneficial to your own personal ability to be successful in college.

Example # 2:

Keep a monthly day planner that will allow you to visually monitor your ability to manage time, plan for upcoming assignments, tests and/or projects and adjust your priorities as appropriate.

Section 7: Evaluation and Assessment Methods

Written assignments, quizzes, exams, discussions, participation, group assignments, presentations, personal portfolios, and activity journals.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Downing, S. (2017). *On Course* (8th ed.). Houghton Mifflin Company. [ISBN: 9781305397477]
- Mollan-Masters, R. (2009). *You Are Smarter Than You Think* (3rd ed.). Reality Productions. [ISBN: 978-0984112609]
- Ellis, D. (2018). *Becoming A Master Student* (16th ed.). Houghton Mifflin Company. [ISBN: 9781337579858]
- Carter, C., and Lyman-Kravits, S. (2017). *Keys to Success* (8th ed.). Prentice Hall. [ISBN: 978-0321929242]
- Ferrett, S. (2018). *Peak Performance* (10th ed.). McGraw Hill. [ISBN: 9781259702761]

Supplementary Requirements: American River College Catalog (Current Year)

Section 10: Additional Course Information

Faculty Discipline(s):	Counseling
Short Title for Transcripts:	College Success
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	4930.13 (<i>Academic Guidance</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification:

"Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- evaluate source credibility
- distinguish among fact, inference and opinion
- respond to issues raised in texts
- compose essays with clear controlling ideas
- format documents properly

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.

- make inferences.
- apply basic research steps.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This course offers students the information and skills needed to succeed in college.
Associate Degree GE Pattern:	III(b). Life Development Skills (<i>Approved: Jun 01, 2003</i>)
Degrees and Certificates:	Emergency and Episodic Care (Certificate)
Prerequisite To:	HCD 364
Corequisite To:	None.
Advisory To:	None.
Embedded In Descriptions:	

Section 13: Relationship to Transfer Institutions

Transfer:	CSU <i>Approved: Jun 01, 2003</i>
Transfer:	UC <i>Approved: Jun 01, 2003</i>
CSU General Education:	Area E1: Lifelong Understanding and Self-Development (<i>Approved: Aug 01, 2008</i>)

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: HEED 300: Health Science

Outline Status: Catalog

Last Full Review: May 02, 2018

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: HEED 300

Title: Health Science

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course focuses on factors which influence the health status of both the individual and the community. Topics include personal fitness, nutrition, sexuality, sexually transmitted disease, drug dependence including alcohol and tobacco, as well as diseases related to lifestyle.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- explain the principles of healthy living.
- analyze the relationship between lifestyle and a variety of diseases.
- describe the process of making healthy lifestyle changes.
- distinguish between myths and facts related to health and wellness.
- evaluate personal health behaviors.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 6 Nutrition: essential nutrients, diet and various diseases, nutritional requirements, food labels, dietary planning, current issues in nutrition.
- 6 Exercise and fitness: components of physical fitness, physiological and psychological benefits of exercise, target heart rate training, development of a physical fitness plan.
- 6 Disease transmission: infectious disease and immunity, the chain of infection, breaking the chain of infection, disease pathogens, the immune system, healthy immunity, reducing risk of infectious disease.
- 4 Lifestyle related disease and behavioral risk factors.
- 2 Psychological health.
- 6 The disease of addiction: addictive behaviors, patterns of disease development, symptoms of addiction, physiology of addiction.
- 4 Commonly abused drugs.
- 2 Recovery from addiction.
- 3 Bacterial sexually transmitted diseases.
- 3 Viral sexually transmitted diseases.
- 3 Risk reduction and practicing safe sex.
- 5 Relationships between lifestyle behaviors and diseases such as cancer, diabetes, and digestive disorders.
- 4 Weight management.

54 Total Hours

Section 5: Methods of Instruction

Lectures, group discussions, essays, self-assessments, and interactive learning activities

Section 6: Typical Student Assignments

Example #1:

Visit the "Choose My Plate" website, at www.choosemyplate.gov. Go to Daily Food Plan and enter the information asked for to determine your daily nutritional requirements. Report your results by completing the

questions on the worksheet provided.

Example #2:

The worksheet provided contains six topic choices pertaining to current issues on drug use and abuse. Choose one of the six topic choices and read the assigned articles for your chosen topic. Answer the essay questions pertaining to your chosen topic. Be prepared to discuss your findings and views.

Section 7: Evaluation and Assessment Methods

Exams, written assignments, worksheets, group discussions

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Insel, P., and Roth, W. (2018). *Core Concepts in Health* (15th ed.). McGraw Hill. [ISBN: 9781259702747]
 - Donatelle, R. J. (2016). *Access to Health* (14th ed.). Pearson. [ISBN: 9780321995483]
-

Section 10: Additional Course Information

Faculty Discipline(s):	Health
Short Title for Transcripts:	Health Science
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	0837.00 (<i>Health Education</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

*ENGRD 116: Preparation for Academic Study**ENGWR 101: College Writing*

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English
- distinguish among fact, inference and opinion

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- recognize a wide variety of academic and idiomatic vocabulary.
- adapt reading speed and style to material.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course offers students an opportunity to explore the concepts of health and wellness. It covers the basic principles of healthful living and encourages students to incorporate positive health habits into their everyday living. This course meets GE requirements for ARC and CSU

Associate Degree GE Pattern: III(b). Life Development Skills (*Approved: Jun 01, 1967*)

Degrees and Certificates: Emergency and Episodic Care (Certificate); Physical Education (A.S. Degree)

Prerequisite To: None.

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 13: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983*

CSU General Education: Area E1: Lifelong Understanding and Self-Development (*Approved: Aug 01, 1982*)

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	HIST 310: History of the United States
Outline Status:	Catalog
Last Full Review:	Sep 27, 2018
Last Curriculum Action:	Sep 05, 2019
Catalog Addendum Date:	Jan 01, 2020
Official:	Yes
Explanation:	AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier:	HIST 310
Title:	History of the United States
Units:	3.00
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Hours:	54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.
Description:	This course is a survey of United States history from its European, African, and Native American backgrounds to 1865. It examines the origin and development of many of this nation's political, social, economic, and intellectual institutions including their influences upon contemporary American life. It also emphasizes such historical concepts as cause and effect, multiple causation, historical context, and historical interpretation. This course is not open to students who have completed HIST 483.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- identify and correctly use basic historical terminology, and distinguish between primary and secondary sources as historical evidence.
- analyze multiple causes for an historical event, and properly evaluate why that event happened.
- identify various interpretations used by historians to explain United States history up to the Civil War.
- identify the major time periods and relevant geography of United States history up to the Civil War.
- analyze and evaluate the major economic, social, political, and cultural developments in United States history up to the Civil War.
- analyze and evaluate the experiences and conflicts of diverse groups of people, including “common people,” in United States history up to the Civil War.
- analyze, describe, and explain the motives, settlement, and organization of European colonies in North America, and the impact on the Native American environment and cultures.
- trace the development of racial slavery in America, explain the reasons for its institutionalization, and analyze the influence of Africans and African culture on American society and institutions.
- analyze the events of the American Revolution and the creation of the United States, including state and national Constitutions, and explain the rationale behind these developments.
- analyze the philosophical, intellectual, and cultural influences on the development of American political and social institutions.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 1 Course introduction.
- 2 Native American civilizations before 1500; South American natives; North American natives.
- 2 Europe in the age of Renaissance and exploration.
- 2 The Spanish discovery and conquest of the Americas, 1500 - 1600, and impact on American cultures of European ethnocentrism and diseases.
- 1 French and Dutch settlement in North America before 1700.
- 4 The English settlement of North America: Virginia, New England, Pennsylvania; impact on Native American peoples; comparison and contrast of English colonial life.
- 3 The origins and development of African slavery in the Americas; the European involvement in the slave trade; the economics and cultural bases of slavery, including issues of racism and ethnocentrism; the early development of African American culture.
- 3 Regional colonial development, 1700 - 1750; the northern colonies (New England, New York, Pennsylvania); the southern colonies (Virginia, Maryland, North and South Carolina).
- 3 The beginnings of an American independence movement, 1750 - 1775; the impact of changing social values; the impact of new political ideas.
- 4 The American Revolution 1775 - 1783; military aspects; the social, political, and economic impact of war; impact of the Revolution on African Americans, Native Americans, and women.
- 3 The confederation and early national periods, 1783 - 1800; the Articles of Confederation; the drafting and ratification of the Constitution; codification of slavery into state and national constitutions; the early republic under Federalist rule.

- 3 The United States 1800 - 1815; early westward expansion and Native American responses; diplomatic crises with Great Britain and France; the War of 1812.
 - 3 The industrial revolution of the early nineteenth century; changes in the urban north; expansion in the Old Northwest (Ohio, Indiana, Illinois).
 - 4 The growth of slavery in the southern United States, 1800 - 1830; the spread of slavery to the Old Southwest (Mississippi, Alabama, Louisiana); the culture of slavery for whites and blacks in the south.
 - 3 The Jacksonian era, 1820 - 1840; economic expansion: industrial development, immigrant labor, urban growth; causes and impact of Indian Removal Policy; Democratic transformations: new parties, new rules of politics.
 - 3 The reform period of the early nineteenth century; the impact of evangelical religion: the Second Great Awakening in the north; abolitionism, temperance, and women's rights as efforts to perfect society.
 - 3 Westward expansion and Manifest Destiny, 1820 - 1850; the American advance into the Pacific Northwest; conflicts with Mexico and Great Britain; the impact of the absorption of Hispanic peoples of Southwest into U.S.; the development of an ideology of national purpose.
 - 3 The sectional crisis, 1845 - 1860; Texas, California, and the war with Mexico; political disputes over slavery, including both anti- & pro-slavery arguments; the dividing of the United States into two societies.
 - 4 The Civil War, 1861 - 1865; causes of the War: immediate and long term; Military aspects; social and economic changes wrought by war; African American responses to and participation in the War; the end of slavery; consequences and legacies of the War.
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, student oral reports, guest speakers, and media presentations.

Section 6: Typical Student Assignments

Sample assignment #1:

Essays and other writings analyzing assigned readings, both primary and secondary. "Write a paper of 1500 words using excerpts from "Common Sense" and the Declaration of Independence to explain and analyze the political goals of the American Revolution."

(Addresses SLO:

-analyze the events of the American Revolution and the creation of the United States, including state and national Constitutions, and explain the rationale behind these developments.)

Sample assignment #2:

Written responses to direct questions, based on the lectures and readings. "In an essay of 750 words, explain the course of the sectional crisis of the 1850s, and evaluate the forces that led to the Civil War."

(Addresses SLO:

-analyze and evaluate the major economic, social, political, and cultural developments in United States history up to the Civil War.)

Section 7: Evaluation and Assessment Methods

Application/written exercises, primary source analysis, problem solving exams and quizzes, research reports, oral and written presentations, and team projects.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Henretta, J., et al. (2015). *America, A Concise History, Volume I: To 1877* (6th ed.). Bedford/St. Martin's Publishing. [ISBN: 978-1-4576-4865-6]
 - Hewitt, N., & Lawson S. (2017). *Exploring America Histories, Volume I* (2nd ed.). Bedford/St.Martin's. [ISBN: 978-1-319-03830-4]
 - Brinkley, A., (2016). *The Unfinished Nation, Volume I* (8th ed.). McGraw-Hill. [ISBN: 978-1-259-28712-1]
 - Foner, E. (2017). *Give Me Liberty! Volume I* (5th ed.). Norton. [ISBN: 978-393-61412-1]
-

Section 10: Additional Course Information

Faculty Discipline(s):	History
Short Title for Transcripts:	History of the United States
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2205.00 (<i>History</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

*ENGRD 116: Preparation for Academic Study**ENGWR 101: College Writing*

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- revise essay drafts to improve focus and strengthen ideas
- format documents properly

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.
- make inferences.
- recognize a wide variety of academic and idiomatic vocabulary.
- outline, paraphrase, and summarize passages from a range of texts.
- apply basic research steps.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This is course is a survey of United States history from its European, African, and Native American backgrounds to 1865. It fulfills the GE pattern of ARC Area V(a); CSU and IGETC general education patterns, and is part of several degrees.

Associate Degree GE Pattern: V(a). American Institutions Requirement (*Approved: Jun 01, 1967*)

Degrees and Certificates: Elementary Teacher Education (A.A. for Transfer (AA-T) Degree); History (A.A. for Transfer (AA-T) Degree); Political Science (A.A. Degree)

Prerequisite None.

To:

Corequisite None.

To:

Advisory To: None.

Embedded In

Descriptions:

Section 13: Course Identification (C-ID) Number

C-ID: HIST 130 (*Approved: Jan 01, 2013*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983* "Credit Limitation: HIST 310 & 483: maximum credit one course"

CSU Area D6: History (*Approved: Aug 01, 1980*)

General

Education:

CSU Area F1: History of U.S. Institutions and Ideals (*Approved: Aug 01, 1980*)

General

Education:

CSU Area F2: U.S. Constitution and Government (*Denied: May 16, 2019*) (Reviewer Comments: There is not sufficient coverage of the Constitution. Only 3 hours out of the entirety of the course. And no apparent attention to anything beyond the framing of the Constitution- no amendments, etc. (5/16/2019))

General

Education:

IGETC: Area 4F: History (*Approved: Aug 01, 1991*)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	HIST 311: History of the United States
Outline Status:	Catalog
Last Full Review:	Nov 18, 2010
Last Curriculum Action:	Sep 05, 2019
Catalog Addendum Date:	Jan 01, 2020
Official:	Yes
Explanation:	AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier:	HIST 311
Title:	History of the United States
Units:	3.00
Prerequisite:	None.
Advisory:	ENGWR 102 and ENGRD 116 with a grade of “C” or better; OR ESLR 320 and ESLW 320 with a grade of “C” or better.
Hours:	54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.
Description:	This course is a survey of United States History from 1865 to the present. It also analyzes many of America's political, social, economic, and intellectual institutions, including their influences upon contemporary life. This course also examines this nation's increasing involvement in world affairs. These analyses are set within the context of such historical concepts as cause and effect, multiple causation, and historical interpretation. This course is not open to students who have completed Hist 484.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- identify and correctly use basic historical terminology, and distinguish between primary and secondary sources as historical evidence.
- identify various interpretations used by historians to explain United States History since the Civil War.
- analyze multiple causes for and properly evaluate why a historical event happened.
- identify the major time periods and relevant geography of United States history since the Civil War.
- analyze and evaluate the major economic, social, political, and cultural developments in United States history since the Civil War.
- analyze and evaluate the experiences and conflicts of diverse groups of people, including “common people,” in United States history since the Civil War.
- make historical generalizations about United States history since the Civil War based on historical evidence.
- analyze and evaluate the increasing role of the United States in a global context since the Civil War.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Reconstruction: Rebuilding the South; Formation of free African American communities and culture; Southern politics and resistance to Reconstruction
- 3 The Trans Mississippi West: Migration and settlement; Transformation of American Indian societies; The western economy of mining, ranching, and farming
- 4 Industrial Revolution: Business and technology in the industrial north; Victorian middle class culture; Urbanization and the new immigrants; Worker protest and organized labor
- 3 Populism: Agriculture and capitalism in the Midwest; Farmer politics and the call for regulation
- 3 Progressivism: Women and urban reform; Progressives in politics and print
- 3 The United States and the world: Imperialism: overseas interests and territorial acquisition; Race and the limits of democracy; Spanish American War and the Philippine insurrection
- 3 World War I: The business of war and muzzling dissent; Ethnicity and culture during wartime
- 4 The Great Depression: Hard times across America; FDR and the New Deal; Women, minorities, and the new Democratic Party; A new day for organized labor
- 3 World War II: Global conflicts and the coming of war; The Arsenal of Democracy and wartime mobilization; Civil rights and the Four Freedoms
- 4 Onset of the Cold War: Birth of the atomic age and new global alliances; Truman and the policy of Containment; National Security and the new Red Scare
- 3 Postwar affluence and anxiety: The growth of suburbia and the baby boom; Materialism, youth culture, and culture's critics; The New Frontier and the 1960 election
- 3 The Struggle for civil rights: The NAACP and the challenge to Jim Crow; Martin Luther King Jr. and the mobilization of black southerners; Chicanos, Latinos, and civil rights beyond the south
- 5 Vietnam War era: The emerging conflict in Southeast Asia; A deepening commitment and domestic unrest; A generation in conflict; War on Poverty and urban uprising; Woodstock to Watergate

- 4 America's crisis of confidence in the 1970's: The energy crisis and environmentalism; Feminism and the women's movement; Foreign policy, detente, and the thawing of Cold War; The Iran hostage crisis and U.S. vulnerability
 - 4 The United States and the Post Cold War world. Conservative ascendancy: Ronald Reagan, the "Evil Empire," and the New Right; Wiring the World: the personal computer revolution of the 1990s; After 9/11: democracy and the threat of terrorism
 - 2 Final exam
-

54 Total Hours

Section 5: Methods of Instruction

Discussion, lecture, student oral reports, guest speakers, and multimedia materials.

Section 6: Typical Student Assignments

Assigned readings, essays on primary and secondary sources, book reviews, movie reviews, map projects, and extended research projects.

Example #1:

Write a take-home essay of 1,500 words comparing historical interpretations of Roosevelt's New Deal and its effect on the American economy during the Great Depression.

Example #2:

Write an in-Class essay of 750 words analyzing Abraham Lincoln's Gettysburg Address with regard to the historical significance of the Civil War.

Section 7: Evaluation and Assessment Methods

Application/written exercises, problem solving exams and quizzes, research reports, oral and written presentations and team projects.

Section 8: Distance Education

Percentage: Up to 0% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Foner, E. (2010). *Give Me Liberty!: An American History, Volume 2* (3rd ed.). New York City, NY: W.W. Norton & Company. [ISBN: 978-0-393-93543-1]
- Henretta, J., & Brody, D. (2010). *America: A Concise History, Volume 2* (4th ed.). New York City, NY: Bedford/St. Martin's. [ISBN: 0-312-60551-X]

Section 10: Additional Course Information

Faculty Discipline(s):	History
Short Title for Transcripts:	History of the United States
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2205.00 (<i>History</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *ENGWR 102 and ENGRD 116 with a grade of “C” or better; OR ESLR 320 and ESLW 320 with a grade of “C” or better.*

Justification: "ENGWR 102 and ENGRD 116 with a grade of “C” or better; OR ESLR 320 and ESLW 320 with a grade of “C” or better. "

Other Justification:

English reading and writing proficiency is strongly advised for students to be successful in this course.

ENGRD 116: Preparation for Academic Study

ENGWR 102: Proficient Writing

The following ENGWR 102 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- compose essays with clear controlling ideas that address topics using appropriate strategies
- compose essays with a logical progression and organization of ideas
- develop and expand ideas that are supported by a variety of relevant details

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- appraise and critique reading passages for bias.
- apply basic research steps.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- analyze paragraph and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This course satisfies the GE requirement for AA/AS Area V(a), and is transferable to UC and CSU.
Associate Degree GE Pattern:	V(a). American Institutions Requirement (<i>Approved: Aug 01, 1967</i>)
Degrees and Certificates:	History (A.A. for Transfer (AA-T) Degree); Political Science (A.A. Degree)
Prerequisite To:	None.
Corequisite To:	None.
Advisory To:	None.
Embedded In Descriptions:	

Section 13: Course Identification (C-ID) Number

C-ID: HIST 140 (*Approved: Jan 01, 2013*)

Section 14: Relationship to Transfer Institutions

Transfer:	CSU <i>Approved</i>
Transfer:	UC <i>Approved: Aug 01, 1983</i> "Credit Limitation: HIST 311 & 484: maximum credit one course"
CSU General Education:	Area D6: History (<i>Approved: Aug 01, 1980</i>)
CSU General Education:	Area F1: History of U.S. Institutions and Ideals (<i>Approved: Aug 01, 1980</i>)
IGETC:	Area 4F: History (<i>Approved: Aug 01, 1983</i>)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: MUFHL 308: Introduction to Music: Rock & Roll

Outline Status: Catalog

Last Full Review: Sep 12, 2018

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: MUFHL 308

Title: Introduction to Music: Rock & Roll

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course examines social, political, cultural, and economic issues as they relate to the history of Rock & Roll music. It includes guided listening and video presentations to show the evolution of Rock from its roots to current stylistic trends. This course requires no previous musical study.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- compare and contrast substyles of the Rock & Roll genre.
 - analyze the national and international historical events of past decades and the influence of these events on the Rock & Roll idiom.
 - identify the influences of social, political, ethnic, and gender issues on Rock & Roll.
 - describe the influence of world cultures (e.g. England, Africa, Ireland, Eastern India, South America, Mexico) on Rock & Roll.
 - evaluate musical examples by applying techniques of analytical listening.
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Introduction to elements of music. Listening styles: sound, rhythm, harmony, melody, scales, texture (homophony, heterophony, polyphony) traditional instruments used in Rock and Roll
 - 3 The Blues, R&B and racism
 - 3 Rockabilly and Elvis
 - 3 The Teen Market: American Bandstand, girl groups
 - 2 The Surf Sound: Beach Boys and the new American empire
 - 3 The folk revival: Dylan and civil rights, Native American and Mexican folk singers
 - 3 The British invasion of America
 - 3 Motown and civil rights
 - 3 Acid rock and the hippie culture
 - 3 Black soul and white America
 - 2 Campus unrest: psychedelia, heavy metal and Woodstock, George Harrison and East Indian influences
 - 3 The 70s: sweet soul, classic rock, country, and folk to disco
 - 3 Punk rock and independent labels, the new wave, the Jamaican connection: reggae and ska
 - 3 MTV and Michael Jackson
 - 3 Bruce Springsteen and the compact disk, U2: Ireland, Bloody Sunday, and Martin Luther King
 - 2 Generation X: hardcore to grunge
 - 2 Rave revolution: house and techno
 - 2 Hip-hop history
 - 3 Rockin' in the twenty-first century
 - 2 The Internet and jam bands
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, recordings, and guided media demonstrations.

Section 6: Typical Student Assignments

Example #1:

Considering 'The British Invasion of America: The Beatles' from the textbook along with our lecture content, write a two-page paper discussing the effect of The Beatles on the American music scene and society.

Example #2:

Write a two-page biography of an individual rock artist, focusing on a specific era of his or her career. Include the use of five musical terms from this course in the paper and underline them.

Example #3:

Post to the discussion board a six sentence description of your favorite solo artist or band in rock. What is it about the artist or group that you find appealing? Include musical concepts and terminology that you have learned from this course. Respond to two other student discussion posts with at least four sentences stating your opinion on the subject.

Section 7: Evaluation and Assessment Methods

Exams, quizzes, presentations, discussions, and essays.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Szatmary, D. (2013). *Rockin' in Time: A Social History of Rock and Roll* (8th ed.). Prentice Hall. [ISBN: 978-0205936243]
 - Charlton, C. (2015). *Rock Music Styles* (7th ed.). McGraw-Hill. [ISBN: 978-0205936243]
 - Covach, J., and Flory, A. (2018). *What's That Sound?* (5th ed.). W.W. Norton & Company. [ISBN: 978-0393624144]
-

Section 10: Additional Course Information

Faculty Discipline(s):	Music
Short Title for Transcripts:	Intro to Music: Rock & Roll
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.

Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	1004.00 (<i>Music</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340. "

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- respond to issues raised in texts
- compose essays with clear controlling ideas
- format documents properly

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- make inferences.
- recognize a wide variety of academic and idiomatic vocabulary.
- outline, paraphrase, and summarize passages from a range of texts.
- adapt reading speed and style to material.
- apply basic research steps.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- develop effective persuasive essays under time constraints.
- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course provides a study of the history of the Rock & Roll music genre and contributes towards the fulfillment of general education requirements for degree and transfer students.

Associate Degree GE Pattern: I. Humanities (*Approved: Jun 01, 2004*)

Degrees and Certificates: History of the Creative Arts (A.A. Degree)

Prerequisite To: None.

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 13: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 2003*

CSU General Education: Area C1: Creative Arts (*Approved: Aug 01, 2016*)

IGETC: Area 3A: Arts (*Approved: Aug 01, 2016*)

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: POLS 301: Introduction to Government: United States

Outline Status: Catalog

Last Full Review: Feb 14, 2014

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: POLS 301

Title: Introduction to Government: United States

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course analyzes the U.S. government's historic origins, philosophical and theoretical justification, federal structure, and constitutional structures. The course studies the rights and liberties of individuals as articulated in the U.S. Constitution and federal court decisions. Further, it examines and describes the procedural aspects of the U.S. and California political systems including amending the U.S. and California constitutions, holding elections, campaigning, legislating, executing and adjudicating law. The course examines individual and group political behavior in voting, interest groups, political parties, and the media. It provides an analysis of contemporary problems and issues and looks at factors that shape politics and policy-making including diversity, political culture, political socialization, political ideologies, and public opinion. Finally, it also describes California state and local governments'

constitutional base, structures and functions, political process, problems and issues, and federal-state relations. This course is not open to students who have completed POLS 481.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- describe the nature of government and its theoretical foundations and functions.
 - relate American political thought, the Constitution, and governing institutions to one another.
 - identify and explain the structures and functions of the United States and California governments prescribed by their respective constitutions.
 - compare and contrast the federal, state and local governments with respect to their political foundations, functions, and contemporary problems.
 - explain the civil liberties and civil rights of individuals as articulated in the United States Constitution and federal court decisions.
 - identify and evaluate political processes within the United States and California, including the development of political ideologies, voting behavior and other forms of political participation.
 - evaluate the relationship between the governing process and public policy at both the state and federal level.
 - discuss and analyze contemporary political issues and operations in the United States and California.
 - analyze the role of culture, diversity, and ideology in shaping public opinion and public policy in the United States and California.
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Introduction to politics and government. Foundations of American political thought.
- 3 Politics of America's founding. The split from England: the Declaration of Independence, the Articles of Confederation.
- 6 The U.S. Constitution: the Constitutional Convention and ratification debates, and the key provisions of the Constitution. Federalism: the changing nature of state and federal relations.
- 4 Civil rights: the struggle for equality. Civil liberties: individual freedoms guaranteed to the people.
- 4 Legislative branch: the structure and functions of Congress and the legislative process.
- 4 Executive branch: the structure and functions of the presidency and federal bureaucracy. The evolution of the presidency.
- 4 Judicial branch: the structure and functions of the federal judiciary. The evolution of judicial power.
- 3 Political socialization: the development of political ideology and public opinion.
- 5 Political parties: the structure and functions of American political parties. The evolution of American political parties. Interest groups: the role of interest groups in American politics.
- 6 Elections: primary and general elections for Congress and the President. Campaigns: the nature and conduct of political campaigns. Political participation: voting behavior and civic engagement.
- 3 Media: the impact of media on elections, civic engagement, and public policy.

- 3 Public policy: types of policy and the policy-making process.
 - 4 California: the political landscape, the institutions of state and local governments, and electoral politics.
 - 2 Final exam.
-

54 Total Hours

Section 5: Methods of Instruction

Lecture, discussion, small-group activities, student presentations, guest speakers, and media.

Section 6: Typical Student Assignments

Example #1:

Read Federalist #51 by James Madison. Write a 750-word explanation of the "auxiliary precautions" against tyranny included in the U.S. Constitution and illustrate each with a specific example from the U.S. Constitution.

Example #2:

Conduct research to identify your members of the U.S. Congress and California state legislature and to discover what legislation they have sponsored and/or how they have voted on issues important to you. Based on your findings, write a 750-word letter to one of your elected representatives explaining to them why you believe you are or are not being well represented.

Example #3:

Identify and investigate a specific proposition on the upcoming election ballot, including information about what it proposes to do and who supports and opposes the proposed law. Based on the information you find, prepare a five minute speech encouraging voters to either vote "yes" or "no" on the proposition.

Section 7: Evaluation and Assessment Methods

Homework assignments, research reports, problem-solving exams and quizzes, and exercises.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Barbour, C., and Wright, G. (2013). *Keeping the Republic, Brief* (5th ed.). Congressional Quarterly. [ISBN: 9781608712748]
- Magleby, D., Light, P., and Nemachek, C. (2013). *Government by the People* (25th ed.). Prentice Hall. [ISBN: 9780205865789]

- Greenberg, E., and Page, B. (2012). *Struggle for Democracy* (11th ed.). Longman. [ISBN: 9780205909049]
- Schmidt, S., Shelley, M., and Bardes, B. (2013). *American Government and Politics Today* (17th ed.). Wadsworth/Thomson. [ISBN: 9781133604372]
- Field, M. (2012). *California Government and Politics Today* (14th ed.). Longman. [ISBN: 9780205251780]
- Gerston, L., and Christensen, T. (2013). *California Politics and Government: A Practical Approach* (12th ed.). Wadsworth/Thomson. [ISBN: 9781133587651]

Supplementary Requirements: Selected primary source documents, such as the Declaration of Independence, the U.S. Constitution, the Federalist Papers etc.

Section 10: Additional Course Information

Faculty Discipline(s):	Political Science
Short Title for Transcripts:	Intro to Government: U.S.
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2207.00 (<i>Political Science</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340"

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 102: Proficient Writing

The following ENGWR 102 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- develop and expand ideas that are supported by a variety of relevant details

- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- make inferences.
- recognize a wide variety of academic and idiomatic vocabulary.
- adapt reading speed and style to material.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This course is an introduction to one of the five core fields in the Political Science curriculum. By examining the historical origins and theoretical basis of government, analyzing the political and public policy making processes, and relating these to current issues and problems, students acquire the critical thinking skills necessary for evaluating political events and their role in the American political system.
Associate Degree GE Pattern:	V(a). American Institutions Requirement (<i>Approved: Jun 01, 1967</i>)
Degrees and Certificates:	Elementary Teacher Education (A.A. for Transfer (AA-T) Degree); Gerontology: Social Policy/Advocacy (A.A. Degree); Gerontology: Social Policy/Advocacy (Certificate); Journalism and Mass Communications (A.A. for Transfer (AA-T) Degree); Nutrition and Dietetics (A.S. for Transfer (AS-T) Degree); Political Science (A.A. Degree); Political Science (A.A. for Transfer (AA-T) Degree)
Prerequisite To:	None.
Corequisite To:	None.
Advisory To:	None.

**Embedded In
Descriptions:**

Section 13: Course Identification (C-ID) Number

C-ID: POLS 110 (*Approved: Jan 08, 2015*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983*

CSU General Education: Area D8: Political Science, Government, and Legal Institutions (*Approved: Aug 01, 1980*)

CSU General Education: Area F2: U.S. Constitution and Government (*Approved: Aug 01, 1980*)

CSU General Education: Area F3: California State and Local Government (*Approved: Aug 01, 1980*)

IGETC: Area 4H: Political Science (*Approved: Aug 01, 1991*)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	PSYC 300: General Principles
Outline Status:	Catalog
Last Full Review:	May 10, 2019
Last Curriculum Action:	Sep 22, 2019
Catalog Date:	Jun 01, 2020
Official:	Yes

Section 2: Basic Course Information

Identifier:	PSYC 300
Title:	General Principles
Units:	3.00
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Hours:	54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.
Description:	This course provides a broad overview of general principles of psychology. Topics include the scientific method, statistics, biological determinants, as well as general processes of behavior, such as development, learning, language, intelligence, perception, motivation, emotion, personality, and mental health. This course is not open to students who have taken PSYC 480.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- compare the major theoretical perspectives in psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, socio-cultural)
- describe the general subject areas of psychology (e.g., biological, sensation and perception, learning and memory, cognition, consciousness, individual differences, psychometrics, personality, social processes, developmental/lifespan, emotion, motivation)
- describe the applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school health)
- differentiate between commonly used research methods in psychology and their applications

- apply psychological concepts, theories, and research findings to personal, interpersonal, occupational, and social/community contexts
- incorporate systematic critical thinking in arriving at conclusions about behavior and mental processes
- describe the roles that culture and diversity play in various aspects of human behavior and mental processes
- distinguish between the ethical implications of psychological research and the responsibility to pursue and use knowledge wisely

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Introduction to psychology: historical overview, major perspectives in psychology
- 4 Research methods: the scientific method, descriptive methods, correlational research, experimental studies, overview of American Psychological Association (APA) style
- 4 Biological determinants of behavior: neural communication, the nervous system, major structures of the brain, the endocrine system
- 4 Lifespan and developmental issues: prenatal development, physical, cognitive, and social development across the lifespan, development of gender, sexual orientation and cultural identity
- 3 Sexuality and gender: sexual differentiation, gender roles, gender differences and similarities, sexual orientation, sexual behaviors, sexually transmitted infections
- 3 Sensation and perception: overview of visual, auditory, gustatory, olfactory and pain/touch sensations, sensory thresholds, sensory adaptation, perceptual organization and interpretation, selective attention, perceptual illusions
- 3 States of consciousness: sleep cycle, hypnosis, altered states of consciousness, drug-induced states
- 3 Learning: classical conditioning, operant conditioning, social-cognitive learning theories, practical applications of theories
- 3 Cognition: language, reasoning, decision making, problem solving, theories of intelligence, intelligence testing, and genetic and environmental influences on intelligence
- 3 Memory: theories of memory encoding, storage and retrieval, short- and long-term memory, the biological basis of memory, theories of forgetting, memory construction, repressed memory controversy, improving memory
- 3 Motivation: theories of motivation, biological, cognitive and social/cultural influences on motivation, motivation and hunger, sexual behavior, and achievement
- 3 Emotion: theories and physiology of emotion, expression and experience of emotion
- 3 Stress: physiology of stress, psychological and environmental factors contributing to stress, coping, modification of health-impairing behaviors
- 3 Personality theories: trait perspective, psychoanalytic theory, behaviorism, humanistic theory, social-cognitive perspective, personality assessment
- 3 Psychological disorders: overview of diagnostic process, etiology and symptoms of major disorders
- 3 Psychotherapies: types of psychotherapists, major approaches to therapy (psychodynamic, humanistic,

cognitive, behavioral, biomedical treatments, research on the effectiveness of psychotherapy

- 3 Social psychology: social roles, attribution theory, social influence, conformity, obedience, group behavior, prejudice and discrimination, aggression
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, student reports, media

Section 6: Typical Student Assignments

Sample Assignment #1:

Obtain an article about a psychological topic and write a five-page paper that includes both a summary of the article and your review which demonstrates knowledge of psychological concepts and the ability to think scientifically.

(Addresses SLO: incorporate systematic critical thinking in arriving at conclusions about behavior and mental processes)

Sample Assignment #2:

Write a one-page paper describing how a psychological concept (such as cognitive dissonance) has been applied in your own life.

(Addresses SLO: apply psychological concepts, theories, and research findings to personal, interpersonal, occupational, and social/community contexts)

Section 7: Evaluation and Assessment Methods

Application/written exercises, problem-solving exams and quizzes, research reports, oral and written presentations, peer reviews, graded discussions, and/or team projects.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Hockenbury, D., and Nolan, S. (2019). *Discovering Psychology* (8th ed.). Worth Publishing. [ISBN: 9781319136390]
 - Myers, D. (2019). *Exploring Psychology* (11th ed.). Worth Publishing. [ISBN: 9781319104191]
 - Ciccarelli, S., and White, J. N. (2016). *Psychology* (5th ed.). Pearson. [ISBN: 978-0134477961]
 - Feldman, R. (2019). *Understanding Psychology* (14th ed.). McGraw-Hill. [ISBN: 9781260194555]
-

Section 10: Additional Course Information

Faculty Discipline(s):	Psychology
Short Title for Transcripts:	General Principles
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2001.00 (<i>Psychology, General</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English
- distinguish among fact, inference and opinion
- respond to issues raised in texts
- develop and expand ideas that are supported by a variety of relevant details

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.
- make inferences.

- recognize a wide variety of academic and idiomatic vocabulary.
- outline, paraphrase, and summarize passages from a range of texts.
- adapt reading speed and style to material.
- apply basic research steps.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- develop effective persuasive essays under time constraints.
- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This is a core requirement for the A.A. and A.A.-T degrees in Psychology and is a part of many other degrees and certificates. It provides an overview of the discipline and a foundation for further study in the field of psychology.
Associate Degree GE Pattern:	V(b). Social and Behavioral Sciences - Other (<i>Approved: Jun 01, 1973</i>)
Degrees and Certificates:	Administration of Justice (A.S. for Transfer (AS-T) Degree); Chemical Dependency Studies (A.A. Degree); Chemical Dependency Studies (Certificate); Communication Studies (A.A. for Transfer (AA-T) Degree); Emergency and Episodic Care (Certificate); Human Services (A.A. Degree); Human Services (Certificate); LVN to RN Career Mobility (A.S. Degree); Nutrition and Dietetics (A.S. for Transfer (AS-T) Degree); Physical Education (A.S. Degree); Psychology (A.A. Degree); Psychology (A.A. for Transfer (AA-T) Degree); Registered Nursing (A.S. Degree); Respiratory Care (A.S. Degree); Social Justice Studies: Race and Ethnicity (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Women, Gender, and LGBTQ Studies (A.A. for Transfer (AA-T) Degree); Sociology (A.A. for Transfer (AA-T) Degree); Sports Medicine (A.S. Degree); The Individual and Society (A.A. Degree)
Prerequisite To:	PSYC 310, 335, 340, 342, and 481
Corequisite To:	None.
Advisory To:	HACT 311 and PSYC 320

Embedded In Descriptions:

Section 13: Course Identification (C-ID) Number

C-ID: PSY 110 (*Approved: Jan 01, 2013*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983* "UC credit limitation: PSYC 300, 305, & 480 combined: maximum credit, one course"

CSU General Education: Area D9: Psychology (*Approved: Aug 01, 1980*)

IGETC: Area 4I: Psychology (*Approved: Aug 01, 1991*)

Section 15: Digital Signatures

Faculty Initiator: Natasha Fratello

Department/Subject: PSYC

Department Vote: *Yes:* 13

No: 0

Abstain: 0

Total: 13

Department Chair/ Designated Contact: "Only revision was to update textbooks. Department was informed. Full-timer who teaches the course provided updated list of textbooks."
--Andrea Garvey (**Signed:** Oct 25, 2018)

Librarian:

Division Dean: "This update textbook request has my approval.

Steven Boyd Dean BSS"

--Steven Boyd (**Signed:** Oct 25, 2018)

CRC Contact: James Frazee (**Signed:** Oct 25, 2018)

FLC Contact: Sean Fannon (**Signed:** Jan 29, 2019)

SCC Contact: Maria Regalado (**Signed:** Oct 29, 2018)

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: PSYC 330: Introductory Statistics for the Behavioral Sciences

Outline Status: Catalog

Last Full Review: Feb 26, 2015

Last Curriculum Action: Oct 27, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: PSYC 330

Title: Introductory Statistics for the Behavioral Sciences

Units: 3.00

Prerequisite: MATH 120, MATH 125, MATH 129, or MATH 133 with a grade of "C" or better.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course focuses upon the concepts and applications of descriptive and inferential statistics in psychology and other behavioral sciences. Topics include descriptive statistics, probability and sampling distributions, parametric and nonparametric statistical methods, hypothesis testing, statistical inference and power, correlation and regression, chi-square, t-tests, and analysis of variance procedures. Application of both hand computation and statistical software to data in a social science context is emphasized to include the interpretation of the relevance of the statistical findings.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- compare and contrast statistical concepts relevant to research in the behavioral sciences.
- perform the following probability and statistical calculations by hand: sample spaces, factorial notation, counting rules, permutations and combinations, laws of probability, calculating probability of events using elementary, expected value probability principles; mean, median, mode, standard deviation – sample and best estimate, variance, range and interquartile ranges for discrete and continuous distributions; correlation, covariance, and regression analyses to test hypotheses of association; and, t-tests, ANOVAs, and other appropriate statistical analyses (Mann-Whitney U, Kruskal-Wallis H, Wilcoxon Signed- Ranks, and Friedman ANOVA) to test hypotheses of difference.
- calculate probabilities using t-distributions.
- use statistical software such as SPSS, Excel, Minitab or a graphing calculator to perform probability and statistical calculations.
- critique psychological literature that contains statistics.
- formulate a testable hypothesis; analyze data using an appropriate statistical procedure; determine and interpret the statistical significance and p value of results; reflect upon correctness of the hypothesis.
- analyze and appropriately interpret applications using data from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- examine research reported in the media.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 1 Introduction: course introduction and expectations
- 1 Orientation to calculators and computers
- 1 Research approaches, the scientific method
- 1 Scales of measurement, discrete and continuous random variables
- 1 Frequency distributions: types of frequency distributions, principles for preparing a grouped distribution
- 1 Preparation of frequency distributions from a set of data
- 1 Graphs: primary features of the graphs, graphing data
- 1 Measures of central tendency: computing the mean, median, mode
- 1 Skewed and multimodal frequency distributions, comparing measures of central tendency
- 2 Measures of variability: range
- 2 Calculating and estimating variance and standard deviation
- 1 Calculating definitional and computational sum of squares, principle of least squares
- 1 Positively and negatively skewed distributions
- 2 The normal distribution, standard normal distribution, normal probability distribution: characteristics, calculating proportions and percentages, finding percentiles
- 1 Scaled scores and standard scores, calculating z scores, transforming z scores to x scores
- 1 Correlation: nature of the correlation, bivariate correlation, covariance

- 2 Computational formulas for covariance and the correlation coefficient, Pearson r
- 2 Using formulas to predict scores, approximation of correlation coefficient from scatter plot, Spearman r
- 2 Regression: calculating slope and y intercept, using linear regression to make predictions, finding and graphing a linear regression line
- 1 Standard error of the estimate, multiple correlation
- 4 Probability theory: sample spaces, factorial notation, counting rules, permutations and combinations, laws of probability, calculating probability of events using elementary, expected value probability principles, sample spaces, law of large numbers, joint and conditional probability, Bayes theorem
- 1 Binomial probability distribution and formula, calculating probability for discrete variables, Bernoulli trial, calculating the mean, variance, and standard deviation of a binomial distribution
- 1 Sampling techniques: samples and populations, characteristics of a good sample
- 1 Sampling methods, confounds, standard error of the estimate, central limit theorem, the z-test
- 2 Experimental design: null and research hypotheses, independent, dependent and extraneous variables, experimenter bias, demand characteristics
- 2 Within-subjects, between-subjects, and mixed designs, one-tailed and two-tailed hypotheses
- 1 Statistical significance and statistical power
- 2 Hypothesis testing: using t-test for hypothesis testing, computational formula for the t-test
- 2 t-tests between two independent sample means, t-tests for correlated samples, calculating pooled variance, and the estimated standard error of the mean difference
- 1 Parameter estimation using the t statistic to construct confidence intervals
- 1 Type I and Type II errors in statistical decisions
- 2 Hypothesis testing using One-Way analysis of variance (ANOVA)
- 1 The F-test, computational formula for F
- 1 Strength of treatment effect
- 1 Two-way analysis of variance: main effects, interaction
- 1 Computation of sums of squares, computation of degrees of freedom, computation of mean squares, F ratio
- 2 Formula for F-test for Two-Way ANOVA, significance of main effects, interaction
- 2 Non-parametric statistical tests: chi-square test, Mann-Whitney U-test, Kruskal-Wallis H-test, Wilcoxon Signed-Ranks test, Friedman ANOVA, goodness of fit, independence

54 Total Hours

Section 5: Methods of Instruction

Lectures, group discussions, student presentations, and media presentations.

Section 6: Typical Student Assignments

Example #1:

In a study of knowledge of current events, a student gets 11 answers right on a 20 item true-false test. Do we have any reason to believe that she/he has done anything other than guess?

The probability of disease A in the population is .20. A test for detecting disease A has a hit rate of .75. However, it also has a false alarm rate of .15. Compute $p(\text{disease A} | \text{positive test})$.

For a distribution of scores, $X = 40$ corresponds to a z score of $z = +1.00$, and $X = 28$ corresponds to a z score of $z = -0.50$. Find the values for the mean and standard deviation for the distribution. Submit your paper to your instructor.

Example #2:

Analyze this data using SPSS, Excel, or Minitab.

Example #3:

Read a primary source research article from a peer-reviewed journal that contains both descriptive and inferential statistics. Write a two-page paper summarizing the main points of that research article, the conclusions drawn, and the statistics used to support those conclusions.

Section 7: Evaluation and Assessment Methods

Application/written exercises, problem-solving exams and quizzes, and research reports.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Gravetter, F., and Wallnau, L. (2012). *Statistics for the Behavioral Sciences* (9th ed.). Cengage. [ISBN: 978-1111830991]
- Sprinthall, R. (2011). *Basic Statistical Analysis* (9th ed.). Pearson. [ISBN: 978-0205052172]
- Kiess, H. (2009). *Statistical Concepts for the Behavioral Sciences* (4th ed.). Pearson. [ISBN: 978-0205626243]

Section 10: Additional Course Information

Faculty Discipline(s):	Psychology
Short Title for Transcripts:	Intro Stats Behavioral Science
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.

Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2001.00 (<i>Psychology, General</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Prerequisite Justification

Prerequisite: *MATH 120, MATH 125, MATH 129, or MATH 133 with a grade of "C" or better.*

Justification:

"MATH 120, MATH 125, MATH 129, or MATH 133 with a grade of "C" or better."

Statute/Regulation:

The CSU Chancellor's Office requires an explicit Intermediate Algebra prerequisite for all courses that meet the CSU GE Area B4 requirement.

MATH 120: Intermediate Algebra

The following MATH 120 prerequisite skills are needed in order to be successful in the course:

- solve equations containing radicals.
- solve and graph linear equations and systems of linear equations.
- simplify polynomial expressions.

MATH 125: Intermediate Algebra for Statistics and Liberal Arts

MATH 129: Elementary and Intermediate Algebra

The following MATH 129 prerequisite skills are needed in order to be successful in the course:

- recognize and solve various types of equations, inequalities, and systems of equations, and related applications.
- analyze and solve applications related to linear, rational, and radical equations.

MATH 133: Combined Algebra - Part III

The following MATH 133 prerequisite skills are needed in order to be successful in the course:

- evaluate functions using function notation.
- solve quadratic equations using a variety of algebraic methods.

- analyze and graph quadratic functions.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course serves as a college-level transferable course and is a core course for the A.A. and AA-T in psychology. In addition to learning statistics as it specifically relates to psychology, students will learn to critically evaluate data and research in their other courses as well.

Associate Degree Competency: Competency Mathematics (*Approved: Jun 01, 2010*)

Associate Degree GE Pattern: II(b). Communication and Analytical Thinking (*Approved: Aug 01, 1973*)

Degrees and Certificates: Anthropology (A.A. for Transfer (AA-T) Degree); Economics (A.A. for Transfer (AA-T) Degree); Geography (A.S. Degree); Journalism and Mass Communications (A.A. for Transfer (AA-T) Degree); Nutrition and Dietetics (A.S. for Transfer (AS-T) Degree); Psychology (A.A. Degree); Psychology (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Race and Ethnicity (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Women, Gender, and LGBTQ Studies (A.A. for Transfer (AA-T) Degree); Sociology (A.A. for Transfer (AA-T) Degree); Temp Geo (A.S. Degree)

Prerequisite To: PSYC 335

Corequisite To: None.

Advisory To: SOC 302

Embedded In Descriptions:

Section 13: Course Identification (C-ID) Number

C-ID: MATH 110 (*Approved: Mar 22, 2016*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983* "UC credit limitation: STAT 300, 305, and PSYC 330 combined: maximum credit, one course "

CSU General Education: Area B4: Mathematics/Quantitative Reasoning (*Approved: Aug 01, 1981*)

IGETC: Area 2: Mathematical Concepts and Quantitative Reasoning (*Approved: Jan 01, 2004*)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	College and Career Access Pathways (CCAP) Memorandum of Understanding: Natomas Charter School	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Thomas G. Greene <i>Thomas Greene</i> President, American River College	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	X
		INFORMATION	<input type="checkbox"/>

BACKGROUND:

With the passage of Assembly Bill 288, California community college districts are authorized to enter into College and Career Access Pathways Partnerships with high school districts to expand opportunities for high school students to take college courses during the regular school day and for community colleges to claim apportionment. To go forward with this program, the law requires community college districts and high school districts to enter into a Memorandum of Understanding approved by the governing boards of both the community college district and the high school district. The Los Rios Community College District convened a task force under the guidance of former Deputy Chancellor Lorimer to review this law, to create the standard Memorandum of Understanding and to propose a new policy and regulation addressing this issue. American River College has worked to develop stronger and deeper partnerships with local K-12 school districts as part of the College’s strategic goals. American River College has worked to develop stronger and deeper partnerships with local K-12 school districts and charter schools as part of the College’s strategic goals.

STATUS:

The proposed College and Career Access Pathways (CCAP) Memorandum of Understanding (MOU) is between the Los Rios Community College District and Natomas Charter School. The purpose of the MOU is to offer and expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college. In Fall 2020, Spring 2021, Fall 2021, and Spring 2022 classes will be offered to High School students at Natomas Charter School. At the completion of these classes, students will earn credit toward multiple degree or certificate programs within the ARC catalog.

RECOMMENDATION:

It is recommended that the Board of Trustees conduct a public hearing; adopt the proposed CCAP MOU between the Los Rios Community College District and Natomas Charter School; and authorize the Chancellor or his designee(s) to execute the MOU and any future augmentations, amendments, renewals, extensions, or other modifications to the MOU.

**MEMORANDUM OF UNDERSTANDING
REGARDING DUAL ENROLLMENT
BETWEEN THE LOS RIOS COMMUNITY COLLEGE DISTRICT
AMERICAN RIVER COLLEGE
AND NATOMAS CHARTER SCHOOL**

This Memorandum of Understanding ("MOU") is between the Los Rios Community College District and its respective colleges ("LRCCD"), and Natomas Charter School ("SCHOOL"). For identification purposes only this MOU is date August 1, 2020. Collectively LRCCD and SCHOOL shall be referred to as (" the Parties.")

RECITALS

WHEREAS, LRCCD is a multi-college District whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within the SCHOOL

WHEREAS, SCHOOL is a K-12 charter school located in the County of Sacramento;

WHEREAS, the Parties desire to enter into a College and Career Access Pathways ("CCAP") Partnership to collaborate and provide college credit and courses pursuant to Assembly Bill 288;

WHEREAS, the purpose of this MOU is to offer and expand dual enrollment opportunities for students who may not already be college-bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness;

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by the Legislature and LRCCD;

WHEREAS, the Parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their relationship in regard to the CCAP program;

WHEREAS, this MOU contemplates that the Parties will enter into a related course agreement ("CA") for the individual courses offered under this MOU ("Courses"), that each CA will fully incorporate the terms of this MOU, and that each CA will set out the necessary details specific to the subject Programs/Courses;

WHEREAS, the Parties intend for LRCCD to report full-time equivalent students ("FTES") and obtain state apportionment for the subject Courses given through this MOU in accordance with California Education Code, section 76004 and the appropriate portions of Title V of the California Code of Regulations;

WHEREAS, all Courses will be held within LRCCD's District boundaries;

NOW, THEREFORE, the Parties mutually agree as follows:

TERMS

1. **Recitals.** The above recitals are incorporated herein and made a part of this MOU.
2. **Effective Date and Duration.** This MOU shall be effective on the date authorized representatives of both Parties sign it and continue in effect until June 30, 2021 with an annual renewal through 2027, unless duly modified or terminated by the Parties.
3. **Early Termination.** This MOU may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach of this MOU. Termination will be effective no sooner than 15 calendar days after a written demand to comply or cure is provided and the party fails to comply or cure. This remedy is in addition to any other remedy which may be provided for by law.

This MOU may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other party at least 45 days' prior to the end of a semester of its intent to terminate the Agreement. All classes currently in progress shall continue until the completion of the semester. Any students currently enrolled in LRCCD courses under this MOU shall be allowed to complete those courses prior to the termination of this MOU

The indemnification provisions contained in this MOU shall survive termination.

4. **Course Agreements.** The terms of this MOU are deemed to be part of and fully incorporated into any and all presently existing or future CAs unless expressly modified by a related CA. Related CAs will typically address the scope, nature, time, date, location, number of educational hours, LRCCD credits offered, number of students, and other specifics related to each Course. The terms of this MOU may be modified by individual CA as necessary, including eligibility requirements for students to enroll in a particular course or courses. Any inconsistency between the MOU and an express provision of a CA will be resolved in favor of this MOU.
5. **Required CCAP Terms.**
 - A. The total number of high school students to be served pursuant to this MOU will be 125. (*Ed. Code § 76004(c)(1).*)
 - B. The total number of full time equivalent students projected to be claimed by LRCCD for apportionment under this MOU will be 12.14 FTES. (*Ed. Code § 76004(c)(1).*)
 - C. The criteria to assess the ability of pupils to benefit from those courses is as follows:

School Principal recommendation, School Counselor recommendation, demonstrated maturity, grade point average, and American River College Faculty recommendation. (Ed. Code § 76004(c)(1).)

- D. The point of contact for LRCCD is Deputy Chancellor, Jamey Nye and the American River College President, Thomas Greene. The point of contact for SCHOOL is the Academy Coordinator, Kevin Dobson, Teaching & Learning Director, Laura Bariel, and Executive Director, Joseph Wood. (Ed. Code § 76004(c)(2).)
- E. SCHOOL shall be the employer of record for purposes of assignment monitoring and reporting to the County Office of Education if required and shall assume reporting responsibilities pursuant to applicable federal teacher quality mandates. (Ed. Code § 76004(m)(2).) Copies of documents provided to the county office of education shall be provided to the SCHOOL and LRCCD.
- F. All sharing of information between LRCCD and the SCHOOL shall be in compliance with federal and state laws, including the Federal Educational Rights and Privacy Act ("FERPA") and the California Education Code. Where exceptions to those laws allow LRCCD and the SCHOOL to share information without the consent of the students and/or parents/legal guardian(s), LRCCD and the SCHOOL will follow the requirements of FERPA and State law. No data shall be shared by either party until the other party is satisfied, in its sole discretion, as to the safety and security of that data in the other party's control. Where there is no exception, sharing information will require a signed, dated release from the student explicitly authorizing the sharing of personally identifiable information about the student. (Ed. Code § 76004(c)(1).) Parent(s)/legal guardians shall have access to District-related student education records. For purposes of this MOU, LRCCD and SCHOOL shall not utilize Joint Use Facilities. Instruction shall occur on the campuses of either the SCHOOL or LRCCD. (Ed. Code § 76004(c)(1).)
- G. Parents or legal guardians shall be required to sign a form consenting to the enrollment of their pupils in community college courses offered by the LRCCD pursuant to this MOU. The consent form shall be submitted to and be maintained by LRCCD. A copy of the consent form shall be retained by the SCHOOL. Pursuant to LRCCD Policy and Regulation, LRCCD data concerning a student shall not be shared with parents without a signed, dated release from the student authorizing the sharing of that data, unless required by federal or state law.

6. Required CCAP Partnership Certifications.

- A. The Board of Trustees of LRCCD and SCHOOL will pass a resolution approving this MOU as required under Education Code section 76004. The resolution shall be in the form provided in Exhibit A to this MOU.

- B. All college course faculty will be employees of LRCCD.
- C. All LRCCD faculty teaching a course on a SCHOOL campus has not been convicted of any sex offenses as defined in Education Code section 86010 or any controlled substance offense as defined by Education Code section 87011. *(Ed. Code § 76004(h).)*
- D. LRCCD faculty teaching a course at a SCHOOL campus will not displace or result in the termination of an existing SCHOOL teacher teaching the same course on that SCHOOL campus. *(Ed. Code § 76004(i).)*
- E. A qualified SCHOOL teacher teaching a course offered for college credit at a SCHOOL high school campus will not displace or result in the termination of an existing LRCCD faculty member teaching the same course on a partnering LRCCD campus. *(Ed. Code § 76004(j).)*
- F. Community college courses offered for college credit at the SCHOOL campus will not reduce access to the same courses offered at the LRCCD campus. *(Ed. Code § 76004(k)(1))*
- G. Any LRCCD community college course that is oversubscribed or has a waiting list at LRCCD will not be offered pursuant to this MOU. *(Ed. Code § 76004(k)(2).)*
- H. Participation in the CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code, section 66010.4. *(Ed. Code § 76004(k)(3).)*
- I. High school students participating in the CCAP partnership will not lead to enrollment displacement of otherwise eligible adults at LRCCD colleges. *(Ed. Code § 76004(k)(3).)*
- J. Both LRCCD and SCHOOL will comply with local bargaining requirements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching an AB 288 CCAP Partnership Agreement courses offered for high school credit. *(Ed. Code § 76004(l).)*
- K. Any remedial course taught by LRCCD faculty (which includes a qualified high school teacher teaching a college course as an "employee" of the community college district pursuant to CCR, Title 5 Section 58058(b)) at a SCHOOL high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both based on an interim assessment in grade 10 or 11, as determined by the SCHOOL, and that the delivery of these remedial courses shall involve a collaborative effort between the SCHOOL high school and LRCCD faculty to deliver an innovative remediation course as an

intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon high school graduation. (Ed. Code § 76004(n).)

7. **Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted Under the Terms of This MOU.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

Responsibilities of the Parties

- A. LRCCD and SCHOOL policies and procedures apply. LRCCD in collaboration with the SCHOOL is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards applicable to LRCCD, as well as any corresponding local policies, practices, and requirements of the SCHOOL.
- B. Enrollment Period. The enrollment period shall be determined by LRCCD in accordance with its guidelines, policies, pertinent statutes, and regulations. The District's calendar shall also be considered for purposes of the enrollment period.
- C. Number of Course Hours Sufficient to Meet the Stated Performance Objectives. LRCCD will determine the student learning outcomes for each of the Courses and the number of course hours necessary to meet the performance objectives. The performance objectives and corresponding course hours shall be specified in the related CA.
- D. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with LRCCD guidelines, Board Policies, Administrative Regulations, pertinent statutes, and regulations or as mutually agreed upon by the Parties. All students will be under the immediate supervision of an employee of LRCCD. For purposes of this paragraph all SCHOOL employees who are teaching the courses shall be deemed to be employees of LRCCD. For courses conducted on District campuses, the SCHOOL shall be responsible for all ADA and Individual Education Plan issues for its students; LRCCD shall be responsible for any academic accommodations deemed necessary through the LRCCD DSPS program.
- E. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with LRCCD and the District guidelines, policies, pertinent statutes and regulations.
- F. Right to Control and Direct Instructional Activities. LRCCD is responsible for the Courses and has the sole right to control and direct the instructional activities of all faculty teaching those Courses, including those who are also SCHOOL personnel.

- G. Minimum Qualifications for Faculty Teaching Courses. All faculty that teach Courses shall meet the minimum qualifications to provide instruction in a California community college.
- H. Facilities. The Parties will provide adequate classroom space at their facilities, or other mutually agreed upon location, to conduct the contemplated instruction and do so without charge to either party or students. The Parties agrees to clean, maintain, and safeguard their premises. The Parties warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- I. Equipment. SCHOOL and/or the Parties will furnish, at its own expense, all course materials, specialized equipment, and other necessary equipment for all SCHOOL students. It is understood that whichever Party supplies any equipment and materials such equipment and materials shall be the sole property of the Party. The faculty shall determine the type, make, and model of all equipment and materials to be used during each Course. The Parties understands that no equipment or materials fee may be charged to District students enrolled in classes pursuant to this MOU.
- J. CCAP Enrollment. Enrollment shall be open to any SCHOOL pupil who has been admitted to LRCCD and meets all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by LRCCD. Applicants must meet the standards and prerequisites of the LRCCD.

In coordination with the SCHOOL, LRCCD will be responsible for processing student applications. LRCCD will provide the necessary admission forms and procedures and both LRCCD and SCHOOL will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

In coordination with the SCHOOL, LRCCD will ensure that each student completes the admissions procedure, the course enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. SCHOOL will assist LRCCD, as necessary. A successful enrollment requires that each student has completed an enrollment application provided by LRCCD, completed the parental permission form, the application and parental permission form has been delivered to and accepted by LRCCD's Admissions and Registration Office, all enrollment and other applicable fees have been paid, and the applicant has met all requirements, to include the standard LRCCD student liability and medical care coverage, if applicable.

- K. Enrollment Fees. Pursuant to LRCCD Board Policy, Education Code sections 76300(f), and 76004, students enrolled in courses under this MOU shall be exempt from fees described in Education Code sections 76060.5 (student body fee), 76140 (nonresident tuition), 76223 (copies of records), 76300 (student fee), 76350 (apprenticeship fees), and 79121 (child development

center fees). Students enrolled in these courses will pay all other applicable fees (i.e Universal Transit Fee, Student Representation Fee, Health Center Fee, etc.), as long as permissible under state and federal law.

- L. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to LRCCD periodically, or upon demand, and shall be maintained by LRCCD, copies of said documents shall also be maintained by the SCHOOL.
 - M. Ancillary Support Services for Students. Both LRCCD and SCHOOL shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling and guidance and placement assistance.
8. **Liaison.** At no cost to the SCHOOL, LRCCD will provide the services of faculty members who will facilitate coordination and cooperation between LRCCD and SCHOOL. LRCCD will provide SCHOOL personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this MOU, including conducting appropriate student assessments, outreach/recruitment activities and the LRCCD's application procedures.
9. **Support Staff.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:
- A. SCHOOL to Provide Support Services. Unless otherwise provided for in a related CA, SCHOOL will provide personnel to perform the following services on its campus: clerical services and services associated with outreach activities, recruiting students, assessing students, processing student applications, enrolling qualified students, and other related services as may be necessary.
 - B. SCHOOL is Responsible for its Own Personnel. SCHOOL'S personnel will perform these services on duty time. SCHOOL personnel performing these services will be employees solely of SCHOOL, subject to the authority of SCHOOL, but will also be subject to the direction of LRCCD, specifically with regard to their duties pertaining to the Courses described in the related CAs. LRCCD has the primary right to control and direct Course activities.
 - C. **Collaboration. School and LRCCD will commit to quarterly meetings to evaluate and discuss opportunities for program improvement and planning.**
10. **Faculty.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:
- A. Selection and Employment of Faculty. With the input of the SCHOOL, LRCCD will select faculty pursuant to its own policies, regulations and the law. SCHOOL personnel selected to be faculty shall be employees solely of LRCCD during the

time they teach LRCCD courses, but will also be subject to the authority of SCHOOL, specifically with regard to their duties as SCHOOL employees. The LRCCD faculty shall be subject to the LRCCD Collective Bargaining Agreement with the Los Rios College Federation of Teachers in effect at the time the course is offered.

- B. Faculty. LRCCD shall ensure that all faculty are experienced, competent, dedicated personnel who have the personal attributes necessary for providing instruction in the Courses. LRCCD shall ensure that all faculty possess all minimum qualifications, any certificates or other training requirements that may be required including, but not limited to the qualification requirements of Title 5 CCR 53410 and 58060.
 - C. LRCCD Shall Determine Faculty Requirements. LRCCD shall determine the number of faculty, the ratio of faculty to students, and the subject areas of instruction.
 - D. Orientation Meeting. Faculty shall attend an orientation meeting if scheduled and LRCCD shall provide manuals, course outlines, curriculum materials, and testing and grading procedures as necessary.
11. **Instruction.** All lectures will conform to LRCCD approved curriculum and course outlines and recommendations of experienced LRCCD faculty. All courses must follow LRCCD's required hours of instruction and meet LRCCD's minimum enrollment requirements. Instructional presentations will incorporate planned practical demonstrations, as may be necessary, and use audiovisual techniques or equipment and vocational equipment. Course instruction must also comply with SCHOOL policies and regulations.
12. **Facilities.** The Parties contemplate that primarily, the facilities of the SCHOOL will be utilized to carry out the goals of this MOU and any related CA, although from time to time LRCCD facilities may be utilized subject to the mutual MOU by the Parties as expressed in a related CA. The Parties agree to defend, hold harmless, and indemnify each other and their respective governing board, officers, employees, administrators, independent contractors, subcontractors, and other representatives from all damages, losses, or expenses, including litigation costs such as attorney's fees, should a student, faculty, or third party be injured as a result of or connected with the condition of the Parties' premises, in whole or in part. The indemnity shall survive termination of this MOU and is in addition to any other rights or remedies LRCCD may have under law or otherwise.
13. **Workers' Compensation.** SCHOOL shall be the "primary employer" for all its personnel who perform services as support staff. SCHOOL shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL personnel made in connection with performing services and receiving instruction under this MOU or any related

CA. SCHOOL agrees to hold harmless, indemnify, and defend LRCCD from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL personnel connected with providing services under this MOU or any related CA. SCHOOL is not responsible for non-District personnel who may serve as faculty or students who are not affiliated with the SCHOOL. These provisions may not be voided, modified nor waived by a related CA.

LRCCD shall be the "primary employer" for all its personnel who perform services as support staff. LRCCD shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective LRCCD personnel made in connection with performing services and receiving instruction under this MOU or any related CA. LRCCD agrees to hold harmless, indemnify, and defend SCHOOL from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by LRCCD personnel connected with providing services under this MOU or any related CA. LRCCD is not responsible for non-LRCCD personnel who may serve as faculty or students who are not affiliated with LRCCD . These provisions may not be voided, modified nor waived by a related CA.

14. **Reporting Requirements.** Annually, LRCCD and SCHOOL shall report all of the following information to the office of the Chancellor of the California Community Colleges:
- A. The total number of high school pupils by school-site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - B. The total number of community college courses by course category and type and by school-site enrolled in by partnership participants.
 - C. The total number and percentage of successful course completions, by course category and type and by school-site, of partnership participants.
 - D. The total number of full-time equivalent students generated by CCAP partnership community college district participants.
 - E. The courses to be offered on the SCHOOL campus for the upcoming semester

16. **Indemnification.**

- A. SCHOOL shall defend, hold harmless, and indemnify LRCCD, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential

damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of instruction pursuant to this MOU or any related CA that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of SCHOOL, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

- B. LRCCD shall defend, hold harmless, and indemnify SCHOOL, their governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its responsibilities hereunder that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of LRCCD, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.
- C. SCHOOL shall have no obligation to defend, hold harmless, or indemnify LRCCD, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct; and LRCCD shall have no obligation to defend, hold harmless, or indemnify SCHOOL, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct.
- D. This indemnity shall survive termination of this MOU or any related CA, and is in addition to any other rights or remedies that SCHOOL or LRCCD may have under law and/or otherwise.
- E. These provisions may not be voided, modified nor waived by any related CA.

17. Insurance Requirements.

- A. During the entire term of this Agreement, each party shall, at its own expense, maintain, and shall require all subcontractors to maintain insurance as set forth below and shall provide the additional insured endorsements that name the other party as an additional insured on the each party's General Liability policy and Automobile Liability policy. Minimum Scope of Insurance: Coverage shall be:
 - 1. Commercial General Liability. \$1,000,000 combined single limit per occurrence for bodily injury, personal injury and property damage; and a \$3,000,000 aggregate. Any combination of General Liability, and Excess Coverage amounting to a minimum of \$3,000,000 in coverage

will be acceptable. The Commercial General Liability additional insured endorsement shall be as broad as the Insurance Services Inc.'s (ISO) additional insured, Form B CG 20101001.

2. Automobile Liability. "Any Auto" with \$1,000,000 combined single limit per accident for bodily injury and property damage.
 3. Workers' Compensation. As required by the Labor Code of the State of California, and Employers' Liability Insurance; with limits as required by the Labor Code of the State of California and Employers' Liability limits of \$1,000,000 per accident.
- B. If the above liability coverage is written on a claims-made form, it shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement and continue for at least three full years following the completion of any services/work under this Agreement. Any deductibles, self-insured retentions, or changes in these items must be declared to and approved by the other party. Each insurance policy required by this Agreement shall be endorsed to state that coverages shall not be canceled except after thirty (30) days prior written notice has been given to the other party. Each party shall provide the other with certificates of insurance and required executed endorsements, evidencing compliance with this section, prior to the commencement of any Courses. On request, each party shall furnish copies of any and/or all of the required insurance policies.
- C. Nothing in this section concerning minimum insurance requirements shall reduce a party's liability or obligations under the indemnification provisions of this MOU.
- D. The Parties acknowledge that both parties are permissibly self-insured under California law.
- E. These provisions may not be voided, modified nor waived by a related CA.
18. **Discrimination and Harassment.** Each party agrees it will not unlawfully discriminate, harass, or allow harassment against any employee or other person because of ethnic group identification, race, color, gender, sexual orientation, sexual identity, religion, age (over forty), national origin, ancestry, disability, political affiliation or belief, military and veteran status, or marital status, and shall comply with all applicable laws pertaining to employment.
19. **Entire Agreement.** This MOU and any related CAs constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related CA.

20. **Amendment.** The provisions of this MOU may be modified only by mutual MOU of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.
21. **Waiver.** Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.
22. **Assignment.** Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.
23. **Parties in Interest.** Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.
24. **Severability.** If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.
25. **Notices.** Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.
26. **Authority to Enter Into MOU.** Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.
27. **Status of the Parties.** Neither party is a partner, joint venture, co-principal, employer, or co-employer of the other or of an employee of the other party. SCHOOL shall be solely responsible for paying all salaries, wages, benefits, and other compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this MOU and any related CA. SCHOOL shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes,

FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this MOU and any related CA.

- 28. LRCCD shall be solely responsible for paying all salaries, wages, benefits, and other compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this MOU and any related CA. LRCCD shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes, FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this MOU and any related CA.
- 29. **Retention and Audit of Records.** Each party shall maintain records pertaining to this MOU and related CAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.
- 30. **Governing Law and Venue.** This MOU will be governed by and construed in accordance with California law and venue of any action or proceeding in connection with this MOU shall be Sacramento County, California.

IN WITNESS WHEREOF, the Parties hereto have caused this MOU to be executed the day and year first above written.

AGREED TO AND ACCEPTED:
LOS RIOS COMMUNITY COLLEGE DISTRICT

AGREED TO AND ACCEPTED:
NATOMAS CHARTER SCHOOL

By: _____
Jamey Nye, Ph.D.
Deputy Chancellor
1919 Spanos Court
Sacramento, CA 95825
(916) 568-3031

By: _____
Joe Wood
Executive Director
4600 Blackrock Drive
Sacramento CA, 95835
(916) 928-5353 ext. 1005

COURSE AGREEMENT

This course agreement is entered into between the Los Rios Community College District / American River College (“LRCCD”) and Natomas Charter School (“SCHOOL”) regarding dual enrollment courses to be taught at SCHOOL.

1. The memorandum of understanding (“MOU”) entered into by LRCCD and SCHOOL is incorporated by reference as if fully set forth herein. In the event of a conflict between the terms of this course agreement and the MOU the terms of the MOU shall govern.

2. The name(s) of the course(s) to be taught are:

Fall 2020

- HCD 310
- STAT 300
- ENGWR 300

Spring 2021

- ANTH 300
- MUFL 315
- MUFL 330
- ENGWR 302

Fall 2021

- HCD 310
- STAT 300
- ENGWR 300
- PSYC 300
- HCD 330
- ASTR 300

Spring 2022

- ANTH 300
- MUFL 315
- MUFL 330
- ENGWR 302
- HUM 301
- SOC 300
- ECON 320

3. The name(s) of the Faculty for the course(s) are: TBD

4. Classroom instruction for the course(s) shall commence on or about date of August 1, 2020 and shall continue until the conclusion of the courses on or about June 11, 2021.
5. The approved curriculum and course outlines applicable to these courses are incorporated herein as Attachment A to this agreement.
6. Natomas Charter School students may be added to a section from any course listed above in combination with other dual enrolled high school students provided those likewise recognized CCAP districts or charter schools possess a MOU and agreement through LRCCD AND pending availability of an open seat.

LOS RIOS COMMUNITY COLLEGE
DISTRICT

NATOMAS CHARTER SCHOOL

By: Jamey Nye
Deputy Chancellor

By: Joe Wood
Executive Director

Date: _____

Date: _____

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: ANTH 300: Biological Anthropology

Outline Status: Catalog

Last Full Review: Nov 28, 2018

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: ANTH 300

Title: Biological Anthropology

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course covers the concepts, methods, and theory of biological evolution and its application to the human species. There is a specific focus on molecular, Mendelian, and population genetics as well as on the mechanisms of evolution primatology, paleoanthropology, biocultural adaptations, human variation, and current bioethical issues. The philosophy of science and the scientific method serve as foundations to this course. This course is not open to students who have completed ANTH 480.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- describe the scientific process as a methodology for understanding the natural world
- evaluate the nature and origins of the science of biological anthropology
- examine the basic concepts of evolution
- analyze the evidence to support evolution
- survey the various methods for dating the fossil evidence of human evolution
- compare and contrast the living primates
- explain the current hypotheses relevant to an understanding of human evolution
- analyze the fossil record evidence for human evolution
- assess the nature and causes of human diversity

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Introduction to Anthropology and an overview of the subfields within the discipline
- 2 Historical development of evolutionary theory: Darwin and his world; evidence of evolution
- 2 The scientific method: differentiating beliefs from scientific evidence; the scientific method as a methodology for understanding the natural world
- 3 Mendelian genetics: the basis of heredity
- 3 The cell: chromosomes; cellular division: meiosis and mitosis; nondisjunction and other problems in the division process
- 3 Molecular genetics: DNA, RNA, and protein synthesis
- 3 The forces of evolution: mutation, natural selection, gene flow, genetic drift; modes and tempos of evolution; population genetics
- 3 Human variation: polymorphisms, polygenic traits, polytypic species
- 2 Classifying human populations: clinal distributions; the concept of race
- 3 The place of humans in nature: modern primate taxonomy vs. the traditional taxonomy
- 3 The living primates: behaviors, skeletal structures, and locomotor patterns
- 3 Primate social behavior and social organization; reproductive patterns; diet and dentition
- 3 Cognitive capabilities: ape language acquisition; conservation and ethical debates pertaining to non-human primates
- 3 The evidence of evolution: the geologic time scale and the fossil record; dating methods
- 3 The early primates: primate origins from the Paleocene and the Eocene; anthropoid fossils from the Oligocene and Miocene
- 3 The first bipeds: pre-Australopithecines and the earliest evidence of bipedal locomotor patterns
- 3 The Australopithecines: gracile vs. robust forms; bipedal forms from the Plio-Pleistocene boundary
- 3 The genus Homo: from the earliest members of the genus Homo to H. erectus and H. ergaster

- 3 Archaic Homo sapiens to modern Homo sapiens: physical and cultural attributes; biocultural adaptations of the human species; the biological continuum: the future of humanity
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, group discussions, student presentations, and media presentations.

Section 6: Typical Student Assignments

Example #1:

Draw pedigree charts for two Mendelian traits in two different families. Determine which phenotype is expressing the dominant condition and which is expressing the recessive condition.

Addresses SLO: examine the basic concepts of evolution

Example #2:

Select five primate species, one from each of the following groups: prosimian, New World monkey, Old World monkey, small-bodied ape, large-bodied ape. Write a five-page research report that compares and contrasts these species and determine why each is placed within its particular taxon category.

Addresses SLO: compare and contrast the living primates.

Section 7: Evaluation and Assessment Methods

Application/written exercises, discussions, problem-solving exams and quizzes, research reports.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Stanford, C., Allen, J., and Anton, S. (2016). *Biological Anthropology* (4th ed.). Pearson. [ISBN: 978-0134005690]
 - Stanford, C., Allen, J., and Anton, S. (2016). *Exploring Biological Anthropology: The Essentials* (4th ed.). Pearson. [ISBN: 978-0134014012]
 - Jurmain, R., Kilgore, L., Trevathan, W., Ciochon, R., and Bartelink E. (2017). *Introduction to Physical Anthropology* (15th ed.). Thomson Wadsworth. [ISBN: 978-1337099820]
 - Stein, P., and Rowe, B. (2013). *Physical Anthropology* (11th ed.). McGraw Hill. [ISBN: 978-0078035036]
-

Section 10: Additional Course Information

Faculty Discipline(s):	Anthropology
Short Title for Transcripts:	Biological Anthropology
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2202.00 (<i>Anthropology</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340*

Justification:

"Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340"

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- distinguish among fact, inference and opinion
- respond to issues raised in texts

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- appraise and critique reading passages for bias.
- make inferences.
- recognize a wide variety of academic and idiomatic vocabulary.
- adapt reading speed and style to material.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	Biological Anthropology is one of the four fields of anthropology and as such is an integral part of the undergraduate education of anthropology majors.
Associate Degree GE Pattern:	IV. Natural Sciences (<i>Approved: Jun 01, 1973</i>)
Degrees and Certificates:	Anthropology (A.A. for Transfer (AA-T) Degree); Anthropology (A.S. Degree); General Science (A.S. Degree)
Prerequisite To:	ANTH 335
Corequisite To:	ANTH 301
Advisory To:	ANTH 303, 370, and 372
Embedded In Descriptions:	

Section 13: Course Identification (C-ID) Number

C-ID: ANTH 110 (*Approved: May 09, 2016*)

Section 14: Relationship to Transfer Institutions

Transfer:	CSU <i>Approved: Aug 01, 1980</i>
Transfer:	UC <i>Approved: Aug 01, 1983</i> "ANTH 300 & 480 combined: maximum credit - one course"
CSU General Education:	Area B2: Life Science (<i>Approved: Aug 01, 1990</i>)
IGETC:	Area 5B: Biological Sciences (<i>Approved: Aug 01, 1991</i>)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: ASTR 300: Introduction to Astronomy

Outline Status: Catalog

Last Full Review: Nov 21, 2013

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: ASTR 300

Title: Introduction to Astronomy

Units: 3.00

Prerequisite: None.

Advisory: MATH 100, 104 or 132 with a grade of “C” or better, AND eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course covers topics in modern planetary and stellar astronomy, such as dwarf, jovian, terrestrial, and extrasolar planets and the life cycle of stars, black holes, and supernovae. It also includes topics on cosmology and galactic astronomy, such as dark matter, dark energy, the Big Bang, and the expansion of the Universe.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- evaluate early models of the solar system using the scientific method and outline the historical events that led to our current model.
- apply theories and models from classical physics and modern physics to explain astronomical observations, such as the motion of objects in the sky, the formation of planets, and the life cycle of stars.
- classify the planets as terrestrial or jovian and list the characteristics of each category.
- discuss the discovery of new Kuiper belt objects and how their existence changed our definition of what a planet is.
- describe how extrasolar planets are detected and discuss their properties.
- describe the structure of the Sun and its source of energy.
- explain how astronomers collect light from distant stars and discuss what can be learned from analyzing that light.
- classify different types of stars and galaxies, and discuss the stellar life cycle in the context of stellar evolution.
- describe the astronomical evidence for dark matter and dark energy, and discuss their implications.
- describe the scientific evidence and models regarding the nature and origin of the Universe, including its evolution from the Big Bang up to today.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Naked eye astronomy: the motion of the Sun, Moon, and stars as seen from the Earth; seasonal changes; phases of the Moon and eclipses.
- 2 Scientific method and history of astronomy: geocentric and heliocentric models, Copernican Revolution, and Kepler's laws.
- 4 Physics: gravity, temperature, pressure, energy, and conservation laws.
- 5 Light: the nature of light, the electromagnetic spectrum, the atom and spectroscopy, telescopes on Earth and in space, and the Doppler effect.
- 1 Formation and evolution of the solar system.
- 2 The role plate tectonics, volcanism, and magnetic fields play in shaping the surfaces, habitability, and other properties of different planetary bodies.
- 1 Earth: internal structure, surface and atmosphere, magnetosphere, and ability to support life.
- 3 Terrestrial planets: characteristics of the Moon, Mercury, Venus, and Mars, in comparison to Earth.
- 3 Jovian planets: characteristics and properties of Jupiter, Saturn, Uranus, and Neptune.
- 2 Comets, asteroids, and meteorites.
- 2 The discovery of new Kuiper belt objects and how their existence changed our definition of what a planet is. From Pluto to Eris and other dwarf planets. The Oort cloud.
- 2 Extrasolar planets: how to detect them. Abundance of Hot Jupiters and the habitable zone. Comparison with the solar system.
- 3 Einstein's relativity and particle physics fundamentals: speed of light, time dilation, quarks, and leptons. Fundamental forces of nature.
- 2 Sun: internal structure, nuclear fusion, solar activity, heliosphere, and the limits of the solar system.

- 3 Stars: classification of stars, Hertzsprung-Russell (HR) diagrams, main sequence, luminosity, and apparent and absolute brightness.
 - 4 Stellar evolution: birth, life and death of stars. Stellar death: white dwarfs, neutron stars, supernovae, and black holes.
 - 3 The Milky Way and large scale structure of our galaxy. Evolution of galaxies: galaxy formation and galaxy collisions. Spirals, Elliptical, and Irregular galaxies.
 - 1 Gamma-ray bursts (GRBs), quasars and other active galactic nuclei, and supermassive black holes - the most energetic and farthest away objects in the Universe.
 - 2 The astronomical evidence for dark matter and dark energy, including their implications.
 - 3 Cosmology: large-scale structure, Cosmic Background Microwave Radiation (CMBR), cosmic evolution, the expanding Universe, the geometry of the Universe, and the fate of the Universe.
 - 1 Astrobiology - life in the Universe, where to look, life requirements, extremophiles, and SETI.
 - 2 Final exam.
-

54 Total Hours

Section 5: Methods of Instruction

Lecture, demonstrations, media presentations, and in-class discussion.

Section 6: Typical Student Assignments

Assigned homework includes reading from the text, answering conceptual questions, and writing short essays.

Example #1:

In a two-paragraph essay, answer the following questions: In what direction does the tail of a comet point? Why does it point in that direction?

Example #2:

Compare and contrast the life cycles of low-mass and high-mass stars.

Section 7: Evaluation and Assessment Methods

Quizzes, exams, short reports, and assigned homework.

Section 8: Distance Education

Percentage: Up to 0% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Bennett, J., Donahue, M., Schneider, N., and Voit, M. (2013). *The Cosmic Perspective* (7th ed.). Pearson. [ISBN: 978-0321839558]
 - Comins, N., and Kaufmann, W. (2008). *Discovering the Universe* (8th ed.). W. H. Freeman and Company. [ISBN: 978-1-429-20519-1]
-

Section 10: Additional Course Information

Faculty Discipline(s):	Physics/Astronomy
Short Title for Transcripts:	Introduction to Astronomy
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	1911.00 (<i>Astronomy</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *MATH 100, 104 or 132 with a grade of “C” or better, AND eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification: "MATH 100, 104 or 132 with a grade of “C” or better, AND eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 102: Proficient Writing

The following ENGWR 102 advisory skills are recommended in order to be successful in the course:

- develop and expand ideas that are supported by a variety of relevant details
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- make inferences.
- recognize a wide variety of academic and idiomatic vocabulary.
- outline, paraphrase, and summarize passages from a range of texts.
- adapt reading speed and style to material.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

MATH 100: Elementary Algebra

The following MATH 100 advisory skills are recommended in order to be successful in the course:

- simplify expressions using the basic operations and properties of real numbers.
- set up application problems and solve the resulting equation(s) using the appropriate method.
- simplify rational expressions and solve equations with rational expressions.
- solve and graph linear equations and inequalities.
- use roots, radicals, and exponents in simplifying expressions.

MATH 104: Elementary Algebra, Part II

The following MATH 104 advisory skills are recommended in order to be successful in the course:

- classify polynomials according to type and apply appropriate factoring techniques.
- use roots, radicals, and exponents in simplifying expressions.
- set up application problems and solve the resulting equation(s) using the appropriate method.

MATH 132: Combined Algebra - Part II

The following MATH 132 advisory skills are recommended in order to be successful in the course:

- apply appropriate factoring techniques to polynomials.
- demonstrate factoring and algebraic techniques to solve quadratic equations.
- use roots, radicals, and exponents in simplifying expressions.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This is a descriptive course in general astronomy, treating the nature and evolution of the solar system, stars, galaxies, cosmology, and life in the Universe. It is intended primarily for students with a limited background in science. This course satisfies the ARC, IGETC and CSU general education science requirement.

Associate Degree GE Pattern: IV. Natural Sciences (*Approved: Jun 01, 1973*)

Degrees and Certificates: General Science (A.S. Degree); Physical Science/Mathematics (A.S. Degree)

Prerequisite To: None.

Corequisite To: ASTR 400

Advisory To: None.

Embedded In Descriptions:

Section 13: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983* "ASTR 300, 310 and 320 combined: maximum credit, two courses "

CSU General Education: Area B1: Physical Science (*Approved: Aug 01, 1980*)

IGETC: Area 5A: Physical Sciences (*Approved: Aug 01, 1995*)

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: ECON 320: Concepts in Personal Finance

Outline Status: Catalog

Last Full Review: Feb 22, 2017

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: ECON 320

Title: Concepts in Personal Finance

Same As: BUS 320 (*Concepts in Personal Finance*)

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course covers how to analyze financial affairs for lifelong decision making. It examines the basics of financial planning, analysis, and decision making in areas of budgeting, taxes, credit, money management, insurance, investments, and retirement with an emphasis on principles to develop economic decision-making skills. This course is not open to students who have completed BUS 320.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- examine economic needs, establish financial goals, and design a personal financial plan to achieve them
 - apply economic principles and concepts to develop a financial plan
 - assess the changing economic environment and develop alternative plans or contingency plans so the personal financial plan remains viable
 - analyze the various investment options to aid in successful financial planning
 - apply the concept of the time value of money
 - explain types of risk and risk management methods to develop a risk management plan
 - analyze advantages and disadvantages of credit, determine the cost of credit, and assess the types and sources of credit
 - construct, implement, review, and revise a financial plan
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Financial planning; fundamental financial principles, (e.g., risk/reward). Introduction to (and evaluation of) financial missions, goals, and objectives. Typical financial stages of most individuals (e.g., asset accumulation, conservation/protection, distribution/gifting).
- 3 Budgets, saving, and spending; Veblen's theory of conspicuous consumption as well as traditional concepts of unnecessary spending (e.g. latte factor). Importance and need for savings, Bach's theory of automatic investing, basic principles of budgeting.
- 3 Financial plans; purpose of financial plans, balance sheets, income statements, and financial ratios. Analysis of raw financial data to evaluate financial health (e.g., net worth, current ratio, debt ratio).
- 2 Economic environment and personal finance; business cycles, principles of inflation and inflation myths. Definition, calculation, and analysis of various indices of inflation. Historical background of inflation, how inflation impacts personal finance. How tax environments affect investment returns. Evaluation of fiscal and monetary policy on personal finance.
- 3 Time value of money; compound interest, present value, future value, annuities, and IRAs.
- 3 Tax planning and strategy; principles of taxation. Objectives and history of federal income tax law. Theoretical basis for choosing different modes of taxation. Current U.S. tax system with emphasis on income taxes, (e.g., regressive, proportional and progressive taxes, VAT taxes, capital assets, gains, and losses). Evaluation and analysis of tax deductions and credits. Strategies to minimize taxes.
- 3 Banking; basic principles of banking, various financial institutions. Cash management alternatives, liquid assets (e.g., money-market checking accounts, money-market mutual funds, certificates of deposit, and high-yield savings). Analysis of the fundamentals of banking, types of accounts, comparison of interest rates on various liquid investments. Federal Deposit Insurance Corporation and National Credit Union Association insurance.
- 3 Credit; basic model for obtaining credit. Various types of credit, (e.g., mortgages, personal loans, student loans, lines of credit, and credit cards). Credit worthiness and how credit scores are calculated by the Fair Issac Corporation. Calculation of interest (e.g., average daily balance, previous balance method, and adjusted balance method). Prevention of identity theft.

- 3 Role of consumer borrowing; introduction of the loan contract. Secured vs. unsecured loans, expensive vs. inexpensive sources of loans. Debt limit ratio and the debt resolution rule. Changes to bankruptcy law.
- 3 Insurance; principles of risk management. How insurers operate. Types of insurance including, (e.g., property/casualty, auto and renter's, life, health, and disability). Theoretical models that justify different types of life insurance.
- 3 Investment basics; common goals for most investors, lending and ownership investments. Nominal and real rates of return, interest rate risk (e.g., inflation risk premium, default risk premium, maturity risk premium, and liquidity risk premium). Historical level of risk and return tradeoff.
- 3 Investment basics; investment risk and tolerance, diversification. Graham and Dodd's security analysis, modern portfolio theory, and efficient market hypothesis. Asset allocation based on age, income, risk tolerance, and macro and micro economic conditions.
- 3 Securities markets; primary and secondary markets. Various types of market orders, risks of short selling. Purpose and usefulness of brokers and financial planners. Sources of information to trade investment securities, regulation of financial markets, Securities and Exchange Commission.
- 4 Stocks; stock investment. Historic return of stock market performance, analysis of stock quotes from a financial periodical. Classification of stocks according to basic market terminology. How to properly diversify and value stocks. Stock valuation models (e.g., discounted dividends valuation model, technical analysis approach, P/E ratio approach). Dollar-cost averaging (with an emphasis on returns to the investor).
- 4 Bonds and other alternatives; basic bond terminology, evaluation of bond ratings, comparison of various types of bonds. Calculation of bond yields (e.g., current yield and yield to maturity). Inverse relationship between market interest rates and bond prices. Bond contracts, risk/reward tradeoff of bonds.
- 4 Mutual funds; advantages and disadvantages of mutual funds. Role and cost of professional management, exchange-traded funds, risk of mutual fund costs and portfolio redundancy. Mutual fund classes.
- 4 Retirement planning; theory and importance of retirement planning within the context of information previously covered, i.e., inflation, budgets/expenses and taxes. Modigliani & Miller's life cycle and income hypothesis, pensions including employee driven plans such as 401(k)s, 403(b)s, tax sheltered annuities (TSAs), deferred compensation, and IRAs. Humphrey's strengths, weaknesses, opportunities, and threats (SWOT) analysis to review financial goals and plans.

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, case studies, media, research, news article presentations, problem sets, projects, and professor- and publisher-provided materials and presentations.

Section 6: Typical Student Assignments

Example #1:

After the first lecture, prepare short-term and long-term financial goals and objectives with clear distinction. Evaluate your current financial circumstances and assess your current financial stage of life.

Example #2:

Evaluate the current economic phase with respect to the business cycle. Use economic indicators to justify your reasoning for the current economic conditions.

Example #3:

Track your spending for four weeks. Using the data, categorize your spending patterns and apply the information to the development of a personal monthly spending plan or budget.

Section 7: Evaluation and Assessment Methods

Participation in discussions, completion of written assignments, student presentations, research projects, financial planning problem sets, case study analyses, and objective and written examinations.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Kapoor, J., Dlabay, L., and Hughes, R. (2015). *Personal Finance* (11th ed.). McGraw-Hill. [ISBN: 978-0-07-786164-3]
- Keown, A. (2015). *Personal Finance: Turning Money Into Wealth* (5th ed.). Prentice Hall. [ISBN: 978-0133856439]
- Madura, J. (2016). *Personal Finance* (6th ed.). Addison Wesley. [ISBN: 978-0134426839]

Section 10: Additional Course Information

Faculty Discipline(s):	Business, or Economics
Short Title for Transcripts:	Concepts in Personal Finance
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	BUS 320 (<i>Concepts in Personal Finance</i>)
Taxonomy of Programs (TOP) Code:	2204.00 (<i>Economics</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification:

"Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.
- apply basic research steps.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course introduces basic concepts of personal finance, which enables students to properly build a financial plan and fulfills a general education requirement.

Associate Degree GE Pattern: V(b). Social and Behavioral Sciences - Other (*Approved: Jun 01, 1994*)

Associate Degree GE Pattern: III(b). Life Development Skills (*Approved: Jun 01, 1994*)

Degrees and Certificates: Gerontology: Business (A.A. Degree); Gerontology: Business (Certificate)

Prerequisite To: None.

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 13: Relationship to Transfer Institutions

Transfer: CSU *Approved*

CSU General Education: Area D2: Economics (*Approved: Aug 01, 1994*)

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline

American River College

Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: ENGWR 300: College Composition

Outline Status: Catalog

Last Full Review: Feb 22, 2017

Last Curriculum Action: Mar 15, 2018

Catalog Date: Jun 01, 2019

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: ENGWR 300

Title: College Composition

Units: 3.00

Prerequisite: ENGWR 101 (*College Writing*) with a grade of "C" or better, or placement through the assessment process.

Advisory: Concurrent enrollment in ENGRD 310 or 312.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course emphasizes writing and includes reading, research, and critical thinking skills essential for successful completion of a college degree. It covers writing assignments, including expository and argumentative essays (6,000 words minimum for course) using MLA documentation and format. It also includes reading assignments selected from a variety of transfer-level texts of substantial length. This course is not open to students who have successfully completed ENGWR 480.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- assess complex texts for audience, purpose, tone, and development.
 - evaluate arguments for logical consistencies and fallacies.
 - synthesize concepts and evidence from complex texts and sources.
 - compose effective transfer-level essays.
 - incorporate a variety of rhetorical strategies.
 - integrate credible sources using appropriate citation and formatting standards.
 - construct grammatically correct sentences employing a variety of structures and transfer-level diction.
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Summary of a variety of transfer-level texts
 - 6 Analysis of a variety of transfer-level texts, to include evaluation of rhetorical strategies
 - 5 Analysis of a variety of transfer-level texts, to include identification of logic and fallacies
 - 4 The writing process, which may include peer review and multiple drafts
 - 3 Analyzing purpose, audience, and tone in reading and writing assignments
 - 3 Formulating arguments with critical analysis and effective support
 - 5 Formulating rhetorical strategies (such as definition, classification, cause-and-effect, comparison/contrast)
 - 4 Supporting and developing ideas with appropriate and sufficient evidence
 - 3 Thesis statements: purpose, placement, models
 - 2 Essential essay elements: introduction, body paragraphs, transitions, conclusions
 - 3 Conventions of grammar, punctuation, and usage
 - 3 Sentence structure, variety, and diction
 - 3 MLA format: using MLA resources to find and apply documentation standards correctly
 - 3 Research and use of library resources: selection, credibility evaluation and incorporation of sources
 - 3 Synthesis of sources: locating and combining multiple sources to support a thesis
 - 1 Avoiding plagiarism: paraphrasing, summarizing and direct quoting strategies
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, guided individual and group activities, assigned reading and writing, and media presentations.

Section 6: Typical Student Assignments

Example #1:

Write a 1000-word critical analysis of a selected essay from the course reader. Your analysis should summarize and critique the essay's overall thesis, identify and evaluate its key supporting points, and assess that support for effectiveness. Furthermore, your analysis should closely examine the essay's tone for bias, as well as any other relevant elements of the article that contribute to or detract from the essay's effectiveness.

Example #2:

The following essay topic is based on Ray Villard's essay, "Did NASA Fake the Moon Landing?"

Like the moon landing, many events we may think we know have occurred have been called into question. Usually—but not always—these doubts are considered farfetched, the thinking of extremists. In an essay, explore one such questioned event, analyzing the credibility of the doubters and considering the reasons why the doubts appeal to some people. Possible questions: Did the Holocaust really happen? Is anthropogenically-induced global warming fact or fiction? Do vaccinations cause autism? Was September 11 a government plot?

In your essay, you should provide at least four sources, two of which should be credible (you may be analyzing non-credible sources as well).

Section 7: Evaluation and Assessment Methods

Essays, exams, quizzes, writing samples and exercises, and participation in discussions.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Barnet, S., Bellanca, P., and Stubbs, M. (2014). *A Short Guide to College Writing* (5th ed.). Pearson. [ISBN: 978-0134053233]
 - Behrens, L. and Rosen, L. (2015). *Writing and Reading Across the Curriculum, Brief* (13th ed.). Pearson/Longman. [ISBN: 978-0133999013]
 - Coates, T. (2015). *Between the World and Me*. Spiegel & Grau. [ISBN: 978-0812993547]
 - Hacker, D. (2014). *A Writer's Reference* (8th ed.). Bedford St. Martins. [ISBN: 978-1457666766]
 - Kennedy, X. J., Kennedy, D. M., Muth, M. F., and Holladay, S. A. (2014). *The Bedford Guide for College Writers with Reader, Research Manual, and Handbook* (10th ed.). Bedford St. Martins. [ISBN: 978-1457694882]
 - Turkle, S. (2012). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books. [ISBN: 978-0465031467]
 - Alexander, M. (2012). *The New Jim Crow*. New Press. [ISBN: 978-1595586438]
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Section 10: Additional Course Information

Faculty Discipline(s):	English
Short Title for Transcripts:	College Composition
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	1501.00 (<i>English</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Prerequisite Justification

Prerequisite: *ENGWR 101 with a grade of "C" or better, or placement through the assessment process.*

Justification:

ENGWR 101: College Writing

The following ENGWR 101 prerequisite skills are needed in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- evaluate source credibility
- integrate credible sources using appropriate formatting standards
- revise essay drafts to improve focus and strengthen ideas
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English
- distinguish among fact, inference and opinion
- respond to issues raised in texts
- compose essays with clear controlling ideas
- compose essays with a logical progression and organization of ideas
- develop and expand ideas that are supported by a variety of relevant details
- format documents properly
- parenthetically reference sources used in paper
- cite sources in a properly formatted works-cited page

ENGWR 102: Proficient Writing

The following ENGWR 102 prerequisite skills are needed in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- compose essays with clear controlling ideas that address topics using appropriate strategies
- compose essays with a logical progression and organization of ideas
- develop and expand ideas that are supported by a variety of relevant details
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English

Section 12: Advisory Justification

Advisory: *Concurrent enrollment in ENGRD 310 or 312.*

Justification: "Concurrent enrollment in ENGRD 310 or 312."

Other Justification:

ENGRD 310: Prose Analysis and Interpretation

The following ENGRD 310 advisory skills are recommended in order to be successful in the course:

- identify thesis statements, stated or implied
- analyze content to determine major details and pattern of development
- demonstrate critical comprehension skills: inference, fact and opinion, judgment, tone, bias, style, purpose
- recognize analytical reasoning skills as applied to reading: propaganda, assumptions, faulty analogies, non-sequiturs, deductive and inductive patterns, argument, etc.
- analyze pro/con sides of an issue
- apply study reading strategies for college-level material
- adjust reading rates to purpose and complexity of material

ENGRD 312: Academic Textbook Reading

The following ENGRD 312 advisory skills are recommended in order to be successful in the course:

- choose appropriate study skills for various content area courses including previewing, annotating, paraphrasing, and reviewing.
- evaluate purpose and structure in college-level textbooks with specific applications related to careers and disciplines.
- compose written responses to textbook readings.
- employ college-level, discipline-based vocabulary.
- analyze and apply appropriate reading rates to college-level material.

Section 13: Relationship to College Programs

Need/Purpose for the Course: This course prepares students for transfer and is required for several degrees and certificates.

Associate Degree Competency: Competency Writing (*Approved: Aug 01, 1983*)

Associate Degree GE Pattern:	II(a). English Composition (<i>Approved: Jun 01, 1967</i>)
Degrees and Certificates:	Biotechnology (A.S. Degree); Biotechnology (Certificate); CIS: Computer Networking Management (A.S. Degree); CIS: Database Management (A.S. Degree); Elementary Teacher Education (A.A. for Transfer (AA-T) Degree); Funeral Service Education (A.S. Degree); Instructional Assistant I (Certificate); Language Studies (A.A. Degree); LVN to RN Career Mobility (A.S. Degree); Registered Nursing (A.S. Degree); Respiratory Care (A.S. Degree)
Prerequisite To:	BUS 310, ENGCW 450, ENGED 305, ENGED 499, ENGLT 310, ENGLT 311, ENGLT 320, ENGLT 321, ENGLT 340, ENGLT 341, ENGLT 494, ENGLT 499, ENGWR 299, ENGWR 301, ENGWR 302, ENGWR 303, ENGWR 481, ENGWR 482, ESL 350, LA 300, TECCOM 310, and TECCOM 330
Corequisite To:	ENGWR 94
Advisory To:	ACCT 153, ADMJ 498, ENGCW 410, ENGCW 441, ENGCW 442, ENGCW 450, ENGCW 455, ENGLT 300, ENGLT 304, ENGLT 308, ENGLT 327, ENGLT 338, ENGLT 345, ENGLT 360, ENGLT 365, ENGLT 378, ENGLT 380, ENGLT 382, ENGLT 392, ENGLT 403, ENGRD 310, ENGRD 312, FSE 300, GEOL 345, JOUR 340, PHYS 350, PHYS 360, POLS 480, PSYC 335, PSYC 390, SOC 302, and SPEECH 311

Embedded In Descriptions:

Section 14: Course Identification (C-ID) Number

C-ID: ENGL 100 (*Approved: Jul 17, 2012*)

Section 15: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983*

CSU General Education: Area A2: Written Communication (*Approved: Aug 01, 1982*)

IGETC: Area 1A: English Composition (*Approved: Aug 01, 1991*)

Section 16: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	ENGWR 302: Advanced Composition and Critical Thinking
Outline Status:	Catalog
Last Full Review:	Apr 10, 2015
Last Curriculum Action:	May 06, 2015
Catalog Date:	Jun 01, 2016
Official:	Yes

Section 2: Basic Course Information

Identifier:	ENGWR 302
Title:	Advanced Composition and Critical Thinking
Units:	3.00
Prerequisite:	ENGWR 300 (<i>College Composition</i>) or 480 (<i>Honors College Composition</i>) with a grade of "C" or better
Advisory:	ENGRD 310 (<i>Critical Reading as Critical Thinking</i>) or 312 (<i>Academic Textbook Reading</i>)
Hours:	54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.
Description:	This course develops analytical skills through writing and discussion. It examines methods by which people are persuaded to think, believe, and act. It also includes analyses of arguments or expressions of opinions for their validity and soundness. Assigned readings include a variety of essays and a book-length text. Finally, this course focuses on critically assessing, developing, and effectively expressing and supporting opinions. Essays written for the course (6,000 words minimum) draw from the texts to present carefully reasoned arguments. At least one essay includes citations from secondary sources, documented according to current MLA format. This course is not open to students who have successfully completed ENGWR 482.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- analyze, compare, and evaluate divergent perspectives
- evaluate complex systems of values, contexts, and assumptions in texts
- compose thesis-driven arguments of interpretation or evaluation and support them with textual evidence, using a sufficient variety and number of appropriate examples
- assemble, synthesize, and evaluate online and library research for use in a written argument

- compose rhetorically sophisticated sentences to help achieve their purposes in writing

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 6 Introduction to critical thinking and analysis through such methods as inductive and deductive reasoning and ethos, logos, and pathos
- 6 Analysis using argument frameworks such as the Rogerian and/or the Toulmin approaches to argument
- 5 Analysis of argument structure such as using internal evidence, for example, connotative, denotative, and figurative language, to support arguments
- 6 Formulation of arguments, choosing effective rhetorical strategies and avoiding common logical errors
- 6 The influence of social or historical contexts on arguments
- 6 Critical approaches to arguments, using secondary sources as evidence; research and documentation
- 6 The writing process, which may include brainstorming, freewriting, clustering, mapping, peer review, and multiple drafts
- 4 Writing conventions specific to argumentative analysis and using rhetorically sophisticated sentences
- 3 Understanding fallacies
- 4 Comparing and contrasting arguments in different media or by different authors for audience, purpose, and tone
- 2 Finding, analyzing, interpreting, and evaluating primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism

54 Total Hours

Section 5: Methods of Instruction

Media presentations, collaborative assignments, discussions, peer review workshops, lectures, formal and informal writing assignments, and conferences.

Section 6: Typical Student Assignments

Example #1:

Read an argument addressing a past event, such as Charles Krauthammer's "This Isn't a 'Legal' Matter, This Is War," written soon after the September 11, 2001, terrorist attacks. In a 1500-word essay, analyze the argument first from the perspective of kairos and then from the perspectives of logos, ethos, and pathos.

Example #2:

Write a 500-word analysis of the sources of disagreement in any two written arguments from our text that take differing views on the same issue.

Section 7: Evaluation and Assessment Methods

Essays, exams, quizzes, exercises, writing, homework, and participation.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Rottenberg, A., and Winchell, D. (2015). *Elements of Argument* (11th ed.). Bedford. [ISBN: 978-1457662362]
- Barnet, S., and Bedau, H. (2015). *Critical Thinking, Reading, and Writing* (8th ed.). Bedford. [ISBN: 978-1457649974]
- Moore, B. N., and Parker, R. (2014). *Critical Thinking* (9th ed.). Mayfield. [ISBN: 978-1133311188]
- Ramage, J., Bean, J., and Johnson, J. (2011). *Writing Arguments: A Rhetoric With Readings* (9th ed.). Pearson. [ISBN: 978-0205171637]
- Wood, N. (2011). *Essentials of Argument* (3rd ed.). Prentice Hall. [ISBN: 978-0205827022]
- Faigley, L., and Selzer, J. (2015). *Good Reasons: (6th ed.)*. Pearson. [ISBN: 978-0321906748]
- Weissman, A. (2008). *The World Without Us*. Picador. [ISBN: 978-0312427900]
- Rusesabagina, P. (2007). *Ordinary Man*. Penguin. [ISBN: 978-0143038603]
- Machiavelli, N. (1984). *The Prince*. Penguin. [ISBN: 978-0140449150]
- Alexander, M. (2012). *New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press. [ISBN: 978-1595586438]

Section 10: Additional Course Information

Faculty Discipline(s):	English
Short Title for Transcripts:	Adv Comp & Critical Thinking
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	1501.00 (<i>English</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Prerequisite Justification

Prerequisite: *ENGWR 300 or 480 with a grade of "C" or better*

Justification:*ENGWR 300: College Composition*

The following ENGWR 300 prerequisite skills are needed in order to be successful in the course:

- assess complex texts for audience, purpose, tone, and development.
- evaluate arguments for logical consistencies and fallacies.
- synthesize concepts and evidence from complex texts and sources.

ENGWR 480: Honors College Composition

The following ENGWR 480 prerequisite skills are needed in order to be successful in the course:

- analyze essays that are complex in both subject and structure
- evaluate one full-length volume of non-fiction for style, tone, and content
- compose carefully reasoned essays, using various rhetorical strategies
- apply complex critical thinking skills by defining issues; gathering, analyzing, evaluating, and synthesizing ideas; and developing conclusions

Section 12: Advisory Justification

Advisory: *ENGRD 310 or 312*

Justification:*ENGRD 310: Prose Analysis and Interpretation*

The following ENGRD 310 advisory skills are recommended in order to be successful in the course:

- Identify thesis statements, stated or implied
- Analyze content to determine major details and pattern of development
- Demonstrate critical comprehension skills: inference, fact and opinion, judgment, tone, bias, style, purpose
- Recognize analytical reasoning skills as applied to reading: propaganda, assumptions, faulty analogies, non-sequiturs, deductive and inductive patterns, argument, etc.
- Analyze pro/con sides of an issue
- Apply study reading strategies for college-level material
- Adjust reading rates to purpose and complexity of material

ENGRD 312: Academic Textbook Reading

The following ENGRD 312 advisory skills are recommended in order to be successful in the course:

- choose appropriate study skills for various content area courses including previewing, annotating, paraphrasing, and reviewing.
- evaluate purpose and structure in college-level textbooks.
- compose written responses to textbook readings.
- employ college-level, discipline-base vocabulary.
- analyze and apply appropriate reading rates to college-level material.

Section 13: Relationship to College Programs

Need/Purpose for the Course: This is our highest-level composition course. This course serves the segment of our student population that needs extended hands-on practice with critical analysis, advanced composition, and advanced argument skills. The class also fulfills the CSU requirement for a second semester of composition. Finally, this class prepares students in the associated degree programs to be students skilled in critical thinking.

Associate Degree GE Pattern: II(b). Communication and Analytical Thinking (*Approved: Jun 01, 1992*)

Degrees and Certificates: Biotechnology (A.S. Degree); Communication Studies (A.A. for Transfer (AA-T) Degree); Elementary Teacher Education (A.A. for Transfer (AA-T) Degree); English (A.A. for Transfer (AA-T) Degree); English Communication and Literature (A.A. Degree); Journalism and Mass Communications (A.A. for Transfer (AA-T) Degree); Language Studies (A.A. Degree)

Prerequisite To: ENGWR 335

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 14: Course Identification (C-ID) Number

C-ID: ENGL 105 (*Approved: Jul 17, 2012*)

Section 15: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1984*

CSU General Education: Area A3: Critical Thinking (*Approved: Aug 01, 1993*)

IGETC: Area 1B: Critical Thinking (*Approved: Aug 01, 1992*)

Section 16: Digital Signatures

Faculty Initiator: Amanda Corcoran

Department/Subject: ENGWR

Department Vote: *Yes:* 12
No: 0

Abstain: 2

Total: 14

**Department Chair/
Designated Contact:** Kathleen O'Brien (**Signed:** Mar 20, 2015)

Librarian:

Division Dean: Victoria Maryatt (**Signed:** Mar 24, 2015)

CRC Contact: David Weinshilboum (**Signed:** Mar 23, 2015)

FLC Contact: Tina Royer (**Signed:** Mar 19, 2015)

SCC Contact: Joshua Roberts (**Signed:** Mar 12, 2015)

Course Outline

American River College

Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: HCD 310: College Success

Outline Status: Catalog

Last Full Review: Nov 03, 2017

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: HCD 310

Title: College Success

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course covers the skills and knowledge necessary for college success, as well as personal issues that are commonly encountered by many college students. Topics include motivation, self-discipline, learning styles, memory development, time management, communication skills, goal-setting, career planning, study skills and techniques, and critical thinking skills. Campus resources, college regulations, and information competency are also addressed. This course is highly recommended for first time college students and/or continuing college students who would benefit. Field trips may be required.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- assess student success strategies and identify techniques and campus resources to build effective learning skills in areas such as: textbook reading, note taking, memory skills, exam preparation, and exam taking.
- distinguish among different learning styles (i.e. auditory, visual, kinesthetic, and/or read/write) in identifying personal learning preference(s).
- locate and identify campus programs and support services.
- incorporate campus rules and requirements for degree and transfer planning.
- analyze and choose effective communication skills that apply to the academic, career, and/or personal life issues.
- demonstrate measurable goal-setting and decision-making skills.
- recognize the various elements of diversity on our campus.
- demonstrate problem-solving and critical-thinking skills.
- demonstrate personal wellness skills such as stress reduction and health maintenance.
- discriminate between effective and non-effective goal and life planning skills.
- formulate and implement appropriate interpersonal skills and conflict resolution strategies.
- appraise and select the most appropriate modes of instruction for personal learning success.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 2 Instructor and course introduction, student introductions.
- 4 Campus services and resources such as the Learning Resource Center, Career Center, Transfer Center, Library Orientation, Disabled Students Programs and Service.
- 4 Self-assessment: personality/learning styles assessment and its application in academic and personal life.
- 3 Self-awareness development, multiple intelligences, and appropriate study strategies to maximize learning.
- 3 Values clarification, decision making, goal setting, and development of an action plan.
- 4 American River College regulations, degree requirements, comparison of CSU, UC, and private university systems and their transfer requirements.
- 3.5 Time management skills: priority setting, balancing ones own life.
- 3 Critical thinking, creative thinking, brainstorming, and group problem solving.
- 3.5 Introductions to the textbook reading process and resources available to build skills such as LRC and various reading courses.
- 3 Listening skills, memory techniques.
- 3 Note taking, research skills.
- 3.5 Effective writing skills, ARC writing curriculum, Writing Center orientation.
- 3 Exam preparation, test-taking skills, test anxiety management.
- 3 Oral communication skills, assertiveness training, role playing, and conflict resolution exercises.

- 3 Diversity in society; appreciating our differences.
 - 3.5 Personal wellness, stress reduction, nutrition.
 - 2 Career and Interest Inventories/Assessments.
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, group activities, team building exercises, role playing, media presentations, and field trips.

Section 6: Typical Student Assignments

Example # 1:

Complete a report that outlines how personal health and wellness practices are beneficial to your own personal ability to be successful in college.

Example # 2:

Keep a monthly day planner that will allow you to visually monitor your ability to manage time, plan for upcoming assignments, tests and/or projects and adjust your priorities as appropriate.

Section 7: Evaluation and Assessment Methods

Written assignments, quizzes, exams, discussions, participation, group assignments, presentations, personal portfolios, and activity journals.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Downing, S. (2017). *On Course* (8th ed.). Houghton Mifflin Company. [ISBN: 9781305397477]
- Mollan-Masters, R. (2009). *You Are Smarter Than You Think* (3rd ed.). Reality Productions. [ISBN: 978-0984112609]
- Ellis, D. (2018). *Becoming A Master Student* (16th ed.). Houghton Mifflin Company. [ISBN: 9781337579858]
- Carter, C., and Lyman-Kravits, S. (2017). *Keys to Success* (8th ed.). Prentice Hall. [ISBN: 978-0321929242]
- Ferrett, S. (2018). *Peak Performance* (10th ed.). McGraw Hill. [ISBN: 9781259702761]

Supplementary Requirements: American River College Catalog (Current Year)

Section 10: Additional Course Information

Faculty Discipline(s):	Counseling
Short Title for Transcripts:	College Success
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	4930.13 (<i>Academic Guidance</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification:

"Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- evaluate source credibility
- distinguish among fact, inference and opinion
- respond to issues raised in texts
- compose essays with clear controlling ideas
- format documents properly

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.

- make inferences.
- apply basic research steps.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This course offers students the information and skills needed to succeed in college.
Associate Degree GE Pattern:	III(b). Life Development Skills (<i>Approved: Jun 01, 2003</i>)
Degrees and Certificates:	Emergency and Episodic Care (Certificate)
Prerequisite To:	HCD 364
Corequisite To:	None.
Advisory To:	None.
Embedded In Descriptions:	

Section 13: Relationship to Transfer Institutions

Transfer:	CSU <i>Approved: Jun 01, 2003</i>
Transfer:	UC <i>Approved: Jun 01, 2003</i>
CSU General Education:	Area E1: Lifelong Understanding and Self-Development (<i>Approved: Aug 01, 2008</i>)

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: HCD 330: Life and Career Planning

Outline Status: Catalog

Last Full Review: Sep 04, 2014

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: HCD 330

Title: Life and Career Planning

Units: 1.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340

Hours: 18 hours lecture, 36 hours out-of-class work, for a total of 54 student learning hours.

Description: This course is a comprehensive approach to life and career planning based on extensive interests, personality type, values, and skills assessments. Personal and career goals are formulated using career research and decision-making strategies.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- interpret and appraise their own skills, interests, and personality characteristics.

- identify values and skills in relation to career opportunities.
 - analyze and apply the principles of decision making.
 - describe types of careers and associate skills and interests.
 - research occupational information.
 - develop a plan to achieve academic and career goals.
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 2 Introduction: Overview of career assessments and occupational goals.
 - 3 Interpreting interest and personality assessments.
How to apply results to decision making process.
 - 3 Values and self-assessment results. The importance of aligning personal values with career choices.
Evaluating the implications of values, skills, and career choices.
 - 2 The decision making process: overcoming barriers to decision making, developing decision-making strategies.
 - 3 Career field research, occupational trends, how college majors relate to occupational fields, how to obtain accurate occupational information.
 - 3 Integrating self-assessment and career information. Identifying career fields that align with the results of students' extensive research with an emphasis on the connection between personal values and career choices.
 - 2 Strategies to set academic and career goals which includes creating a step-by-step action plan.
-

18 Total Hours

Section 5: Methods of Instruction

Instructors may provide course content through any or all of the following:

lectures
discussion questions
media presentations
short self assessments
discussions

Section 6: Typical Student Assignments

Example #1:
Values Assignment

Take Values Assessment to identify your career/life values. Answer the following questions:

- 1) What are your top 10 values?
- 2) Give an example of a time when one or more of your values was met in the work place. Be specific.
- 3) Give an example of a time where one or more of your values was not met or even challenged in the workplace. Be specific.
- 4) How do the careers you are considering match with your values?
- 5) How will identifying your top values impact your career decision?

Example #2:

Informational Interview Reflective Essay

Select an interviewee, compose an approach email, draft some questions, and complete the interview. In 2-3 paragraphs, briefly explain who you interviewed and why. Summarize what you learned, include how it will affect the development of your career plan.

Section 7: Evaluation and Assessment Methods

Completion of all assessments, written assignments, exploration of career resources, final project, and participation.

Section 8: Distance Education

Percentage: Up to 0% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- *Strong Interest Inventory*. (2012). Consulting Psychologists Press.
- *Myers-Briggs Type Indicator*. (2004). Consulting Psychologists Press.

Section 10: Additional Course Information

Faculty Discipline(s):	Counseling
Short Title for Transcripts:	Life & Career Planning
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	4930.12 (<i>Job Seeking/Changing Skills</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340*

Justification:

"Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340"

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- distinguish among fact, inference and opinion

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- make inferences.
- outline, paraphrase, and summarize passages from a range of texts.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course assists students in recognizing their interests and values and using this knowledge to develop appropriate educational and career goals. This course also satisfies the Living Skills area of ARC GE.

Associate Degree GE Pattern: III(b). Life Development Skills (*Approved: Jun 01, 1983*)

Degrees and Certificates: None.

Prerequisite To: None.

Corequisite To: None.

Advisory To: HCD 331

Embedded In Descriptions:

Section 13: Relationship to Transfer Institutions

Transfer: *CSU Approved*

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline

American River College

Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: HUM 301: Introduction to the Humanities

Outline Status: Catalog

Last Full Review: Nov 04, 2010

Last Curriculum Action: Mar 15, 2018

Catalog Date: Jun 01, 2019

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: HUM 301

Title: Introduction to the Humanities

Units: 3.00

Prerequisite: None.

Advisory: ESLW 320 (*Advanced-Low Writing*)

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This is a non-chronological course that introduces the humanities, primarily architecture, music, painting, poetry, sculpture, theatre, and film. Emphasis is on identifying, appreciating, analyzing, interpreting, and understanding various masterworks, primarily from Europe and America. Field trips may be required.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- identify the key components of various genres of art (painting, sculpture, architecture, music, drama etc.)

- analyze a work of art, including its components, structure, message, meaning, and function
 - compare and contrast two or more works of art of the same genre
 - examine two or more works of art from different genres in order to understand their commonalities and differences of historical context, form, message, and meaning
 - identify historically significant works of art (i.e. "great works" of Michelangelo, Beethoven, Frank Lloyd Wright, and others)
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Introduction: defining humanities; defining a work of art; analyzing a work of art for its elements, subject, style, and message
 - 6 Two-dimensional media: oil, watercolor, fresco, abstract and representational painting
 - 3 Sculpture: relief sculpture, sculpture in the round, the human body in sculpture
 - 6 Architecture: technical aspects, site, types, styles, materials, functions
 - 3 Literature: genre, style, technique, diction, theme, message, use of metaphors and symbols
 - 6 Drama: genre, style, technique, staging, acting, theme, message
 - 6 Music: tone, melody, harmony, rhythm, structure, style
 - 4 Dance: genre, style, technique, subject matter, staging, case study (a selected ballet)
 - 6 Film: subject, structure, technique, case study (a selected "Classic" film)
 - 3 Multiple arts in historical context: case study (arts in selected time periods)
 - 6 Interrelationships of the arts: interpreting an idea in different media
 - 2 Final exam
-

54 Total Hours

Section 5: Methods of Instruction

Lecture, discussion, multimedia presentations, including playing recorded music, and small group activities

Section 6: Typical Student Assignments

Example #1:

Read textbook chapter two, "What Is a Work of Art?," and answer in writing questions 1 - 4 in the "Perception Key," page 48

Example #2:

Choose any two works of art, architecture, or sculpture made by Pablo Picasso, Frank Lloyd Wright, Ernest Hemingway, and/or Henry Moore, and explain in writing why they are "Modern" artworks.

Section 7: Evaluation and Assessment Methods

Quizzes, tests, homework, short essays

Section 8: Representative List of Textbooks

- Martin, D., and Jacobus, L. (2011). *The Humanities Through the Arts* (8th ed.). San Francisco: McGraw Hill. [ISBN: 9780073376639]
 - Sporre, D. (2008). *The Creative Impulse: An Introduction to the Arts* (8th ed.). New York: Prentice Hall. [ISBN: 0136034934]
-

Section 9: Additional Course Information

Faculty Discipline(s):	Humanities
Short Title for Transcripts:	Introduction to the Humanities
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	1599.00 (<i>Other Humanities</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 10: Advisory Justification

Advisory: *ESLW 320*

Justification: *ENGWR 102: Proficient Writing*

The following ENGWR 102 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- compose essays with clear controlling ideas that address topics using appropriate strategies
- compose essays with a logical progression and organization of ideas
- develop and expand ideas that are supported by a variety of relevant details
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English

ENGWR 103: Practical Communication

The following ENGWR 103 advisory skills are recommended in order to be successful in the course:

- analyze workplace communication using communication models to identify audience, establish purpose, and select appropriate communication formats
- synthesize concepts and evidence from workplace texts and sources
- compose a variety of workplace documents, including informative and persuasive internal and external correspondence, reports, proposals, and research summaries

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- analyze paragraph and essay structure and apply these concepts to writing.

Section 11: Relationship to College Programs

Need/Purpose for the Course: This course provides an alternative to the chronological sequence of American River College's other Western Humanities courses, which allows more opportunities for studying and writing analytically about arts and humanities without using the chronological approach.

Associate Degree GE Pattern: I. Humanities (*Approved: Jun 01, 2011*)

Degrees and Certificates: History of the Creative Arts (A.A. Degree); Philosophy (A.A. for Transfer (AA-T) Degree)

Prerequisite To: None.

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 12: Relationship to Transfer Institutions

Transfer: CSU *Approved: Jan 01, 2011*

Transfer: UC *Approved: Aug 01, 2011*

CSU General Education: Area C2: Humanities (*Approved: Jan 01, 2011*)

IGETC: Area 3B: Humanities (*Approved: Aug 01, 2011*)

Section 13: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: MUFHL 315: Jazz History

Outline Status: Catalog

Last Full Review: Mar 28, 2014

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: MUFHL 315

Title: Jazz History

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course introduces the history of jazz. Topics include ethnicity, ethnocentrism, racism, ageism, class differences, and gender issues. Guided listening presentations show how African and early African American musical traditions have led to the development of various improvisational forms and styles including ragtime, swing, bebop, free jazz, fusion, and acid jazz.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- compare and contrast traditions of jazz music throughout the world
 - recognize and distinguish between diverse musical styles and musical traditions
 - identify and evaluate the historical and social content of the world's cultures through musical expression
 - compare and contrast ethnicity, ethnocentrism, racism, ageism, class differences, and multicultural gender issues through the study of traditions of jazz music throughout the world
 - evaluate stylistic and formulaic traits of jazz music through analytical listening
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 1 Elements of music: sound, rhythm, harmony, melody, scales, and texture (homophony, heterophony, polyphony)
- 1 Traditional instruments of jazz: clarinet, trumpet, trombone, piano, bass, drums, and guitar
- 1 Jazz styles time line
- 1.5 African music traditions and styles: African music and culture, the structure and technique of the African drum ensemble, the Griot tradition, urban development, high life, Juju, Psychs, Chimurenga, Afro beat, Zouk, Soka, Makossa, and Mbaquanga
- 1.5 Basic elements of jazz: rhythm, melody, harmony, texture, form, and improvisation
- 3 Early African American musical traditions: field hollers, work songs, performance practices, improvisational traditions in music expressing a global (including American) cultural consciousness, and African American banjo technique
- 6 Ragtime and early jazz/blues: instrumentation, minstrel music, Jim Crow, Plessy vs Ferguson, Creoles of Color, introduction to concepts of ethnicity, ethnocentrism, racism, and class differences
- 5 Swing era: big band instrumentation, arrangements, required note-reading and the effect on African American jazz musicians, Roosevelt and failed lynching laws, Billie Holiday's "Strange Fruit" addressing a Southern lynching, and integrated audiences at New York's Cafe Society
- 4 Bebop era: instrumentation, integrated jazz bands in Europe, and segregated jazz bands in the United States
- 3 Cool era: instrumentation of the "west coast" sound and rising militancy in the African American communities
- 3 Hard bop (the "funky" school): instrumentation, Art Blakey and the Jazz Messengers, African American "roots" movement in Detroit and Philadelphia, and the roots of "funk"
- 5 Modal and free jazz era: instrumentation and the 1960's civil rights movement
- 3 Afro Cuban and Latin jazz: Cuban and Puerto Rican musicians Paquito d'Rivera, Tito Puente, Mario Bauza, Chano Pozo, and Arturo Sandoval
- 2 Brazilian jazz: samba, bossa nova, Astrud Gilberto, and Carlos Antonio Jobim
- 3 Fusion and other commercial forms
- 3 Jazz traditions from Europe and Asia

- 3 Indian improvisational forms and contemporary African jazz
 - 1.5 Neoclassic movement
 - 1.5 Acid jazz
 - 2 Final exam
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, demonstrations, discussions, and listening activities.

Section 6: Typical Student Assignments

Example #1:

Concert attendance and reporting

Attend a performance of live jazz in one of the following genres: ragtime, Dixieland, swing, bop, hard bop, cool, modal, free, fusion, or neoclassic. Write a one-paragraph description of each work on the program. Give your personal reaction to each piece. Describe the music using both your own words and the terms present in this course. Present the historical, social, and cultural context of the style period.

Example #2:

Reading and listening assignment

Read the textbook. Identify the general stylistic attributes of the swing period. Listen to these attributes on the accompanying demonstration CD. Compare and contrast these stylistic attributes with those of Dixieland jazz.

Example #3:

CD review

Assume the role of a CD reviewer for DownBeat Magazine or some other jazz magazine. Utilizing jazz vocabulary, write a review expressing your feelings about the music, the musicians, and the CD.

Section 7: Evaluation and Assessment Methods

Homework assignments, quizzes, discussions, final exam and/or project.

Section 8: Distance Education

Percentage: Up to 0% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Gridley, M. (2013). *Concise Guide to Jazz* (7th ed.). Prentice Hall. [ISBN: 978-0205937004]
- Lawn, R. (2012). *Experiencing Jazz* (2nd ed.). Routledge. [ISBN: 978-0415699600]

Supplementary Requirements: A jazz CD as required by the instructor.

Section 10: Additional Course Information

Faculty Discipline(s):	Music
Short Title for Transcripts:	Jazz History
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	1004.00 (<i>Music</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification:

"Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- evaluate source credibility
- compose essays with a logical progression and organization of ideas

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- recognize a wide variety of academic and idiomatic vocabulary.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course introduces the history of jazz and provides an overview of how African and early African American musical traditions have affected the development of jazz. It is required for the jazz degree and fulfills both the humanities and multicultural general education requirements for transfer students.

Associate Degree GE Pattern: I. Humanities (*Approved: Jun 01, 1998*)

Ethnic/Multicultural Studies Requirement: *Approved: Aug 01, 1998*

Degrees and Certificates: History of the Creative Arts (A.A. Degree); Jazz Studies (A.A. Degree)

Prerequisite To: None.

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 13: Course Identification (C-ID) Number

C-ID: MUS 100 (*Denied: Sep 28, 2015*) (Course denied. Sent reviewer decision and comments to developer 9/28/2015. L Fowler)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1998*

CSU General Education: Area C1: Creative Arts (*Approved: Aug 01, 1998*)

IGETC: Area 3A: Arts (*Approved: Aug 01, 1999*)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: MUFHL 330: World Music

Outline Status: Catalog

Last Full Review: Oct 23, 2014

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: MUFHL 330

Title: World Music

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course is an introduction to folk, dance, ceremonial, and popular music from around the world. Guided listening presentations show how traditional forms and styles have led to the urban, professional music popular in many countries today known as "World Beat." Concepts of ethnicity, ethnocentrism, racism, ageism, class differences, and gender issues are addressed. Music of the Americas, Africa, Asia, India, Europe, and the Middle East are compared. No previous musical experience is required.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- compare and contrast traditions of music throughout the world.
 - critique and differentiate diverse musical styles and musical instruments.
 - describe the historical and social content of the world's cultures through musical expression.
 - assess concepts of ethnicity, ethnocentrism, racism, ageism, class differences, and gender issues of various cultures through the study of traditions of music throughout the world.
 - evaluate musical examples by applying techniques of analytical listening skills.
-

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Elements of music and listening styles: sound, rhythm, melody, scales, singing styles, form, texture, timbre, traditional instruments, and music traditions expressing a global (including American) cultural consciousness. Concepts of ethnicity, ethnocentrism, racism, ageism, class differences, and gender issues
- 4 African music traditions and styles: African music and culture, the structure and technique of the African drum ensemble, the griot tradition, urban development, highlife, juju, chimurenga, Afro-beat, zouk, soka, makossa, and mbaqanga
- 4 Music of the Caribbean: African and Latin influences, mento, ska, rocksteady, reggae, calypso, and steel drum music
- 4 Music of South and Latin America: Synthesis of African, European, and indigenous styles, Latin American dance rhythms, regional musical instruments, the son, and other mestizo forms
- 3 American folk and indigenous traditions: Native American music and ritual, Tex Mex, conjunto, and salsa
- 4 Irish and Celtic musical styles: The roots of American country and folk music, music from Highland Scotland, Brittany, and Wales
- 4 Eastern European music: Russian, Romanian, Hungarian, Bulgarian, Macedonian, and other Balkan music, odd-meter rhythms, Eastern melodic scales, dance house music, folk song forms, and epic songs
- 4 Folk music of western Europe: Folk instruments, minnesingers, volkslied, strophic form, pentatonic vs. heptatonic scales, and the effect of politics on folk music
- 4 Middle Eastern music: Arabic, Turkish, North African, and Persian music. Arabic scales and tuning, hand percussion, the ancient world of the Near East, Jewish music in the Near East, and Islamic influence on the music
- 4 Music of India: Hindustani and Karnatak musical traditions, Indian music theory, raga, Indian scales, Indian system of rhythm, classical and popular vocal traditions, and Indian film music
- 4 Music of China: Chinese separatism, Peking Opera, Silk and Bamboo music, and Canto-Pop
- 4 Music of Japan: Japanese narrative and theatrical traditions, court music, and J-Pop
- 4 Indonesian music: Music of Java and Bali, the gamelan orchestra, slendro and pelog tonal systems, colotomic structure, wayang kulit, kroncong, dangdut, and contemporary music styles
- 4 Music of Oceania: Australian aboriginal music tradition, music of Melanesia, Micronesia, Polynesia, and New Zealand, Pacific Island musical culture, and musical syncretism

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, guided listening of audio recordings, and media presentations.

Section 6: Typical Student Assignments

Example #1:

After reading Part 2, "Music of Sub-Saharan Africa," in your textbook and reviewing the lecture materials, write short definitions for each of the terms listed on the instructor-provided form.

Example #2:

Write a biography (at least 1000 words) of a person we have studied in this unit. Your paper should a) summarize your subject's personal history, b) present the historical and social context surrounding them, c) convey how they influenced the music and society of this region and the world. Please note that your instructor will utilize Turnitin.com to check for plagiarism. Exercise care to use your own words and ideas while properly crediting any sources you quote.

Example #3:

Attend a live, non-western/world music performance. Write a one-paragraph description of each work on the program. Give your personal reaction to each piece. Describe the music using both your own words and the terms presented in this course.

Section 7: Evaluation and Assessment Methods

Examinations and quizzes, participation in discussions, reviews of live concerts, and essays on biographical and musical style topics.

Section 8: Distance Education

Percentage: Up to 0% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Alves, W. (2013). *Music of the Peoples of the World* (3rd ed.). Cengage Learning PTR. [ISBN: 9781133307945]
-

Section 10: Additional Course Information

Faculty Discipline(s):

Music

Short Title for Transcripts:	World Music
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	1004.00 (<i>Music</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification:

"Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

This course has many required reading and writing assignments. The student must possess a basic proficiency in these skills in order to be successful in this course.

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- revise essay drafts to improve focus and strengthen ideas
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English
- compose essays with clear controlling ideas
- compose essays with a logical progression and organization of ideas
- format documents properly
- parenthetically reference sources used in paper

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- recognize a wide variety of academic and idiomatic vocabulary.
- adapt reading speed and style to material.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course is an introduction to music and cultures from around the world. This course is a requirement for all Commercial Music and Jazz Studies A.A. degrees and certificates and is transferable to UC/CSU. It also meets the American River College humanities and ethnic/multicultural studies graduation requirements.

Associate Degree GE Pattern: I. Humanities (*Approved: Jun 01, 1983*)

Ethnic/Multicultural Studies Requirement: *Approved: Jun 01, 1998*

Degrees and Certificates: Anthropology (A.A. for Transfer (AA-T) Degree); Commercial Music: Business (A.A. Degree); Commercial Music: Business (Certificate); Commercial Music: Recording (A.A. Degree); Commercial Music: Recording (Certificate); History of the Creative Arts (A.A. Degree); Master Teacher (Certificate)

Prerequisite To: None.

Corequisite To: None.

Advisory To: None.

Embedded In Descriptions:

Section 13: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1997*

CSU General Education: Area C1: Creative Arts (*Approved: Aug 01, 1994*)

IGETC: Area 3A: Arts (*Approved: Aug 01, 1999*)

Section 14: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline

American River College

Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	PSYC 300: General Principles
Outline Status:	Catalog
Last Full Review:	May 10, 2019
Last Curriculum Action:	Sep 22, 2019
Catalog Date:	Jun 01, 2020
Official:	Yes

Section 2: Basic Course Information

Identifier:	PSYC 300
Title:	General Principles
Units:	3.00
Prerequisite:	None.
Advisory:	Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.
Hours:	54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.
Description:	This course provides a broad overview of general principles of psychology. Topics include the scientific method, statistics, biological determinants, as well as general processes of behavior, such as development, learning, language, intelligence, perception, motivation, emotion, personality, and mental health. This course is not open to students who have taken PSYC 480.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- compare the major theoretical perspectives in psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, socio-cultural)
- describe the general subject areas of psychology (e.g., biological, sensation and perception, learning and memory, cognition, consciousness, individual differences, psychometrics, personality, social processes, developmental/lifespan, emotion, motivation)
- describe the applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school health)
- differentiate between commonly used research methods in psychology and their applications

- apply psychological concepts, theories, and research findings to personal, interpersonal, occupational, and social/community contexts
- incorporate systematic critical thinking in arriving at conclusions about behavior and mental processes
- describe the roles that culture and diversity play in various aspects of human behavior and mental processes
- distinguish between the ethical implications of psychological research and the responsibility to pursue and use knowledge wisely

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 3 Introduction to psychology: historical overview, major perspectives in psychology
- 4 Research methods: the scientific method, descriptive methods, correlational research, experimental studies, overview of American Psychological Association (APA) style
- 4 Biological determinants of behavior: neural communication, the nervous system, major structures of the brain, the endocrine system
- 4 Lifespan and developmental issues: prenatal development, physical, cognitive, and social development across the lifespan, development of gender, sexual orientation and cultural identity
- 3 Sexuality and gender: sexual differentiation, gender roles, gender differences and similarities, sexual orientation, sexual behaviors, sexually transmitted infections
- 3 Sensation and perception: overview of visual, auditory, gustatory, olfactory and pain/touch sensations, sensory thresholds, sensory adaptation, perceptual organization and interpretation, selective attention, perceptual illusions
- 3 States of consciousness: sleep cycle, hypnosis, altered states of consciousness, drug-induced states
- 3 Learning: classical conditioning, operant conditioning, social-cognitive learning theories, practical applications of theories
- 3 Cognition: language, reasoning, decision making, problem solving, theories of intelligence, intelligence testing, and genetic and environmental influences on intelligence
- 3 Memory: theories of memory encoding, storage and retrieval, short- and long-term memory, the biological basis of memory, theories of forgetting, memory construction, repressed memory controversy, improving memory
- 3 Motivation: theories of motivation, biological, cognitive and social/cultural influences on motivation, motivation and hunger, sexual behavior, and achievement
- 3 Emotion: theories and physiology of emotion, expression and experience of emotion
- 3 Stress: physiology of stress, psychological and environmental factors contributing to stress, coping, modification of health-impairing behaviors
- 3 Personality theories: trait perspective, psychoanalytic theory, behaviorism, humanistic theory, social-cognitive perspective, personality assessment
- 3 Psychological disorders: overview of diagnostic process, etiology and symptoms of major disorders
- 3 Psychotherapies: types of psychotherapists, major approaches to therapy (psychodynamic, humanistic,

cognitive, behavioral, biomedical treatments, research on the effectiveness of psychotherapy

- 3 Social psychology: social roles, attribution theory, social influence, conformity, obedience, group behavior, prejudice and discrimination, aggression
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, student reports, media

Section 6: Typical Student Assignments

Sample Assignment #1:

Obtain an article about a psychological topic and write a five-page paper that includes both a summary of the article and your review which demonstrates knowledge of psychological concepts and the ability to think scientifically.

(Addresses SLO: incorporate systematic critical thinking in arriving at conclusions about behavior and mental processes)

Sample Assignment #2:

Write a one-page paper describing how a psychological concept (such as cognitive dissonance) has been applied in your own life.

(Addresses SLO: apply psychological concepts, theories, and research findings to personal, interpersonal, occupational, and social/community contexts)

Section 7: Evaluation and Assessment Methods

Application/written exercises, problem-solving exams and quizzes, research reports, oral and written presentations, peer reviews, graded discussions, and/or team projects.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Hockenbury, D., and Nolan, S. (2019). *Discovering Psychology* (8th ed.). Worth Publishing. [ISBN: 9781319136390]
 - Myers, D. (2019). *Exploring Psychology* (11th ed.). Worth Publishing. [ISBN: 9781319104191]
 - Ciccarelli, S., and White, J. N. (2016). *Psychology* (5th ed.). Pearson. [ISBN: 978-0134477961]
 - Feldman, R. (2019). *Understanding Psychology* (14th ed.). McGraw-Hill. [ISBN: 9781260194555]
-

Section 10: Additional Course Information

Faculty Discipline(s):	Psychology
Short Title for Transcripts:	General Principles
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2001.00 (<i>Psychology, General</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340.*

Justification: "Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340."

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English
- distinguish among fact, inference and opinion
- respond to issues raised in texts
- develop and expand ideas that are supported by a variety of relevant details

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.
- make inferences.

- recognize a wide variety of academic and idiomatic vocabulary.
- outline, paraphrase, and summarize passages from a range of texts.
- adapt reading speed and style to material.
- apply basic research steps.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- develop effective persuasive essays under time constraints.
- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.
- analyze sentence, paragraph, and essay structure and apply these concepts to writing.

Section 12: Relationship to College Programs

Need/Purpose for the Course:	This is a core requirement for the A.A. and A.A.-T degrees in Psychology and is a part of many other degrees and certificates. It provides an overview of the discipline and a foundation for further study in the field of psychology.
Associate Degree GE Pattern:	V(b). Social and Behavioral Sciences - Other (<i>Approved: Jun 01, 1973</i>)
Degrees and Certificates:	Administration of Justice (A.S. for Transfer (AS-T) Degree); Chemical Dependency Studies (A.A. Degree); Chemical Dependency Studies (Certificate); Communication Studies (A.A. for Transfer (AA-T) Degree); Emergency and Episodic Care (Certificate); Human Services (A.A. Degree); Human Services (Certificate); LVN to RN Career Mobility (A.S. Degree); Nutrition and Dietetics (A.S. for Transfer (AS-T) Degree); Physical Education (A.S. Degree); Psychology (A.A. Degree); Psychology (A.A. for Transfer (AA-T) Degree); Registered Nursing (A.S. Degree); Respiratory Care (A.S. Degree); Social Justice Studies: Race and Ethnicity (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Women, Gender, and LGBTQ Studies (A.A. for Transfer (AA-T) Degree); Sociology (A.A. for Transfer (AA-T) Degree); Sports Medicine (A.S. Degree); The Individual and Society (A.A. Degree)
Prerequisite To:	PSYC 310, 335, 340, 342, and 481
Corequisite To:	None.
Advisory To:	HACT 311 and PSYC 320

Embedded In Descriptions:

Section 13: Course Identification (C-ID) Number

C-ID: PSY 110 (*Approved: Jan 01, 2013*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983* "UC credit limitation: PSYC 300, 305, & 480 combined: maximum credit, one course"

CSU General Education: Area D9: Psychology (*Approved: Aug 01, 1980*)

IGETC: Area 4I: Psychology (*Approved: Aug 01, 1991*)

Section 15: Digital Signatures

Faculty Initiator: Natasha Fratello

Department/Subject: PSYC

Department Vote: *Yes:* 13

No: 0

Abstain: 0

Total: 13

Department Chair/ Designated Contact: "Only revision was to update textbooks. Department was informed. Full-timer who teaches the course provided updated list of textbooks."
--Andrea Garvey (**Signed:** Oct 25, 2018)

Librarian:

Division Dean: "This update textbook request has my approval.

Steven Boyd Dean BSS"

--Steven Boyd (**Signed:** Oct 25, 2018)

CRC Contact: James Frazee (**Signed:** Oct 25, 2018)

FLC Contact: Sean Fannon (**Signed:** Jan 29, 2019)

SCC Contact: Maria Regalado (**Signed:** Oct 29, 2018)

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course: SOC 300: Introductory Sociology

Outline Status: Catalog

Last Full Review: Oct 04, 2018

Last Curriculum Action: Sep 05, 2019

Catalog Addendum Date: Jan 01, 2020

Official: Yes

Explanation: AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier: SOC 300

Title: Introductory Sociology

Units: 3.00

Prerequisite: None.

Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Description: This course examines principles and basic concepts in sociology. It includes the study of institutions, culture, social organization, group interaction, social stratification, economy, politics, social movements, and urbanization. This course is not open to students who have completed SOC 480.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- compare various sociological perspectives and their relevance to the understanding of social life.
- synthesize various sociological theories to enhance one's understanding of everyday life events and social experiences.
- identify and discuss major issues facing the world today from a sociological standpoint.
- relate sociological theories to the workings of various institutions and analyze social issues and events from a sociological standpoint.
- define the role of human agency in shaping institutions and structures in society.
- research and evaluate various economic, political, and social institutions in society.
- apply the micro-sociological and interpersonal level analysis to social behavior.
- apply macro-sociological and institutional and systemic analysis to social behavior.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 6 The nature of sociology: what is sociology, sociology and the social sciences, origins of sociology, sociological theories.
- 3 Sociological knowledge: the scientific method, research design and data collection, research ethics.
- 3 Culture: what is culture, components of culture, values, norms and laws, cultural diversity, views of other cultures.
- 3 Socialization: nature vs. nurture, isolation, theories of socialization, resocialization, agents of socialization.
- 4 Deviance and social control: formal and informal controls, explanations of deviance and types of crime, social policy and criminal justice.
- 6 Social stratification: systems of stratification, theories of social stratification, determinants of social status, social mobility, poverty and inequality.
- 3 Race and ethnic stratification: social construction of race and ethnicity, theories of prejudice and racism, patterns of race and ethnic relations.
- 4 Gender stratification: social construction of gender, theories of gender inequality, origins of patriarchy, gender inequality in the US.
- 3 Institution of religion: Durkheim and the sociology of religion, organization of religion, functions of religion, dimensions of religious behavior.
- 3 Institution of the family: the functions of the family, marriage and family in the United States, universal and alternative family patterns.
- 3 Collective behavior: theories of collective behavior, crowds, fads and fashions, panics and rumors, publics and public opinion.
- 3 Institution of education: the functions of education, schools as a social organization, trends in American education.
- 3 Social change: what is social change, causes of social change. Theories of modernization and development.
- 4 The institution of economy: forms of economic systems, division of labor, the rise of global corporation and globalization, job loss and technology.

- 3 Political system: legitimation of authority, types of government, US political system, voting patterns, perspectives on the nature of democracy in the US.
-

54 Total Hours

Section 5: Methods of Instruction

Lectures, discussion, group projects, student reports, guest speakers, and media presentations.

Section 6: Typical Student Assignments

Sample assignment #1:

Find a current newspaper article dealing with a current social problem. Using the sociological imagination, discuss the problem from a personal and a social lens.

(Addresses SLO:

-identify and discuss major issues facing the world today from a sociological standpoint.)

Sample assignment #2:

Find a journal article about a social institution, approved by the instructor, and write a two page summary of the main point of the article and apply a sociological perspective in explaining the main points.

(Addresses SLO:

-research and evaluate various economic, political, and social institutions in society.)

Section 7: Evaluation and Assessment Methods

Application/written exercises, exams and quizzes, research reports, oral and written presentations, and team projects.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Henslin, J. (2017). *Essentials of Sociology A Down-to-Earth Approach* (13th ed.). Pearson/Allyn and Bacon. [ISBN: 9780134205571]
 - Macionis, J. (2016). *Society the Basics* (14th ed.). Pearson/Prentice Hall. [ISBN: 978-0134226996]
-

Section 10: Additional Course Information

Faculty Discipline(s): Sociology

Short Title for Transcripts:	Introductory Sociology
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	2208.00 (<i>Sociology</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Advisory Justification

Advisory: *Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340*

Justification:

"Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 AND ESLW 340"

Other Justification:

ENGRD 116: Preparation for Academic Study

ENGWR 101: College Writing

The following ENGWR 101 advisory skills are recommended in order to be successful in the course:

- analyze issues and ideas raised in a variety of texts
- evaluate source credibility
- revise essay drafts to improve focus and strengthen ideas
- construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English
- distinguish among fact, inference and opinion
- respond to issues raised in texts
- compose essays with clear controlling ideas
- compose essays with a logical progression and organization of ideas
- develop and expand ideas that are supported by a variety of relevant details
- format documents properly
- parenthetically reference sources used in paper
- cite sources in a properly formatted works-cited page

ESLR 320: Advanced-Low Reading

The following ESLR 320 advisory skills are recommended in order to be successful in the course:

- examine long, complex reading passages.
- appraise and critique reading passages for bias.
- make inferences.
- recognize a wide variety of academic and idiomatic vocabulary.
- outline, paraphrase, and summarize passages from a range of texts.
- adapt reading speed and style to material.
- apply basic research steps.
- synthesize research materials.

ESLW 320: Advanced-Low Writing

The following ESLW 320 advisory skills are recommended in order to be successful in the course:

- compose clear, well-developed, and soundly structured essays on academic topics.
- evaluate a variety of reading selections by critically analyzing, critiquing, and responding to readings both in-class and out of class.
- synthesize information by summarizing, paraphrasing, and quoting readings to integrate outside sources into writing.
- demonstrate near-mastery of English writing style, grammar, vocabulary, and mechanics by revising, editing, and proofreading writing effectively.

Section 12: Relationship to College Programs

Need/Purpose for the Course: SOC 300 is an introductory course in sociology. The goal of the course is to acquaint students with sociological perspectives to understand and analyze social life. It examines how sociologists look at the world, what kind of questions they ask, and how they come up with their explanations. Specifically, this course explores the relationship between issues we face in our daily lives-- particularly the interaction with others-- and the social, cultural, and economic institutions and ideologies which shape our experience.

Associate Degree GE Pattern: V(b). Social and Behavioral Sciences - Other (*Approved: Aug 01, 1973*)

Degrees and Certificates: Administration of Justice (A.S. for Transfer (AS-T) Degree); Communication Studies (A.A. for Transfer (AA-T) Degree); Human Services (A.A. Degree); Human Services (Certificate); International Studies (A.A. Degree); LVN to RN Career Mobility (A.S. Degree); Nutrition and Dietetics (A.S. for Transfer (AS-T) Degree); Registered Nursing (A.S. Degree); Social Justice Studies: Race and Ethnicity (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Women, Gender, and LGBTQ Studies (A.A. for Transfer (AA-T) Degree); Sociology (A.A. for Transfer (AA-T) Degree); The Individual and Society (A.A. Degree)

Prerequisite To: NURSE 420 and SOC 302

Corequisite To: NURSE 410

Advisory To: SOCS 495

**Embedded In
Descriptions:**

Section 13: Course Identification (C-ID) Number

C-ID: SOCI 110 (*Approved: Jun 01, 2012*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved*

Transfer: UC *Approved: Aug 01, 1983*

CSU General Education: Area D0: Sociology and Criminology (*Approved: Aug 01, 1980*)

IGETC: Area 4J: Sociology and Criminology (*Approved: Aug 01, 1991*)

Section 15: Last Curriculum Action

AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Course Outline
American River College
Los Rios Community College District

Section 1: Curriculum Cycle Information

Course:	STAT 300: Introduction to Probability and Statistics
Outline Status:	Catalog
Last Full Review:	Oct 16, 2014
Last Curriculum Action:	Oct 27, 2019
Catalog Addendum Date:	Jan 01, 2020
Official:	Yes
Explanation:	AUTOMATED UPDATE PROCESS: In response to a course deletion, or header change in one of prerequisites, corequisites, or advisories to this course, the Socrates Curriculum Management System automatically archived the previous version of this course and catalogued this outline as the current official version.

Section 2: Basic Course Information

Identifier:	STAT 300
Title:	Introduction to Probability and Statistics
Units:	4.00
Prerequisite:	MATH 120 (<i>Intermediate Algebra</i>), 125 (<i>Intermediate Algebra for Statistics and Liberal Arts</i>), 129 (<i>Elementary and Intermediate Algebra</i>), or 133 (<i>Combined Algebra - Part III</i>) with a grade of "C" or better, or placement through the assessment process.
Hours:	72 hours lecture, 144 hours out-of-class work, for a total of 216 student learning hours.
Description:	This course is an introduction to probability and statistics. Topics include elementary principles and applications of descriptive statistics, counting principles, elementary probability principles, probability distributions, estimation of parameters, hypothesis testing, linear regression and correlation, and Analysis of Variance (ANOVA). Applications use data from various disciplines including business, social sciences, psychology, life and health sciences, and education. Statistical analysis using a computer statistics package or graphing calculator is required.

Section 3: Learning Outcomes and Objectives

Upon completion of this course, the student will be able to:

- identify methods of obtaining data and related advantages and disadvantages of each.
- distinguish between types of data as well as their different scales of measurement and corresponding implications.
- organize and display data appropriately using tables and graphs.
- analyze data by computing measures of central tendency, measures of dispersion, and measures of position.
- analyze bivariate data for linear trends using the least-squares regression model and the correlation coefficient.
- distinguish between probability models appropriate to different chance events and calculate probability according to these methods.
- analyze both discrete and continuous probability distributions, including binomial probability, normal distributions, and t-distributions by examining and interpreting areas under the graph of a histogram or a normal curve.
- apply inferential statistical methods to compare population parameters, make predictions, and draw conclusions about hypotheses.
- select the appropriate hypothesis test, perform the necessary computations and comparisons for the test (including significance of p-values and type I/II errors), and explain the conclusion of the test.
- test the significance of correlation and make predictions based on linear trends using the least-squares regression model.
- create and interpret confidence interval estimates for population parameters based on appropriate probability models.
- analyze and interpret applications using data from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- use statistical software or graphing calculator to calculate single-variable and two-variable statistics and analyze the results.

Section 4: Course Topics

The topics for this course are typically allocated as follows:

Lec Topic

- 4 Introduction to statistics - the nature of data including types of variables and measurement scales, uses and abuses of statistics, design of experiments, and applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- 6 Descriptive statistics (using technology such as SPSS, EXCEL, Minitab, or graphing calculators) - frequency distributions and their graphs, measures of center, variation and position, exploratory data analysis, and applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- 8 Fundamentals of probability - types of probability, sample spaces, laws of large numbers and probability, conditional probability, probability through simulations and counting methods, and applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- 6 Discrete probability distributions (using technology such as SPSS, EXCEL, Minitab, or graphing calculators) - random variables (discrete and continuous), mean, variance, standard deviation, and expected value of discrete distributions, binomial and Poisson distributions, including applications from

various disciplines including business, social sciences, psychology, life sciences, health science, and education.

- 6 Normal probability distributions (using technology such as SPSS, EXCEL, Minitab, or graphing calculators) - standard normal distribution, normal distribution, central limit theorem including sampling distributions, normal distribution as approximation to binomial distribution, and applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- 8 Confidence intervals (using technology such as SPSS, EXCEL, Minitab, or graphing calculators) - estimating a population mean for large and small samples using normal and t-distributions, determining sample size, estimating a population proportion, estimating population variance, and applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- 8 Hypothesis testing with one sample (using technology such as SPSS, EXCEL, Minitab, or graphing calculators) - hypothesis testing fundamentals, testing a claim about a mean for large and small samples using normal and t-distributions, testing a claim about a proportion, testing a claim about a population standard deviation or variance, and applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- 5 Hypothesis testing with two samples (using technology such as SPSS, EXCEL, Minitab, or graphing calculators) - testing the difference between two means for large and small as well as dependent and independent samples, testing the difference between two proportions, and applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- 6 Correlation and regression (using technology such as SPSS, EXCEL, Minitab, or graphing calculators) - correlation, linear regression, variation and prediction intervals, and modeling applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- 7 Chi-square tests (using technology such as SPSS, EXCEL, Minitab, or graphing calculators) - multinomial experiments, goodness-of-fit tests, contingency tables, independence tests, homogeneity tests, and applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- 2 One-way ANOVA (using technology such as SPSS, EXCEL, Minitab, or graphing calculators) and applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.
- 6 Topics chosen from the following (using technology such as SPSS, EXCEL, Minitab, or graphing calculators) - confidence intervals for two populations, nonparametric tests, and related applications from various disciplines including business, social sciences, psychology, life sciences, health science, and education.

72 Total Hours

Section 5: Methods of Instruction

Lectures, discussions, and class activities (collaborative or individual).

Section 6: Typical Student Assignments

Example #1:

Two cards are dealt (without replacement) from a shuffled, standard 52-card deck. Find the probability that both cards are aces.

Example #2:

In a survey of migrating Sandhill Cranes, the distances in a day were normally distributed, with a mean of 267 km and a standard deviation of 86 km. Find the probability that the distance traveled in a day by a randomly selected crane is

- less than 200 km.
- between 250 and 350 km.
- greater than 500 km.

Determine whether any of the above events are unusual. Explain your reasoning.

Example #3:

A department of motor vehicles office claims that the mean wait time is at most 18 minutes. A random sample of 12 people has a mean wait time of 15 minutes with a standard deviation of 2.2 minutes. At $\alpha = 0.05$, test the office's claim. Assume the population is normally distributed.

- Identify the claim and state H_0 and H_a .
- Use technology to find the p-value.
- Compare the p-value with the level of significance α and make a decision.
- Interpret the decision in the context of the original claim.

Section 7: Evaluation and Assessment Methods

Exams, quizzes, homework, class participation, and a comprehensive final exam.

Section 8: Distance Education

Percentage: Up to 100% of this course may be offered via distance education.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

Section 9: Representative List of Textbooks

- Larson, R., and Farber, B. (2015). *Elementary Statistics: Picturing the World* (6th ed.). Pearson. [ISBN: 9780133864991]
- Triola, M. (2014). *Elementary Statistics* (12th ed.). Pearson. [ISBN: 9780321890238]
- Triola, M. (2015). *Essentials of Statistics* (5th ed.). Pearson. [ISBN: 9780133864960]
- Sullivan, M. (2014). *Statistics: Informed Decisions using Data (Custom)* (4th ed.). Pearson. [ISBN: 9780321876225]
- Bluman, A. (2013). *Elementary Statistics: A Brief Version* (6th ed.). McGraw Hill. [ISBN: 9780073386119]

Supplementary Requirements: Technology such as SPSS, EXCEL, Minitab, or a graphing calculator.

Section 10: Additional Course Information

Faculty Discipline(s):	Mathematics
Short Title for Transcripts:	Intro Probability & Statistics
Type of Grading:	Letter Grade
Times Taken for Credit:	This course may be taken 1 time for credit.
Enrollment Family:	Not Part of a Family
Cross-listed Courses:	None.
Taxonomy of Programs (TOP) Code:	1701.00 (<i>Mathematics, General</i>)
Student Accountability Model (SAM) Code:	E (<i>Non-occupational</i>)

Section 11: Prerequisite Justification

Prerequisite: *MATH 120, 125, 129, or 133 with a grade of "C" or better, or placement through the assessment process.*

Justification:

MATH 120: Intermediate Algebra

The following MATH 120 prerequisite skills are needed in order to be successful in the course:

MATH 125: Intermediate Algebra for Statistics and Liberal Arts

MATH 129: Elementary and Intermediate Algebra

The following MATH 129 prerequisite skills are needed in order to be successful in the course:

- recognize and solve various types of equations, inequalities, and systems of equations, and related applications.
- factor a variety of polynomials.
- collect like terms in simplifying polynomial, rational, exponential, and logarithmic expressions.
- sketch graphs of lines and conics.
- associate equations and information from tables or charts with their corresponding graphs.
- recognize and explain the concept of a mathematical function/relation and use functional notation appropriately to formulate solutions.
- analyze and solve applications related to linear, rational, and radical equations.

MATH 133: Combined Algebra - Part III

The following MATH 133 prerequisite skills are needed in order to be successful in the course:

- evaluate functions using function notation.
- analyze and graph quadratic functions.
- analyze and graph exponential and logarithmic functions.
- set up and solve application problems using appropriate algebraic methods.

Section 12: Relationship to College Programs

Need/Purpose for the Course: This course serves as a college-level transferable course in mathematics to complete the GE transfer pattern and is also a lower division major requirement for several majors such as Business, Biology, Mathematics, some Computer Science, Geography, and Physical Education majors. With the course focus being on descriptive and inferential statistics, students use relevant data from areas of business, social sciences, psychology, life and health science, and education to understand the data analysis process at a conceptual level. In today's data-driven information age, this course provides a critical awareness of statistics and allows the student to be a more informed consumer of information. Through analysis of data, statistical distributions, and hypothesis testing, the student completes various analysis methods by using a computer statistics package or graphing calculator.

Associate Degree Competency: Competency Mathematics (*Approved: Jan 01, 2009*)

Associate Degree GE Pattern: II(b). Communication and Analytical Thinking (*Approved: Jun 01, 2009*)

Degrees and Certificates: Administration of Justice (A.S. for Transfer (AS-T) Degree); Anthropology (A.A. for Transfer (AA-T) Degree); Biotechnology (A.S. Degree); Biotechnology (Certificate); Business Administration (A.S. for Transfer (AS-T) Degree); Economics (A.A. for Transfer (AA-T) Degree); Geography (A.S. Degree); Journalism and Mass Communications (A.A. for Transfer (AA-T) Degree); Kinesiology (A.A. for Transfer (AA-T) Degree); Mathematics (A.S. Degree); Nutrition and Dietetics (A.S. for Transfer (AS-T) Degree); Physical Science/Mathematics (A.S. Degree); Political Science (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Race and Ethnicity (A.A. for Transfer (AA-T) Degree); Social Justice Studies: Women, Gender, and LGBTQ Studies (A.A. for Transfer (AA-T) Degree); Temp Geo (A.S. Degree)

Prerequisite To: PSYC 335 and TEMP 302

Corequisite To: STAT 10

Advisory To: SOC 302

Embedded In Descriptions:

Section 13: Course Identification (C-ID) Number

C-ID: MATH 110 (*Approved: Jan 30, 2016*)

Section 14: Relationship to Transfer Institutions

Transfer: CSU *Approved: Jan 01, 2009*

Transfer: UC *Approved: Aug 01, 2009* "UC credit limitation: STAT 300, 305, and PSYC 330

combined: maximum credit, one course "

**CSU General
Education:**

Area B4: Mathematics/Quantitative Reasoning (*Approved: Aug 01, 2009*)

IGETC:

Area 2: Mathematical Concepts and Quantitative Reasoning (*Approved: Aug 01, 2009*)

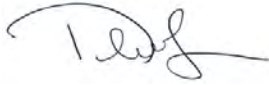
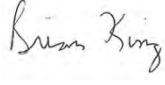
Section 15: Last Curriculum Action

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LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 13, 2020

SUBJECT:	ARC's Online Dual Enrollment Model	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Thomas G. Greene  President, American River College	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor 	ACTION	
		INFORMATION	x

BACKGROUND:

American River College has been working to develop stronger and deeper partnerships and pathways with our local feeder K-12 school districts for several years in accordance with the College's strategic plan. These efforts, in tandem with the passage of Assembly Bill 288 (College and Career Access Pathways Partnerships), have led to the establishment of Career Access Pathways (CCAP) Memorandum of Understandings (MOU's) with Center Unified School District, Natomas Unified School District, San Juan Unified School District, and Twin Rivers Unified School District as a way to offer and expand dual enrollment opportunities, particularly for students who may not already be college bound or who are underrepresented in higher education.

To facilitate and expand these seamless secondary-postsecondary pathways, the college has developed and refined an innovative, online dual enrollment model that it intends to bring to scale over the next 12 to 18 months.

STATUS:

American River College staff will present an overview of this Online Dual Enrollment model/program.

RECOMMENDATION:

This item is presented for the Board of Trustees for information and discussion.